AKKORK

Agency for Quality Assurance in Higher
Education and Career Development

REPORT
on the results of the external assessment of the
Sociology Master degree programme

Saint Petersburg University

Reviewers
V. Zyrianov
M. Ivchenkova
S. Rinken

Manager
A. Soloveva

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SUMMARY OF THE PROGRAMME

The programme «*Sociology*» is implemented by the Faculty of Sociology and it results in Master_qualification awarding. The programme is implemented under the direction of *Doctor of Social Sciences, professor of the Department for Economic Sociology, Petrov Aleksandr Victorovich.*

The site visit within the scope of the procedure of the programme external assessment is carried out by AKKORK reviewers within the period of September 24 - 25, 2018.

Strong points of the programme under analysis

Along with MSU the Saint Petersburg State University has the largest experience in training of sociologists in the Russian Federation - 29 years. Such a significant period of work allowed to create a serious basis for successful implementation of modern programmes for sociologists:

- reputation of one of the most stable and at the same time creative centers of sociologists training in the RF what allows to involve the most trained applicants graduates of the Bachelor degree programme of its faculty, other St. Petersburg universities and RF universities (mainly, in Northwestern Federal District) productively contact with the city authorities, sign agreements with Russian and foreign partners for cooperation, carrying out of scientific research work and employment of the graduates etc.;

- the professionally strong teaching staff (30.4% of DSc and 54.5% of Ph.D) that continuously improves its professional skills and that is fostered by the most successful graduates of the Faculty, Ph.D and DSc who defended their diplomas in the Saint Petersburg State University and that carry out scientific researches (the work on 155 scientific research works and grants is carried out and continues to be carried out in the Faculty for 2015 - 2018), that create the learning and teaching basis sufficient for provision of the educational process in accordance with the requirements of the educational standards of The Saint Petersburg State University (order № 8483/1 d/d 29.08.2017 «On actualization of the educational standard (Master degree programme)» https://spbu.ru/sveden/eduStandarts);

- long-term cooperation with the employers on the programmes that determine the key parameters of the success of the programme for Masters-sociologists (providing of resources and base chair, coordination of the competencies charts, formulations and contents of the disciplines, subject areas of the term papers and Graduate Qualification Work (GQW), participation in the meetings of the State Accreditation Commission (SAC), analysis of the demand for specific knowledge, abilities and skills of the graduates etc.);

- the programme's strength consists of its sustained emphasis on applied research skills. This emphasis is evident not only in the curriculum but also in terms of the on-site availability of data collection facilities;

- material and technical, financial, infrastructural and information resources that include a classrooms, library, rooms specially equipped for sociological research, computer classrooms, availability of the Internet resources and software that are needed for the programme implementation;

- Teaching and learning materials including textbooks and teaching aids published by SPbU, syllabi;

- research centers and laboratories (Center of sociological and Internet researches, Center of social processes monitoring, University laboratory of the academic department of the university administration of the Rector's office, Sociological research center - university laboratory, Russian-German center of social sciences, International center of social sphere research, Russian-China center of comparative social, economic and political research, Center of Germany and Europe study, Institute of Eastern and Western societies of the Faculty of Sociology, Social Clinic of the Saint Petersburg State University) that enable solving of a number of interdependent problems: providing of a part of students with resources and bases for practice, performing of the contractual works for domestic and foreign customers, receiving of experience in practical work by the teachers of the Faculty;

- regular holding of scientific conferences (the Annual conference Kovalevskiy Readings, Demographic changes and family policy in Russia and China (2015), New trends in social and cultural changes in Korean and Russian societies (2015) etc., that are the basis for approbation of the scientific findings of the programme teachers and forming of a number of the students' competencies.

- active support of academic mobility thanks to what the outgoing mobility has a positive dynamics (increase for the period of three years from 11 up to 19 students) and the incoming mobility has a stable high level (9 - 14 students each year).

The programme attracts students from across the Russian Federation and students from other countries.

During the site visit, the Reviewers were impressed with the generous and frank input from all kinds of stakeholders, including former students and employers in addition to current staff and students. This readiness to contribute time and reflections can be interpreted as evidence of shared commitment with the programme and its continuous improvement.

Weak points of the programme under analysis

In addition to significant achievements in training of Masters-sociologists reviewers can single out a number of areas for development and improvement within the scope of the programme implementation:

- the Faculty does not practise creation of any basic departments at the leading enterprises - partners what decreases possibilities and opportunities of a direct cooperation with the employers;

- there can be observed a gap in the work of the programme administration and its ordinary but key at the same time participants - teachers and students. So, the fifth part of the teachers is not informed about the objectives of the programme. As for the students it is impossible to draw a conclusion about their awareness in this question in view of lack of information, as the programme administration does not obtain it in a goal-directed manner and it is satisfied only with indirect or formal information;

- now it is just started in the programme the stage of e-learning technology implementation to the educational process although adequate conditions are created at the level of the Saint Petersburg State University for their more large-scale and effective use;

- having the established contacts with the employment it is impossible to draw a conclusion about the number of the activities held by them (workshops, meetings, schools etc.) as well as about the fact for what audience they are held (Master or Bachelor degree programmes);

- as an unfavourable factor in the work with the staff reviewers shall mark the fact that the dynamics of movement from the personnel reserve to higher positions is not observed;

- a significant portion of the teaching staff is not satisfied with the motivation system that is used in the Saint Petersburg State University (almost a fourth of the teachers is not satisfied or does not know what to answer);

- the teachers are not completely satisfied with the quality of classrooms, laboratories, premises of the department, library stocks and reading halls - the share of those ones who did not show their satisfaction is 1/4 of the teaching staff what indicates possibilities and opportunities for improvement of the situation;

- the work with employers at the programme is often still of formal nature, so, there are no examples of their participation in the development and discussion of the competencies in the report, the number of the chair meetings with their participation and the agenda of these meetings are not given in the report too;

- several types of stakeholders complained about graduates having an insufficient command of practical skills; also, the curriculum was criticized as skewed toward theoretical knowledge. Such observations refer mostly to graduates seeking a career in a variety of non-academic organizations such as government agencies and NGOs, as opposed to graduates aiming for a career in higher education and academic research. In other words, the skill-set transmitted by the programme appears to fit the needs of academically oriented graduates better than those oriented toward non-academic employment opportunities. This is quite problematic since the share of the former probably accounts for a minority only of the programme's former students. (More precise career-tracking data would be useful of course);

- during the site-visit, Reviewers found evidence of a surprisingly broad range of competency levels regarding key skills such as communication in English or the development of research plans attuned to specific demands and objectives; some students were found to lack adequate skills at those regards. Also, a surprisingly low share of students appeared to have received hands-on training at the Faculty's on-site data collection and processing facilities; this implies that

those facilities potential as hands-on tool of skill development is not used appropriately;

   - the programme's location at historical buildings originates trade-offs between aesthetic and functional criteria: these facilities are difficult to access for people with physical handicaps (steep staircases; no evident option of installing lifts). Dormitories are spread across the metropolitan area, causing commuting times to reach unsustainable levels (reportedly up to five hours daily) for some students.

The main recommendations on the analyzed programme

   The recommendations, generally, result from the relatively problematic areas identified in the process of self-evaluation and the onsite visit of the reviewers. This is work with students, teachers and employers.

   The most visible problem is a full-scale involvement in the permanent process of the work at the programme of all stakeholders - students, teachers, the programme administration, the employers as well as the graduates of the Faculty and establishing of direct contacts and feedback in the process of this cooperation. At that, it should be noted that there is created a legal base for ensuring of this work. However, the level of compliance with a number of accreditation indicators demonstrates the presence of defects and mistakes in the joint work of all interested participants of the educational process at the programme. First of all, it can be observed a number of "gaps":

   - between the actually performed work and awareness of ordinary students, teachers and employers about it,

   - between the wish of students to discuss and participate in forming of the programme and their actual participation,

   - between the need in a thought-out and adjusted organization of independent work of students and underestimation of this part of the methodological support of the educational process within the scope of the programme.

   For determination of these gaps and other identified defects reviewers can propose to extend the functions of the Study Methodical Commission in the Faculty. So, its functions shall not be limited, to our opinion, with expert function only. The fact is that based on the self-evaluation report the impression is that the current, routine teaching and methodological work is shifted onto the departments that do not have their own resources for carrying out of a full-scale teaching and methodological work at the level of actual tasks and objectives of the Faculty and the university. In the conditions of "programme" organization of the educational process the department structure of the Faculty provides and supports conventionally well the scientific development and the educational process but it demonstrates its inadequate perceptivity to performance of sufficiently complicated teaching and methodological works. This gap in organization could be filled with creation of a permanent learning and teaching seminar that shall hold its meetings as much as publicly and openly with a substantial and methodological support provided by the Study Methodical Commission of the Faculty. Such a seminar could

become a platform for bringing of the teaching and learning information to the notice of ordinary teachers and students, discussion of the content and the forms of the programme implementation, explanations of various methodical documents and procedures, acquisition of the information on the wishes, problems, complaints and claims of all parties of the educational process to each other. At that, an important moment could be interdepartmental professional interaction not only at the level of the heads of the departments and their deputies but also at the level of ordinary teachers.

Secondly. The analysis of the information given in the self-evaluation report gives grounds to assume that some accreditation issues can be solved more effectively in case of availability of sufficient financial and administrative resources at the Faculty. In particular, incentive of students, teachers, holding of sufficient number of scientific conferences, invitation of token scientists and experts (including foreign ones) for holding of meetings with teachers and students of the Faculty, carrying out of initiative researches, operative publication of scientific, academic and teaching and learning literature (including literature in digital format).
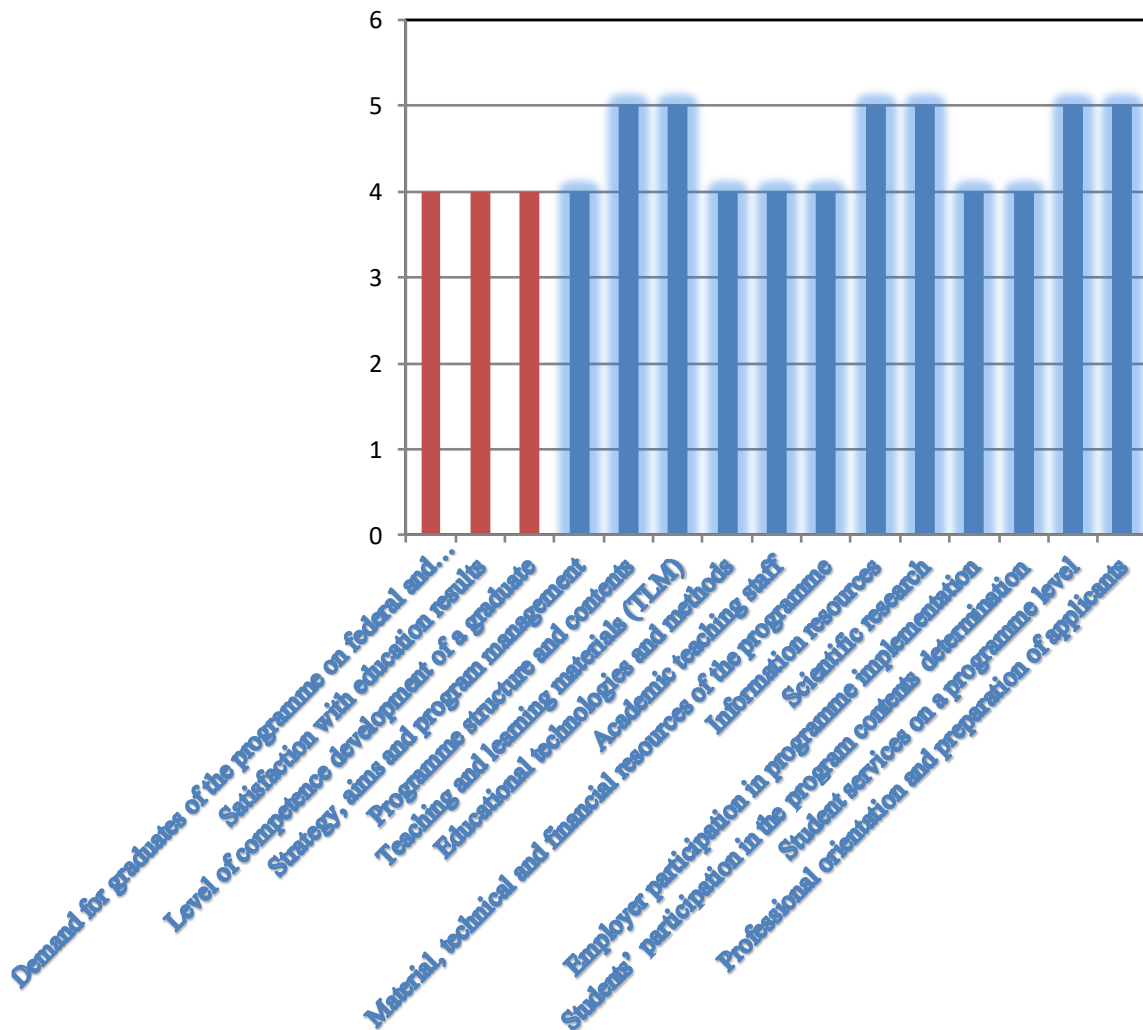
Thirdly. Presently ten ramifications of the Master programme clearly envisage specific labour-market qualifications. The breadth of that thematic spread seems excessive with a view to the volume of enrolled students, yet consolidation into just two branches (one academic, one non-academic) would dilute the Master's added value relative to the Master. Thus, SPbU might wish to (a) cut the number of ramifications, maintaining only those related with the most sizable employment opportunities in academic and non-academic labour markets, and (b) cover the specific skill requirements of students seeking academic or non-academic careers, respectively, by means of elective educational offers.

Assessment profile of the learning outcomes and quality assurance of education

No.		Criterion	Assessment
I		*Quality of the learning outcomes*	
	1.	Demand for graduates of the programme on federal and regional labor markets	*Good*
	2.	Satisfaction with education results	*Good*
	3.	Level of competence development of a graduate	*Good*
II		*Quality assurance of education:*	
	1.	Strategy, aims and program management	*Good*
	2.	Programme structure and contents	*Excellent*
	3.	Teaching and learning materials (TLM)	*Excellent*
	4.	Educational technologies and methods	*Good*
	5.	Academic teaching staff	*Good*

	6.	Material, technical and financial resources of the programme	*Good*
	7.	Information resources	*Excellent*
	8.	Scientific research	*Excellent*
	9.	Employer participation in programme implementation	*Good*
	10.	Students' participation in the program contents determination	*Good*
	11.	Student services on a programme level	*Excellent*
	12.	Professional orientation and preparation of applicants	*Excellent*

Assessment profile of the learning outcomes and quality assurance of education

QUALITY OF THE LEARNING OUTCOMES

1.   Demand for the graduates of the programme on the federal and regional labor market

Criterion assessment: good

According to the data of the Committee on labour and employment there can be observed decrease of intensity in the labour market of St. Petersburg in the fields of activities that have a need in qualified sociologists (from 0.63 person/ vacancy in 2015 up to 0.44 person/ vacancy in April 2018). However, the labour market feels still deficit in young professionals in this field of study, because there is observed diversification of the work places that require the Sociology qualification.

The share of the graduates of the Saint Petersburg State University specializing in "Sociology" to the share of the graduates of all other institutions of higher education in the region on this programme can be characterized by the following data.

In St. Petersburg training on a budgetary basis on the training programme Sociology is implemented today in five educational institutions of higher education: The Saint Petersburg State University (40 places), the National Research University Higher School of Economics - branch in St. Petersburg (25), Peter the Great St.Petersburg Polytechnic University (12), the Herzen State Pedagogical University of Russia (10) and the St Petersburg State University of Economics (20). It should be noted that only five years ago sociologists were trained in eight universities of the city. Therefore, decrease of the scale of Sociology Masters training in St. Petersburg can be considered as a factor of competition decrease in the labour market for the graduates-sociologists.

For last five years 12 - 50% of students combined their work by their field of study with education on the programme. As this is, generally, employment within the Faculty, i.e., in the scientific laboratories (clinics), in the research teams working under the grants this fact can be considered as a positive practice.

Each of the last 5 years 45% - 65% of the programme graduates found their job within one year what can be acknowledged as a high rate taking into account various life circumstances.

Each year approximately 10% of the graduates receive offers of employment by the requests of the enterprises. This rate could be higher in case of a more favourable economic situation as almost all analysed period fell on the financial and economic crisis, sanction effect and other unfavourable economic factors.

As a result 35 - 75% of the graduates of the programme for different years work according to their field of study or the field close to it what is a sufficiently acceptable rate for such a programme as Sociology that forms various knowledge and skills allowing to fulfill oneself in the allied industries and fields of employment.

However, that achievement is subject to various reservations: salary levels are often disappointingly low, non-academic employers demand improved competencies in practical skills, and considerable share graduates have difficulty

finding a job related to their specialist education, despite reported shortages of qualified professionals in this field.

Outside the region there works not such a great number of graduates to consider their number as statistically significant one. However, almost all graduates who go to Moscow and foreign universities to continue their education in the postgraduate studies proved to be competitive and they successfully continue their education.

Each year the Master degree programme is formed for 25-35% in the Saint Petersburg State University at the expense of the graduates of the Bachelor degree programme of the Faculty of Sociology of the Saint Petersburg State University.

2. *Satisfaction of consumers with the learning outcomes*
Criterion assessment: good

In the opinions from 10 organizations employed the programme graduates the information is obtained that indicates that they completely or generally correspond to the modern requirements imposed to graduates.

According to the results of the survey for last five years the share of the graduates that are rather not satisfied with the learning outcomes was within the range of 10 - 25% what is undoubtedly a significant share.

In addition, ambiguous assessments of the level of preparedness of the graduates to practical work were given during the onsite meeting with the employers. On the one hand, a high level of professional training of the graduates was marked by the employers from the academic institutes what is logical as the graduates who are most of all dedicated to sociology want to associate their professional activity with science, in particular. "We obtain the very cream of the crop", - the representative of IS RAS (Institute of Sociology Russian Academy of Sciences) - branch of CSR RAS (Center for Sociological Researches) noted. But even having such high assessments of the preparedness of the graduates the employers would like to receive in the rows of their workers those ones who more fluently speak, at least, one language (English) at the level that should allow to prepare articles for publications in foreign editions and speak at the international scientific conferences and symposia etc.

On the whole, the graduates are also evaluated by the business representatives as well trained young professionals who are able to use the qualitative methods well enough. But at that they clearly have inadequate practical skills in the field of data analysis and use of the quantitative research methods (advanced use of SPSS, Stata etc. programs).

The employers from public authorities in which the graduates find employment after graduation from the university marked their poor level of training in the field of knowledge of the regulatory and legal framework and their idea about organizational structures of the institutions, in addition, they have insufficient skills in preparation of reports, analytical materials and practical recommendations.

The most of the employers present at the meeting participated in the process of preparation of the programme as experts and they give a positive assessment to taking into account of their opinion in the process of their involvement in participation in the educational process. However, it was noted by them that there remained some "gaps" between the expectations of the employers and the level of the graduates' training.

As desires the association of employers proposed not only to participate in the process of programme preparation but also create at the Faculty a certain club (association) of the graduates for tracking their career strategies and practices as well as for having a platform for recruitment of the best personnel trained in the Faculty of Sociology in the Saint Petersburg State University.

SPbU should further enhance the main strength of its Sociology programmes by designing specialized paths (with differentiated educational offerings) for students aiming for academic and non-academic careers, respectively. (See section "summary" for more details).

To increase the utility of the feedback received via surveys of graduates and employers, questionnaires should be revised with a view to eliciting freely worded indications of perceived strengths and deficiencies.

The quality of teaching should be made subject to an internal audit.

3. *Level of competence development of a graduate*
   Criterion assessment: good

During the visit, a direct assessment of the competencies of graduate students was conducted. In direct evaluation, students of the 2 (second) year of the Programme took part in the number of 6 people, which is 13 % of the graduate course.

Assessment by V.V. Syrianov and M.S. Ivchenkova:

The test and the exam materials developed by the educational institution were used in the process of the direct assessment as these materials are recognized as valid by the experts.

To analyze the formation of competencies, the experts selected the following:

Assessment of professional competencies ("competence core"), including the competencies reflecting the need (requirements) of the regional and/or federal labor market, depending on the main consumers of the graduates of the programme:

PC-5 A student can use its knowledge of methods and theory of Social Sciences and Humanities in the process of carrying out of expert, consulting and analytic activities.

PC-11 A student can use its in-depth specialized theoretical knowledge, practical skills and abilities for organization of scientific and scientific-applied

researches, educational process, expert, analytic and consulting activities in accordance with its field of study.

PC-13 A student can use the obtained knowledge in teaching of sociological disciplines (in-depth knowledge of the basic schools and directions, it has ability to sociological reflexion).

Test questions were used on the academic discipline "Economic Sociology". Examples:

1. The costs of exchange are also called A) transaction costs B) production costs C) direct costs D) variable costs

2. The concept of marginal utility introduces: A) institutional economics B) marginalist theory C) Keynesianism D) "new economic sociology" D) no right answer

3. One of the most famous researchers of the New Economic Sociology is: A) E. Giddens B) M. Granovetter C) G. Becker D) A. Portes

4. J.M. Keynes wrote the book "The General Theory of Employment, Interest and ..." A) Unemployment B) Rent C) Poverty D) Money D) There is no right answer

5. The concept of "world-economy" is widely used: A) F. Braudel B) M. Weber C) V. Zombart D) T. Veblen D) J.M. Keynes

6. One buyer and many sellers on the market are A) monopsony B) oligopsony C) oligopoly D) monopoly limited by oligopoly D) monopoly limited by oligopsony

According to the results of the Direct assessment of competencies ("a competency-based core") including the competencies that reflect the need (demand) of the regional and/ or federal labour market depending on the major users - graduates of the programme the experts found out that 16% of the examined students of Master's programme of the 2nd academic year in the department of Sociology, that study in different fields of study coped with the proposed test for 82% what means a "sufficient level" and 84% of students -for 64% what allows to assess their level of knowledge as "acceptable" one.

Share of students (%)	Level of task performance		
	Sufficient (coped with not less than 80% of the proposed tasks)	*Acceptable* (50 - 79% of tasks is performed).	*Low* (the per cent of the performed tasks is less than 50%)
16	+		
84		+	

Assessment by S. Rinken:

The measurement and control materials developed by the experts were used during the procedure of direct assessment of graduates. The test tasks consisted of the following:

- To express an informed opinion regarding the topic: "Which countries are likely to be leading world powers in 2030?"
- To understand English-language questions and express oneself fluently in English.
- To design a research program (selection of most adequate methods, etc.) for a study requested by a government agency on the subject-matter of natives' attitudes toward immigration and immigrants, under the condition a tight time-frame (6 months maximum until presentation of report).

In order to analyse the development of competence the expert chose the following one:

• Evaluation of direct assessment of competency that characterize the personality and that are an integral part of his/her professional competency:

OKM-1 (intellectual potential)

• Evaluation of direct assessment of social competencies aimed at the development, maintenance and improvement of communication

OKM-5 (work in English)

• Evaluation of direct assessment of professional competencies ("competencies nucleus") including competencies which reflect the demand (needs) of the federal and/or regional labor markets depending on the major employers of the graduates of the programme

PC-15 (research programme)

As a result of the direct assessment of competence expert has revealed

Level Students ratio	Sufficient level (have managed with 80% of the proposed tasks)	Acceptable level (the percentage of solved tasks from 50 to 79%)	Low level (percentage of solved tasks is less than or equal to 49%)
The results of direct assessment of competency that characterize the personality and that are an integral part of his/her professional competency			
35%	+		
50%		+	
15%			+
The results of direct assessment of social competencies aimed at the development, maintenance and improvement of communication			
15%	+		
50%		+	
35%			+
The results direct assessment of professional competencies ("competencies nucleus") including competencies which reflect the demand (needs) of the federal and/or regional labor markets depending on the major employers of the graduates			

of the programme			
15%	+		
50%		+	
35%			+

When conducting the quality assessment of education, the experts got acquainted with 5 graduate qualification works, which amounted to 10 % of the graduate works of the previous year in this direction. The experts concluded that the considered graduate qualification works mainly meet all the requirements stated below.

GRADUATE QUALIFICATION WORKS

No.	Objects of assessment	Experts' commentaries
1	Topics of graduate qualification works correspond to the field of study and current level of scientific and/or technological development in the programme field.	Complies for 90%
2	The tasks and contents of graduate qualification works are aimed at demonstrating competency formation in the graduate.	Substantially compliant
3	The degree to which data collected or received during the predegree practice and the implementation of course projects was incorporated in the independent research part of the graduate qualification works.	Widely used
4	Graduate thesis topics are defined by the needs of manufacturers as well as the experimental purposes of teachers of the educational institution.	Partially determined
5	The findings of graduate qualification works can be applied in industry.	Partially (not less than 20% of subjects are of general theoretical orientation)
6	The degree to which research findings of the chair, Faculty and outside research and production and/or research organizations was incorporated in the independent research part of the graduate qualification works.	Widely used

Within the scope of the accreditation procedures the experts also familiarized themselves with the subjects of GQW of the graduation year 2018. Their analysis showed that subjects formulated to widely and that do not have any sociological aspect or a range of sociological problems in their titles (not less than 10%) can be met along with pure theoretical subjects.

Conclusions and recommendations of reviewers
Conclusions
The graduates of the Faculty of sociology in the Saint Petersburg State University have a strong reputation of specialists who have the best level of

training, at least, in St. Petersburg and Nothwestern Federal District. They are valued for a high overall intellectual level, good level of theoretical training what finally allows to adapt at any work place during the period of not more than six months.

At the same time, trends for improvement of the training on the programmes in question were identified in the process of accreditation procedures:

- there is no compliance with the level of foreign language training in accordance with the level claimed in the ES (educational standard) of the Saint Petersburg State University;
- inadequate knowledge by the graduates of the quantitative analysis methods including the work with applied statistical programs;
- the competencies are not completely formed for work in business and in the public service authorities;
- the direct assessment of competencies found out only *acceptable* level of knowledge in the process of obtaining answers to standard questions concerning theory and history of sociology included in the test proposed by the Faculty of sociology some graduates proved perfectly capable of resolving the proposed tasks. While it would be unreasonable to expect the same degree of involvement and demonstrable competence from all of the assessed individuals, the Reviewers were surprised by considerable shares of non-performers and students performing at acceptable levels only. Even more surprisingly, those shares turned out to be higher among Master than among Bachelor students. The small number of assessed individuals invites to take these findings with caution; that said, results should be taken seriously with a view to seeking explanations for less-than optimal outcomes and initiating improvements of the assessed programmes;
- a formal approach can be met in the issues of GQW subject determination when the subjects are formulated excessively wide what makes difficult the work for the graduates both in the course of theoretical research and especially of practical research.

Recommendations

The following activities can be considered for successive improvement of the quality of education in terms of the identified problem areas:

- creation at the Faculty of a club (association) of graduates for tracking and correcting their career strategies and practices as well as for obtaining the platform (base) for recruitment of the personnel with the required properties and skills (proposition that was formulated at the meeting with employers);
- there remains the need in continuation of the work on optimization of the programme structure both in terms of the set of the disciplines and sequence (logic connection) between them and in terms of their content. Such efforts could help to use more rationally the limit of the credits assigned for them;
- significant reserves for improvement of the level of knowledge (higher than the "acceptable" one) are in improvement of the organization and the forms of carrying out and control of the independent work of each student. Its role increases manyfold in the conditions when more than a half of the credits assigned for the discipline falls on independent work.

- another tool for increase of the level of knowledge shall be increase of attention to the current control of the process of accumulation and consolidation of knowledge and skills of the students during the semester both in the form of, for example, conventional colloquia, individual consultations, work under the direction of the teacher and of modern means of control in online environment;
- SPbU should also develop the practice of forming of individual paths for students' training, especially, in the final year when a student already knows or supposes the place of his future employment and, correspondingly, the competencies that he needs for successful labour activities at it;
- another tool for increasing of efficiency of sociologists training on the Master degree programme is, to reviewer opinion, continuation of the Faculty course for further increase of GQW importance in the final forming of a significant number of competencies that are claimed in Educational Standard of the Saint Petersburg State University. In this connection it's worth paying attention to the procedures of GQW subject determination and they should be made less formal and more openly. On the other hand, it is also reasonably significantly to increase the motivation, responsibility and temporal resources of the research supervisors. Probably, a Faculty peers shall be created for this purpose as a Teaching Commission body that shall combine the best research supervisors of the Faculty.
- since the Master is taught in Russian only, it might strike as unfair that in this group, just as in the Bachelor group, social competencies were assessed with regard to proficiency in English. However, good active command of English is an important prerequisite for a successful academic career (given the growing need to present research results in English), and academic employers account for an important a share of Master graduates; more generally, English proficiency is certainly a bonus in many professions that sociologists may choose. From this perspective, the choice of this competence for testing seems perfectly appropriate, and results obtained by the Master students are clearly disappointing. Therefore, SPbU is recommended to strengthen the weight of English in the curriculum of the Master programmes, including substantive classes taught in English (in more advanced courses);
- the test results of Master students are especially disappointing with regard to core the professional competency of designing a research programme, i.e., proposing a set of methodological options apt for achieving specific goals while taking specific contextual constraints into account. Such competencies are taught interactively at the Bachelor programme from early on, perhaps explaining the good performance of a majority of tested individuals from this group. Possibly, Master students tend to be somewhat more ossified with regard to specific substantive specializations and perhaps methodological preferences too, losing flexibility in that process. Also, the fact that the Master draws students with first degrees from other universities and disciplines too might go some way toward explaining observed outcomes. SPbU is recommended to seek more ample validation of these test results with a view to then contemplate appropriate remedies of any generalized shortcomings.

QUALITY ASSURANCE OF EDUCATION

1.   *Strategy, aims and management of the programme*
Criterion assessment: good

Strong points of the programme

       The strategy of the programme development specializing in Sociology (Master degree programme) in the Saint Petersburg State University is based on the key provisions of the Development program of the Saint Petersburg State University by 2020. The strategy of the programme development is oriented first of all to providing of a high quality education, competitive ability maintaining both in the educational and in the scientific space of the RF as well as in the professional labour market on one of its specialization - "Social Research and Technologies".

       The Programme Council solving a number of problems concerning strategical development is created in the Saint Petersburg State University.

       The programme management is ensured thanks to the modern information system Blackboard of the Saint Petersburg State University that allows to open a free access to the teaching and learning documentation - characteristics of the programme, curriculums and schedules etc.

       Programme management procedures include relevant stakeholders such as key employers.

Recommendations

- the programme management system can be characterised as a transition system as in it there is no place for dean deputies in learning, teaching and guiding works and the heads of the department play purely servicing role in the implementation of the programme - coordination of pedagogical assignments, at the same time a great part of the most important function (the programme quality assurance, development of the programme content etc.) is delegated to the Study Methodical Commission and the programme heads. It appears that the dean, its deputies and the heads of the departments that are conventionally interpreted as the main management in the presented system rather watch the educational process from the sidelines and are "ammunition carriers" (personnel, teaching load) and the main roles are delegated to the relatively new structures that are in essence expert ones. In addition, a part of administrative work on the programme is performed by central subdivisions of the university. There is the impression that many of the identified problem (at various degrees) areas appeared as a result of some disbalance in the programme management;

- among the accreditation indices such ones are represented as "presence in the educational institution (at the level of the programme implementation) of basic departments of the leading employers and the enterprises that are the main users of the graduates". Such a practice is not implemented at the level of the Saint Petersburg State University. The issues that the basic departments shall solve are

partially delegated to the "sociological clinic", however, it does not provide any opportunities for a closer contact with employers;

- despite the programme's distinctive emphasis on applied research, academic career options appear to loom disproportionately large in terms of the programme's operative aims. Based on a sober diagnosis of graduates' actual labour-market opportunities, the University should consider refocusing the programme more strongly toward non-academic job opportunities. To that avail, it should actively seek the opinion of potential employers who do not presently employ programme graduates, since their views may give clues as to shortcomings.

Additional material

In the course of onsite visit the experts interviewed *the students*. On the whole, the students studying on the programme showed their satisfaction with the educational process, their capabilities to participate in the scientific research work carried out by the Faculty, leisure component of their student life that is supported by the administration of the Faculty.

However, they expressed their remarks to the educational process. So, for example, they would like to have more classes in foreign language; concerning their principal subjects they would like to spend less time for the theory and focus more on the methodology of the disciplines and analysis of practical cases. However, the students of Master's programme who do not have a basic sociological education noted that the disciplines in theoretical sociology are important and interesting for them.

A number of students made a proposal concerning transfer of some individual disciplines in online format, at that, the surveyed students have diametrically opposite opinions concerning this question.

The students of the programme would like to obtain additional skills in writing of scientific articles and texts.

In the course of onsite visit the reviewers *interviewed the teachers*. The meeting with them formed a positive impression concerning the personnel policy at the Faculty. The workers appreciate not only the interesting working process but also the favourable psychological atmosphere in the Faculty.

It is also confirmed by the anonymous questionnaire survey of the teaching staff that was conducted by the workers of the Faculty in the process of self-evaluation of the programme. Only 9% of the Bachelor degree programme teachers think about a possible termination of their employment.

The teaching staff is actively involved in all stages of development and implementation of the programme. Each teacher can make proposals concerning the courses read by it and participate in development of the discipline syllabi through the Study Methodical Commission of the Faculty and the Study Methodical Commission of the university.

The teaching staff of the Faculty works using the system of performance-based contract of employment that has gained broader acceptance for the last years in higher educational institutions and scientific institutes. There are undoubtedly both opponents and supporters of this approach. During the discussion it was noted

that in spite of high KPI the system of performance-based contract of employment gives resources for professional development as well as it has a positive effect on renewal of the teaching staff at the Faculty.

The Faculty administration welcomes visiting of various refresher courses for the teachers and it often compensates the expenses when such courses were run outside SPbU.

Issue on publication activity became the main subject of the discussion. A large part of the teachers who were present at the meeting do not have any problems with the number of publications needed for fulfillment of their obligations under the labour contract and for further attending of the course. The Faculty carries out actively the scientific research work what provides the materials needed for their scientific publications. Difficulties appear with publication of articles in foreign top-rated journals. But this is rather a fundamental problem of humanities knowledge in Russia than of a particular university.

It should be noted that the data of the teachers' survey conducted within the framework of the self-evaluation process are not very positive. Less than the third of the teachers of the Master degree programme are satisfied with the motivation system (25.5%). During the in-depth interview there was revealed no critic of specific motivation mechanisms. Most likely, it can be explained by the fact that loyal employees generally visited the meeting and also by the fact that although the high requirements of the performance-based contract of employment has a high load on the teachers but they are not critical for decision making concerning change of the place of employment.

Summarising it is possible to speak about a positive assessment and effectiveness of the personnel policy. At the same time there are identified some problems in use of motivation mechanisms applied by the Faculty administration.

2.   *Structure and content of the programme*
Criterion assessment: excellent

Strong points of the programme
Training on the programme is implemented according to the competency-oriented curriculum that is oriented to implementation of the competency-oriented model of a graduate. The form of the curriculum assumes indication of the competencies formed by each discipline and that are aligned with the demands of the labour market, take into account the regional needs in the professionals of this level, characterise the personal qualities of each graduate needed for the occupation selected by it and that are oriented to development of communication skills.

The programme content takes into account (at various degrees) opinions of key stakeholders: state, regional labour markets, social partners, students, teaching staff.

The programme content foresees several specializations (Gender Studies, Modern sociological theories, Modern methods and technologies in the study of

social problems of society, Social anthropology, Social audit, Sociology of politics and international relations, Sociology of organizations and personnel management, Sociology of communications, Economic sociology, Sociology of Public Administration (Public Administration)) that reflect a long-term service experience of the collective of the Faculty of sociology and that are coordinated with employers that are representatives of regional needs in the labour market.

According to the SPBU graduation thesis defence procedure, potential employers need to be involved as they suggest graduate qualification work subjects.

The share of the students that think that the structure and the content of the programme completely or generally correspond to their expectations is 95,2 % what can serve as evidence of balance of the programme concerning the ideas of the students about the level and the content of the programme and its degree of orientation to the actual labour market.

Recommendations

The programmes' current structure may not be the best way of achieving the twin goal of optimal learning and labour-market outcomes. The programmes' specific profiles contain training of competencies attuned to particular occupational niches, but their main organizing principal is one of substantive specialization. However, the main cleavage that marks the labour-market prospects of graduates is the distinction between an academic career, on one hand, and a career in non-academic settings, on the other. Rather than more or less faithfully echoing the Faculty's subdivision in "areas of substantive knowledge" (cf. Departments), the programmes' specializations should be refocused with a view to the main career paths potentially available to sociology graduates. At the Master's level, the best solution might be to concentrate on a more limited set of specializations which offer promising labour-market opportunities, attending the varying skill needs of academic and non-academic career expectations by means of elective courses.

The competencies that reflect forming of entrepreneurial skills and abilities needed for work in the field of small and medium-sized business are not foreseen in the competency-oriented model of a graduate. OKM-4 given in the self-evaluation report can serve for forming of the entrepreneurial skills only in combination with direct competencies of similar type. To our opinion, absence of such competencies should not decrease the assessment of the programme and the competency-oriented model of a graduate as professional activity of a sociologist is not oriented to independent starting and conducting of small and medium-sized business.

The index of the share of the GQW subject area determined by the requests of enterprises of the real and/ or financial sector of economic activity is more important - 30% is not a sufficient level. In addition, it is desirable to foresee a document that shall show the requests of which enterprises and organizations are reflected in the GQW subject area. Social and professional networks through which we can obtain the requests that are interesting for the programme and a part

of which can be completed at the stage of establishing of mutually beneficial relations without payment (taking into account a usual level of a Bachelor's GQW), can be used, to our opinion, as a tool for increasing of the mentioned index.

3.   Teaching and learning materials
Criterion assessment: excellent

Strong points of the programme

A thought-through and multistage procedure of the expert assessment of the teaching and learning documentation is created in the Saint Petersburg State University. The following expert assessments are compulsory for the programmes: Study-methodical commission (SMC) - for compliance of the academic classes with the content and of the used pedagogical technologies with the objectives of the programme (the teaching and learning documentation is considered at the meetings of the Study Methodical Commission in which composition representatives of the employers and the Student Council are compulsory included);

Directors of the M. Gorky Scientific Library for assessment of the provision with compulsory literature and on-site electronic information resources that are provided by the Saint Petersburg State University for academic classes.

In addition, the head of the Programme Management Department in the Saint Petersburg State University can schedule an expert examination by the information technology service, the Department of Planning and Finance and the Science park etc. in accordance with the content of the provided programme draft.

The function of coordination of various subdivisions in the process of TLM development and updating is performed by the SMC of the academic and research subdivision in the Saint Petersburg State University. This is an expert body that is created for analysis of the educational activity content implemented in the Saint Petersburg State University and the leading universities of the world, for reviewing and approval of the teaching and learning documentation drafts and materials (the programme curricula, syllabi of the academic disciplines and any other Teaching and learning materials).

The TLM standard of the discipline that regulates its scope and structure, content of individual elements, didactic requirements and that complies with the actual educational standards of the Saint Petersburg State University is developed and approved in the Saint Petersburg State University. The programmes of professional disciplines developed on its bases include the modern achievements in the field of Sociology theory and in the technology and practice of the sociological researches. Their teaching is implemented by the teachers who are executives of scientific research works and the grants using the following: equipment of the modern Science park of the Saint Petersburg State University, actual scientific literature, modern software products: PowerPoint, Blackboard, Gosoapbox.

Recommendations

The work at increase of their urgency and at compliance of the range of problems of the FQW with the content and fields of study of the programme shall be continued. As the following facts were revealed in the course of familiarization with the subject area of the FQW:

- some subjects are formulated excessively wide and namely: Personnel learning management system in organization, Strategies of behavior of media corporations in the Russian market, Affect concept in the modern sociology of emotions, Competencies as a factor of professional differentiation, Intellectual capital management of a scientific organization.

- to our opinion, a number of subjects do not contain in their formulations a range of sociological problems corresponding to the programme fields of study, for example, Electronic commerce development factors in Russia, Strategies of behavior of media corporations in the Russian market, Personnel motivation management in a trading organization, Innovation as a development factor of the socially-oriented market economy.

Such facts can be possible in case of formal keeping of the lists of term paper subjects that are formed in the departments through the next stages of reviewing and approval. To correct such a situation the control of FQW subject area can be charged to the peers that were already proposed above and which composition is formed of the best research supervisors of the Faculty what will ensure coupling both of the term paper and the GQW subjects in addition.

4. *Educational technologies and methods*
Criterion assessment: good

Strong points of the programme

The development of the competencies mentioned in the competency-oriented curriculum (COC) is achieved through both conventional forms of classes and classes using active and interactive technologies and methods of education.

The discipline syllabi contain a sufficient number of the elective courses that are oriented to more complete unwinding of the programme fields of study and that familiarize the students with new and actual fields of the sociological science. It allows the students to form their path of education and develop their sociological horizons.

Recommendations

The implementation of e-learning on programme level is part of the university's strategy for improving education quality and availability. However, today the implementation of e-learning has practically no effect on the processes of the development of teaching and learning support for the educational process, teaching staff training, and the organization of multimedia on-line and off-line learning.

A platform for a full-scale use of the e-learning resources is formed in the Saint Petersburg State University, but today the Faculty is still at the initial stage of implementation of this technology in the educational process.

Additional material

During the visit, the experts attended classes, the analysis of which is presented below.

Full name of the teacher <u>Kuropiatnic M.S.</u>

Group/ training programme: <u>all group of the second academic year 17.M01-c – 17.M07-c/ Sociology</u>

1. Discipline/ module
<u>Globalization anthropology</u>

2. Learning session type
<u>lecture</u>

3. Subject of the learning session:
<u>Culture concepts in anthropology</u>

4. Goal of the learning session:
<u>to reveal the trends in forming of social and cultural diversity under the conditions of globalization</u>

5. Objectives of the learning session:
<u>- to familiarize with specific social and cultural situations of multicultural media within the context of globalization;</u>
<u>- to show the methods of analysis of social and cultural processes within the context of globalization.</u>

6. Material and technical support of the learning session:
<u>blackboard</u>

7. Specify:

Item No.	Knowledge and skills which are planned to be formed during the class and competences on forming of which these knowledge and skills have an effect (shall be specified by the teacher during the class)	Forms, means, methods and techniques that are planned to be used during the learning session for the formation of competence
1.	<u>PC-17</u> A student is able to analyse the data of sociological researches, any other socially relevant social information based on gnoseological and explanatory capabilities of sociological methodology and theory. <u>To know:</u> main anthropological concepts of globalization <u>To be able to:</u> analyse a broad spectrum of social information in the field of	Theoretical material shall be set forth in the form of problematization with regular questions to the audience. The students' attention shall be drawn to the types of information on cultural diversity in the modern world, its social value and integrity. Use of numerous examples, illustrations, analogies, appealing to the theoretical material and sociological methods of

		development of cultural diversity under the conditions of globalization.	obtaining of the information learned before.	
2.	PC-19 A student is able to use the basic scientific methods for study the needs of social, ethnic and cultural groups of population, interests of work collectives, business for their coordination based on the matrix of mutual interests and possible compromises. To know: the basic methods for study of the needs of social, ethnic and cultural groups of population under the conditions of globalization.	Theoretical material shall be set forth in the form of problematization with regular questions to the audience. Use of numerous examples, illustrations, analogies, appealing to the theoretical material and sociological methods of obtaining of the information learned before	

ASSESSMENT OF THE TEACHER

No.	Analysis criteria	Indicators	Rating (0, 1, 2)
1.	Compliance with the training schedule	Timely start and end of class, time-balanced sections.	2
2.	Organizing time	Greeting. Topic, goal messaging (connection of the goal with the competences formed).	2
3.	Motivation of listeners for upcoming activities	Indication of relevance, the formed professional and / or social and personal competencies.	2
4.	Psychological climate in the audience	The presence of positive emotional interaction between the professor and students; mutual benevolence and audience involvement.	2
5.	Quality of presentation	Structured material; the clarity of the definition of current tasks; systematic and accessible presentation; adaptability of presentation to the peculiarities of the audience; availability of examples, relevant facts.	2
6.	Conformity of the content to the course programme	Compare with working curriculum of the discipline (teaching and learning materials).	2
7.	Use of visual materials	A textbook, a workshop, handouts, tables, drawings, etc.	2
8.	Oratory	Audibility, intelligibility, euphony, literacy, speech tempo; facial expression, gestures, pantomime; emotional saturation of the performance.	2
9.	Feeling the audience	The ability to respond in time to changes in perceptions of the students.	2
10.	Civility in relation to students		2
11.	Methods of organizing attention and regulating students' behavior	Increase of interest among listeners (original examples, humor, rhetorical techniques, etc.); involving listeners in a dialog, into the process of performing tasks, etc. But not: open call for attention of listeners; demonstration of disapproval; psychological pressure, blackmail.	2

12.	Maintaining "feedback" with the audience during the class	Learning control	2
13.	Summarizing the learning session *(reflection organization)*	The organization of reflection, during which students actively discuss the outcomes	2
14.	Image	Compliance with corporate style, presentability, charisma	2
15.	Final grade		2
16.	Notes and suggestions of the experts The lecture was held in a purely academic manner without the use of technical means. This is related to topics. Conversely, the voice impact on the audience was enough to engage in the study of the material, as well as professor asked questions and received effective feedback. Thanks to a rather charismatic manner, the lecturer ensured an optimal rhythm of presentation of materials, his awareness and assimilation. At the same time, the attention of the audience was focused on the professor, and not on the presentation and other technical means of optimizing the educational process. Perhaps in other topics, the usage of technical means is needed since information should be presented in the form of statistical data (tables, graphs) and lecturer should comment on them, or demonstrate a complex logical scheme, which is used for the further presentation of the material.		

While performing the desktop analysis of the self-evaluation report, the analysis of the curriculum and the schedule of classes, the experts determined interactive classes to account for at least 40% claimed in the Educational standard of the Saint Petersburg State University for the programme of higher education "Master degree programme".

The teaching and learning materials of five subjects were studied in the course of the visit. Data on the learning sessions conducted in an interactive form in the context of the studied training and metodology complexes are presented below.

Discipline "Information technologies and methods in sociology" (basic part, 4 credits)

Interactive work with the students of Master's programme is foreseen in the following form: round table (discussion of complex and debatable questions and problems); case-study; work in small groups.

Discipline "Introduction to gender research" (3 credits)

The discipline syllabus specifies that such interactive forms of work with the students of Master's programme shall be implemented during the seminar classes on the discipline as: business play and role-playing; analysis of specific situations (work at the cases) and group discussions. These forms of works shall take not less than 90% of time of the classes - i.e., all except for one seminar class shall be held using the interactive forms of work.

Discipline "Technology of social projection" (2 credits)

The following types of works with the students of Master's programme shall be implemented within the list of interactive forms of classes on the discipline: 1)

"brain storming" method - 6 contact hours; 2) "logical framework" method - 4 contact hours; 3) group discussion - 6 contact hours; 4) presentation of social projects in "ppt" format - 6 contact hours.

These forms of work shall take not less than 50% of time during the classes - all seminar classes shall include the elements of interactive forms.

5.   Academic teaching staff
Criterion assessment: good

Strong points of the programme

The qualifications of SPBU academic staff in the areas of their educational, research, teaching-related, expert, and other activities as well as their knowledge modern information technology are verified in the process of competitive selection to fill academic positions. The teachers passed the competition work under the performance-based contracts of employment.

The programme is implemented by 80 teachers, of them 28 professors (DSc) and 40 associate professors (DSc and Ph.D) are what is 85% of the teaching staff, in addition, 5 senior lectors (Ph.D. and lectors without a degree), 4 assistants (Ph.D and assitents without a degree) are involved in the educational process. At that, the share of the teachers who have an academic degree and/ or an academic title is 91,2 %.

The performance-based contract signed by SPBU academic staff clearly stipulates the following requirements: regular publications, participation in applying for external and external grants, and participation in international conferences. Besides, employees are expected to carry out intense research work, cooperate with a group of students for practical projects, or participate in competitions to support their own research and applied projects.

The data on the results of the scientific and practical activities for last three years are an evidence of a high level of professional qualification of the teaching staff that participates in implementation of the Master degree programmes:
- 625 publications in peer-reviewed scientific journals indexed in the RSCI, Web of Science, and Scopus scientometric databases;
- 763 reports at international and all-Russian conferences;
- implementation of 163 international and foreign Russian scientific grants and projects;
- the share of teachers combining their work on the programme with their professional activities by the occupation is 29%;
- the percentage of major teachers who have experience working in the corresponding field of study is 55%
- 14 fulltime academic workers, leading scientific and teaching activities in foreign higher education institutions.

The dean, the heads of the department participating in programme implementation is responsible for internal monitoring of teaching staff activities.

University-wide student surveys are an additional instrument for internal monitoring of teaching staff activities. They are conducted each semester in the form of Internet-research in the portal of the Saint Petersburg State University for monitoring of the process of the programme implementation and assessment of the academic disciplines quality of teaching.

Moreover, internal monitoring of teaching staff activities includes reporting the results of major scientific studies.

Each year the Saint Petersburg State University runs a competition for participation of the academic staff in the programmes of university mobility within the scope of which the teaching staff can participate in the scientific researches, the developments and the educational activities of the foreign institutions of higher education - partners of the Saint Petersburg State University.

The work on further training of the teaching staff involved in the implementation of the Master degree programme is developed well in the Faculty of sociology, so, 46% attended the refresher courses, 12.5% - the retraining courses and 15.2% of the total number of the teaching staff had probation periods for last three years.

The system of financial and non-financial incentive is used in the Saint Petersburg State University. Incentives based on publishing and development performance are used. In particular, annual competitions for publication bonuses are held; bonuses are awarded to young scientists, i.e. Ph.D. aged under 30 and DScs aged under 40.

Recommendations

A low level of the teachers' satisfaction with the motivation system attracts the attention - only 25,5 % are completely satisfied with it and 17 % are not satisfied or find difficulty in replying (i.e., most likely, they are not involved in this system).

There was expressed the opinion above that, probably, it is a result of delegating of the functions of motivation from the Faculty level to the university level. A possibility of creation of a hybrid motivation system in which the Faculty should also have resources not only for a moral encouragement but also for a material encouragement both of the teachers and the students for current but significant achievements and progresses should be considered, to reviewers opinion, in such a situation.

It seems inappropriate to assess staff qualification primarily in terms of research output, given that excessive focus on research activities may actually reduce the relative importance and consequently, the quality of teaching. Also, staff's employment situation is exceedingly unstable with a view to obtaining excellent research results and strong scientific impact (cf. publications in high-impact journals). The University should consider the possibility of (a) extending the duration of contracts and (b) making assessments of teaching quality criterion for contract renewal.

6. Material, technical and financial resources of the programme
Criterion assessment: good

Strong points of the programme

The programme is implemented at the following address: St. Petersburg, Smolnogo st., building 1/3, 9 avenue. For implementation of the Master degree programme the Faculty of Sociology has a complete set of material and technical resources that is able to ensure an effective organization of the educational process. They include lecture theaters, computer classrooms, rooms for laboratory works equipped with modern equipment and the rooms with shared access to the Internet. In addition, the resources of the Science park of the Saint Petersburg State University are available for implementation of the programme, in particular, the Resource Center "Center of sociological and Internet-research" allows to carry out sociological research at the level that meets the international standards with use of the advanced equipment. In addition, it should be noted that the material and technical resources of the Saint Petersburg State University allow to implement e-learning to the educational process.

The programme's financial resources obtained from the SPBU budget enable the acquisition, maintenance, and operation of the material and technical resources and equipment required to implement the programme and supply the required teachers and employees with high qualifications and competence for the educational process

The programme is additionally financed under the agreements with the students on a contractual basis and at the expense of financing of the grants and projects by foreign science foundations and the funds of any other customers.

The stocks of teaching and learning documentation and the library systems formed based on the direct contracts with the right holders are available for all students of the Saint Petersburg State University and the teaching staff.

Recommendations

As a result of survey of the teachers it was found out that the level of satisfaction of the teachers with the quality of classrooms, laboratories and rooms of the department is 70,2 % while 17% of the teaching staff remains unsatisfied. The level of satisfaction of 70,2 % only of the teaching staff shows potentials for improvement of the situation.

7. Information resources of the programme
Criterion assessment: excellent

Strong points of the programme

Information infrastructure that is intended for creation, storing and delivery of the educational content is represented by the A.M. Gorky scientific library and information systems within the scope of which the services http://abc.spbu.ru, https://bb.spbu.ru/, https://pure.spbu.ru/, https://courses.spbu.ru, and

https://mail.spbu.ru/ are created that allow to exchange the information, create on-line courses, provide distance education and form and track class schedules. A dedicated resource has been established at https://delo.spbu.ru/ to maintain electronic documentation management.

Students and teachers have access to all educational electronic resources included in the SPBU's subscription. Any computer with an Internet connection can be used to access the resources using individual logins and passwords that each SPBU employee has: http://www.library.spbu.ru/help/ezpr.html

Each student of the Saint Petersburg State University has its own multifunctional personal account (https://my.spbu.ru). Service Blackboard (https://bb.spbu.ru/), personal account of a student (https://my.spbu.ru) provide the students with the tools needed for drawing up of an individual curriculum, selection of the subject of the graduate qualification work and they allow to control the progress.

As of 01.01.2018 the Stock of the sector team specializing in international relations, Political sciences and Sociology of the M. Gorky scientific library is 92637 stored units. The scientific books includes 47147 copies; academic books - 44433 and books with learning and teaching materials - 7598 copies.

The SPBU site (http://spbu.ru/) host a job database http://edu.spbu.ru/stazhirovki-i-konkursy.html that is regularly updated and maintained by the Internship Arrangement and Employment Promotion Department of the Academic Unit of the SPBU Rector's Office.

SPBU has a system for distributing the findings of studies carried out at SPBU and finding them on the Internet, which includes: The SPBU Institutional Repository for storing and distributing of digital data which is SPBU's intellectual property. The repository contains documents and papers authored and co-authored by SPBU employees and students (https://dspace.spbu.ru).

8. Scientific activities
Criterion assessment: excellent

Strong points of the programme
SPBU is a research hub of global importance operating dozens of scientific centers and laboratories as well as the Science Park, which is fitted with innovative equipment and technology. Internally funded research is competitive: information on competitions is published on the SPBU portal. The key criteria and requirements are as follows: interdisciplinarity of the researches, publication of research results of the scientific research work in the leading scientific publications (indexable Web of Science Core Collection or Scopus).

For the period from 2015 the teachers implementing the programme completed 73 scientific projects for the amount of 109752080 mln roubl.

Most research findings (over 90%) are implemented in the educational process.

The practice of employment of the students with scientific rates and a flexible schedule of work shall be acknowledged as a productive enough what allows successfully to combine the main process of education with carrying out of the scientific research work, receive salary and service record by occupation. According to the results of the students' survey 87,8 % of the students of the Bachelor degree programme gave a positive answer on the question "Are you involved in scientific research work?".

The Saint Petersburg State University is the right holder to the objects registered by the Russian Agency for Patents and Trademarks which authors the workers of the Faculty of sociology are.

1. 2018614112 Program for analysis of the level of the labour market dysfunction (PALM)

2. 2018620499 Database of verbal markers on professional and labour intentions of the student youth (LabExp)

For last three years the Faculty of Sociology held 22 international and all-Russian conferences including: annual conference "Kovalevskiy Readings", conventional youth conference "Social communications".

Recommendations

It seems advisable for SPbU to extend the duration of research staff's contracts to a minimum of three to five years, given that publication in highly regarded journals usually takes several years even in case of (usually: conditional) approval. This would encourage staff to take the risk of seeking such (high-impact) outlets for their research results, rather than settling for lower-impact journals with higher approval rates and faster processing times. Also, it would be wise for SPbU to seek ways of increasing the (presently rather low) share of open-access publications, for example by paying fees charged for full (immediate) open access by high-impact journals.

Last not least, SPbU should look for ways of improving the relevance of research results for international academic audiences. In the empirical social sciences, this is often easier said than done; comparative datasets tend to be a key asset. Thus, it may be worthwhile to train staff in the handling of datasets such as the International Social Survey Programme or the World Value Survey. Also, SPbU should lobby the Russian government to join (or re-join, as the case may be) key international survey operations in which it does not currently participate, such as the European Social Survey.

The participation of students in scientific clubs and events was analyzed. The materials provided by the University allowed reviewers to form a sufficient understanding of the work of the annual Sociological School as a large-scale All-Russian project, participation in which, of course, is useful for students of the accredited program.

In addition, the faculty conducts regular extra-curricular events "We read together the classics of sociology" and "The sociological analysis of cinema". The initiative itself of holding such events has a great positive impetus for the formation of competencies foreseen in curriculum of the programme, but the

documents provided did not allow us to find out the frequency of these events, their attendance, the topics discussed, the works of classics, films.

There is the Student Scientific Society "Sociology in Russia and China" created in 2016 on the Faculty of Sociology. The Society activity is published on St. Petersburg State University website and social networks, for example: https://vk.com/ma_socrc. Six workshops have been held since 2016. 20-25 teachers and students, including from other universities, as well as representatives of employers, attended each event.

The results of scientific work with students can be considered the participation of SPbU students in the work of the student section of the annual Kovalev readings, as well as collections of student works published annually based on the results of the Sociological School work.

9. *Employer participation in programme implementation*
Criterion assessment: good

Strong points of the programme
The forms of incentive of the employers for their participation in the preparation and implementation of the programme are fixed at the university level:
- commendations and letters of commendations to the representatives of the employers,
- invitations to take part in significant scientific, public and cultural events of the Saint Petersburg State University as guests, participants and experts.
- mentioning of the fact of participation in implementation of the programme of the Saint Petersburg State University in mass media (indirect public service announcement)
- participation of the employers in the events of the Saint Petersburg State University is a part of public image and a part of social policy and the responsibility of the companies that represent the employers.

The following can be singled out among the activities of the academic and extra-curricular process in which the representatives of the employers' organizations participate in the Faculty of Sociology: City sociological seminar, Sociological school, "Brain - Take Away" is a meeting - discussion of the students' projects, Scientific and educational forum "Profession - Sociologist", Career Days in the Saint Petersburg State University.

Representatives of employers are included in the composition of the Study Methodical Commission of the Faculty of Sociology and they always participate in its work.

Employers facilitate employment for graduates of the programme. They include in the competencies that are necessary and most important for students' future work in the list of disciplines and competencies to be learned as members of the Programme Councils and Study Methodical Commissions. Thus, employers guarantee that students study exactly what is needed for real work, which significantly increases the relevance and competitiveness of graduates.

The employers participate in work experience internship and propose actual subjects for the GQW; within the framework of the Career Day of the Saint Petersburg State University the employers regularly hold master classes during which they consult the students and the graduates concerning the issues on the career building and employment. In this regard, the work of the City sociological seminar and scientific and educational forum "Profession-sociologist" should be mentioned.

Representatives of the employers participate in financing of the scientific activities and events in which the teachers and students participate: conferences, seminars, round tables, providing funds and resources for organization of visits of these scientific events by foreign participants, publication of the required materials, for example, collections of scientific articles that can be used then in the educational process.

Additional information

It can be noted that, although the meetings Study-methodical committee are periodically attended by a representative of employers, but a real discussion of competencies, according to the agenda of the meetings, were not held.

Since the educational-methodical work at the Faculty of Sociology is concentrated in Study-methodical committee, what is efficient, it seems, a lack of employer participation in departments meetings cannot be considered as a drawback.

10. Students' participation in the program contents determination
Criterion assessment: good

Strong points of the programme

Both the Saint Petersburg State University on the whole and the Faculty perform documented procedures of obtaining of the information (including claims and complaints) from the students using the following channels: through participation of the representatives of the Student Council in the Study Methodical Commission, the Academic Council of the Faculty, the Academic Council of the Saint Petersburg State University; the students can submit their claims and applications through virtual reception; opinions of students are regularly monitored with the help of surveys of students of the Saint Petersburg State University.

Based on the conducted surveys the chairman of the Study Methodical Commission, the dean and the commission on quality control of the educational process analyse and give recommendations concerning improvement of the quality of teaching.

The students' opinions are taken into account in the course of quality assessment of the classes based on the results of the students' surveys.

Recommendations

No special activities on incentive of the students' participation in determination of the programme content and organization of the educational process are foreseen, all procedures of students' incentive are performed only at the university-wide level. To reviewers opinion, in this case the students' motivation system is at a disadvantage concerning the efficiency and quality of feedback. A question could be considered on transfer of a part of authorities concerning incentive of the students to the Faculty.

Taking into account the fact that the modern programmes give a significant consideration to the content and organization of the independent work of students, we shall recognize as omission the fact that no special questioning concerning the assessment of the conditions for independent work of students was conducted up to now. The quality of the programme implementation will be clearly at an advantage if the Faculty will obtain the information on this question.

During the site visit, former students voiced dissatisfaction concerning redundant or irrelevant programme content. Since the introduction of additional teaching units regarding practical skills will require some adjustment of extant content, it would seem wise to seek feedback of actual students and especially, former students. Questionnaires used to that avail should be worded clearly.

As the share of the students who think that their opinion is taken into account in the process of the programme development is only 34% and 36,5 % think that have influence on improvement of the quality of educational resources it is evident that there is a need in increase of the degree of the students' awareness concerning their ability to have effect on organization and management of the educational process. This flaw seems rather easy to remedy, i.e., by including this line of activity in freshmen information packages.

11.   Student services at the programme level
Criterion assessment: excellent

Strong points of the programme
The SPBU Youth Office is responsible for managing extracurricular activities. Information on scholarship, social payments, the procedure for allocating dormitory rooms, student competitions, announcements of events and reports on those conducted, news of the University and other useful information are posted in Exctracurricular Activities in the SPBU portal.

SPBU has established the Trade Union of Undergraduate and Postgraduate Students and a Student Council which meets to address topical issues affecting students' interests.

The system of work with students takes into account students' individuality and inclinations and fosters the socialization and adaptation of disadvantaged students. For this category of students there are an increased social scholarship for 1st and 2nd year students in addition to the state social scholarship, financial support for various social categories, free and partly reimbursed tours to the health

care center of the SPBU Gorizont Studying and Recreation Camp (Olginka, Tuapse, Krasnodar Krai) awarded on a competitive basis.

SPBU offers numerous opportunities of social volunteering: SPBU students collect toys for orphanages, arrange theater performances and workshops for children with cancer, and visit veterans of the Great Partioric War. Students of the University participate in a number of large-scale events such as the Saint Petersburg International Economic Forum, the Saint Petersburg International Legal Forum, the Saint Petersburg International Cultural Forum, etc. They also help to arrange festive events on SPBU premises and participate in the adaptation programme for foreign students, which is a brilliant opportunity to improve their skills in foreign languages and intercultural communication.

The Social Clinic that runs voluntary campaigns of the students of the Faculty of Sociology based on the social organizations of the city carries out its activity at the Faculty of Sociology.

The students can pretend to scholarships of the RF President, the RF Government, the St. Petersburg Government, M.V. Lomonosov and S.P. Merkuriev scholarships, the scholarships of the companies - partners of the University (for example, VTB Bank), V. Potanin Scholarship, and more.

More than 10 creative clubs and studios function on a permanent basis for the students of the Saint Petersburg State University including the following: "WHAT? WHERE? WHEN?" Of the Saint Petersburg State University, Chess Club, Volleyball Sports Club, Rugby Club "Saint Petersburg State University", Martial Arts Club (judo, sambo, box), Sports Club of the Saint Petersburg State University "Baltic Sea Eagles" (orienteering, crossfit, duel fencing, e-sports, women's football), Career club, English club, Drama School, Student choir of the Saint Petersburg State University, Jazz Vocal Studio, Pop Vocal Studio, Sport Dance Club, Art Studio etc.

SPBU implements the Student Mobility Support Programme, which enables students to spend one or two terms abroad as students or trainees at a foreign university without discontinuing their education at SPBU. The Student Mobility Programme offers the following options: on one's own initiative after receiving of an invitation from a foreign institution of higher education; within the scope of inter-university agreement, in case of participation in the annual open competitive selection of the Saint Petersburg State University; within the framework of international academic mobility programs, in case of obtaining of a corresponding grant from the program organizers; within the framework of inter-governmental agreements, in case of participation in the annual open competition of the RF Ministry of Education and Science. In addition, the students of the Saint Petersburg State University have a possibility to study and undergo a practical training abroad, and participate in summer schools. It is also essential that the program on assistance in foreign language learning is available in the Saint Petersburg State University.

SPBU participates in a number of programmes aimed at joint long-term and short-term international cooperation for science. Those include inter-university exchange programmes, the SPBU and DAAD Dmitri Mendeleev Joint Programme,

the FIRST Programme, the SPBU and Santander Bank's Scholarship Programme, the SPBU and JTI's Scholarship Programme, the Support Programme for Joint Projects by SPBU and Free University of Berlin, etc.

High speed Wi-Fi zones with a free access to the Internet network are available in all buildings of the Saint Petersburg State University where the students are trained. Computer classrooms with a free access to the Internet for students are equipped in the Faculty of Sociology (Smolnogo st., 1/3 build., 9 avenue, 4 floor, rooms No 404 and 405).

The SPBU Psychological Aid Service was established in 2012 to provide help and support to students and employees faced with various psychological problems and difficult situations.

The Internship Arrangement and Employment Promotion Department of the Academic Unit of the SPBU Rector's Office seeks to develop and solidify SPBU's corporate contacts with partner companies as well as internship hosts and offers interesting positions for on-the-job training as well as permanent and occasional work. Each student can be provided with a possibility to work using a flexible schedule within the scope of the labour contact signed with it, for example: within the scope of foreign grants and agreements for carrying out of scientific research work; in the Resource center "Center of sociological and Internet research"; in the composition of the Admission Committees etc.

Additional information

It was discussed during the site-visit the excessively distant location of some student dormitories (originating daily commuting times of up to five hours).

12. Professional orientation and preparation of applicants
Criterion assessment: excellent

Strong points of the programme

SPBU organizes a number of career guidance events for Bachelor students (as for potential Master programme applicants) such as competitions – Olympiads, scientific conferences, on-line courses.

Faculty of Sociology:

- within the framework of Open Days for the programmes it participates in 2 university-wide events (in February and in October).

- held a number of informational meetings with potential applicants in the regions of Russia (Astrakhan, Arkhangelsk, Barnaul, Belgorod, Veliky Novgorod, Voronezh, Vologda, Volgograd, Vladivistok, Kirov, Kursk, Lipetsk, Makhachkala, Murmansk, Nizhnevartovsk, Novy Urengoy, Petrozavodsk, Pyatigorsk, Sevastopol, Simferopol, Syktyvkar, Khabarovsk, Yakutsk etc.) - 67 meetings and 31 profession-oriented lectures in 38 cities and towns in total, total number of the participants in the meetings is almost 7000 persons (https://abiturient.spbu.ru/files/2017/inform_vstrechi_2017.pdf);

- held onsite (with online broadcasting) Open Days on the programmes "Sociology" (2 on the Master degree programmes);

- organized online presentations of the programmes specializing in "Sociology".

Additional information

There appears to be no requirement concerning practical research skills (data generation, treatment, and interpretation); failure to establish such requirements seems prone to result in sub-optimal skill sets of (part of) the Master's students. During the site visit, Reviewers observed some indications to the effect that with regard to crucial competencies, Master students were performing at a lower level than Bachelor students; this may be due at least partly to excessively dispersive recruitment profiles.

CV OF THE REVIEWERS

Full name of an reviewer: Zyryanov Vladimir Victorovich

Place of work, position	M.V. Lomonosov MSU, Faculty of sociology
Academic degree and academic title	Cand.Econ.Sci., associate professor
Additional titles and degrees	-
Education	Higher
Professional achievements	Certificate of honour by the Ministry of Education and Science (order № 951/k-n d/d December 9, 2016
Research interests	Sociology of education, Economic sociology, Social Statistics
Practical experience in the field of the programme subject to assessment	Service record in the MSU Faculty of sociology - 15 years including the work in the capacity of the Deputy Dean on learning and teaching work - 10 years

Full name of an reviewer: Ivchenkova Maria Sergeevna

Place of work, position	Federal center for sociological research of the Russian Academy of Sciences, senior research scientist
Academic degree and academic title	Ph.D. in Social Sciences
Additional titles and degrees	-
Education	higher education, academic degree
Professional achievements	-
Research interests	Problems of mass and political communications, development of information society, civil society in Russia and China
Practical experience in the field of the programme subject to assessment	Experience in scientific research work in the institutions of science and higher education since 2009

Full name of the reviewer: Sebastian Rinken

Place of work, position	Tenured researcher and deputy director, Institute of Advanced Social Studies (IESA), Spanish Research Council
Academic degree, academic title	PhD in Political and Social Sciences (European University Institute, 1996)
Additional titles, degrees	First degree ("Diplom") in Political Sciences (Free University of Berlin, 1990)
Education	Higher
Professional achievements	18 articles published in scientific journals, including 2 Q1 (JCR)

	7 monographs published, including 1 Q1 (SPI) 19 book chapters, 27 general-distribution research reports, and dozens of reserved-distribution (government-commissioned) research reports
	Quotes received (Google): 416; H score (Google): 11
	More than 80 presentations at scientific meetings, incl. 25 ones at major international conferences (ESA, ESRA, IMISCOE, IPSA, etc.)
Research interests	Sociology of Migration; Patterns and Determinants of Public Attitudes toward Immigration and Immigrants; Patterns and Determinants of Immigrant Populations' Social Integration; Research Methodology; Social Desirability Bias; Mixed Modes Surveys
Practical experience in the direction of the programme subject to assessment	More than 20 years of post-doctoral experience in applied social research, employing a range of qualitative and quantitative methods; Principal Investigator of several large empirical studies entailing ample data collection operations. Supervisor of student internships at IESA. Independent referee of many scientific journals, including "high-impact" Scopus/WoK publications. Experience as evaluator of university programmes and research grant schemes.