Assessment Report

Higher Education Institution (HEI):
Peoples' Friendship University of Russia, Moscow, Russia

Bachelor Programme:
International Relations

Qualification awarded on completion:
Bachelor in International Relations

Brief description of the study programme:
The overall objective of the study programme at hand consists in training foreign-affairs experts meeting modern requirements and possessing a wide range of competences of both professional and general nature. Furthermore, the contents of the programme are aimed at analyzing events and phenomena within the system of international relations, most important international organizations and associations, problems and trends in the development of world policies, issues of international and national security, International Policy of the Russian Federation or other countries. Also, the programme aims to enable students to independently estimate modern world's processes, to analyze basic trends and phenomena using their knowledge gained and to acquire basic skills in research work.

Date of opening of the procedure:
February 2nd, 2012

Date of filing the self-documentation:
May 2nd, 2012

Date of the site visit:
May 31st to June 1st, 2012

Type of accreditation:
Accreditation

Accredited in Cluster 1 with:

Cluster 1: Master Degree Programme "International Relation"
Master Degree Pogramme "International Protection of Human Rights" (Law)

Cluster 2: Master Degree Programme "International Management"
Master Degree Programme "Management of International Projects"
Master Degree Programme "International Marketing"

Type of Programme:
undergraduate

Intended length of programme (full-time equivalent):
Four years (eight semesters)

Mode of study:
Full-time

Option Dual/Joint Degree envisaged:
No

Initial Start of the programme:
1998

Student intake:
419 students

Programme cycle starts in:
winter semester

Speed (planned number of parallel years)
One at a time

Number of first-year students:
108 students in the academic year 2008-2009
135 students in the academic year 2009-2010
103 students in the academic year 2010-2011
110 students in the academic year 2011-2012

Number of ECTS point assigned to programme:
240

Hours (workload) per ECTS point:
36

For re-accrediation and accreditation:
Statistical data on numbers of first-year students and percentage of foreign students (each aspect broken down into the year, cohort and sex) is to be found on page five and six.

Date of the Meeting of FIBAA-Accreditation Commission:
November 30th, 2012

Resolution:
[…]

Duration of Accreditation / retention period:
[…]

Conditions:
[…]

Project Manager:
Dipl.-Soz. Lilli Schmidt

Panel members:

Prof. Dr. Andreas Knorr
German University of Administration in Speyer
(Economics and (Inter-) national Politics)

Christoph Sodemann
Owner of Secoco – Southeast Connect Consult, Bremen
(Business Consultancy, Media Management)

Oliver Jesper
University of Cologne
Student of Business Administration

Summary

The panels' assessment takes into account the self-assessment and the results of the on-site visit (and the statement of the HEI to the assessment report).

[…]

The panel members identify furthermore development potential for the programme:

[…]

Furthermore a set of criteria exists, which exceed the quality requirements:
[…]

Institutions Details

Peoples' Friendship University (PFUR) was founded on February 5th, 1960 by the decision of the Government of the USSR. In 1964 the University became a member of the International Association of Universities (IAU) and was awarded the Order of Peoples' Friendship for merits of expert training for Asian, African and Latin American countries in 1975. The PFUR counts three departments (Comparative Educational Policy, Physical culture and Sport and IT in education) and three branch refresher faculties (Teachers of Russian as a Foreign Language, Health Care professionals and Teachers of Foreign Languages). Until now, ten main faculties – Agrarian, Humanitarian and Social Sciences, Engineering, Medical, Russian Language and General Educational Disciplines, Science, Philogical, Ecological, Economics and Law – have been established.

Peoples' Friendship University of Russia is due to own information of the HEI the only university in the world welcoming students from 140 countries on an annual basis. Specialist training is carried out in 62 fields and programmes. Roughly 27,000 students, post-graduate students, interns and residents, representing over 450 nations, are currently studying at the PFUR. Furthermore, the University counts 4,500 employees, including 2,200 teachers, of whom 400 are professors holding Doctor Degrees, over 900 are associate professors and have Candidate degrees. The PFUR counts over 70,000 graduates.

PFUR is a member of the International Association of Universities and a member of the Eurasian Association of Universities. Also, the University cooperates with the International Francophone Organization, the Association of Universities of European Capitals and European Association of International Education. The PFUR has currently more than 160 contracts of cooperation with foreign universities and scientific centres and takes part in programmes and forums conducted by the United Nations, UNESCO, the Council of Europe and other international and intergovernmental organizations. Furthermore, it is among the founders of the Cooperation Network of Universities of Europe and Central Asia, the Academic Network of Universities of Eastern and Southern Europe and a member of the University Organization of the Black Sea countries as well as a participant of Salzburg seminars (Austria) for university staff.

The study programme at hand belongs to the Faculty of Humanities and Social Sciences of the PFUR.

Further development of the programme and statistical data

The statistical data given refers to the timeframe from 2008 to 2012.

In 2008-2009, 108 first-year students (54 female, 54 male) were enrolled in the study programme at hand, with 38 among them being foreign students (7 female, 31 male). As for 2nd-year students, the programme counted 85 students (47 female, 38 male). Among them there were 25 foreign students (10 female, 15 male). 45 students were enrolled in the 3rd-year cohort (18 female, 27 male). Among them there were 16 foreign students (6 female, 10 male). The final-year counted 27 students (14 female, 13 male). Among them there are 14 foreign students (6 female, 8 male). Within the overall year, 12 students (5 female, 7 male) were expelled. Among them there are 5 foreign students (1 female, 4 male).

In 2009-2012, 135 first-year students (75 female, 60 male) were enrolled in the study programme at hand, with 41 among them being foreign students (19 female, 22 male). As for 2nd-year students, the programme counted 101 students (52 female, 49 male). Among them there were 33 foreign students (6 female, 27 male). 80 students were enrolled in the 3rd-year cohort (44 female, 36 male). Among them there were 25 foreign students (10 females, 15

males). The final-year counted 45 students (18 female, 27 male). Among them there are 16 foreign students (6 females, 10 males). Within the overall year, 10 students (6 female, 4 male) were expelled. Among them there are 5 foreign students (3 female, 2 male).

In 2010-2011, 103 first-year students (57 female, 46 male) were enrolled in the study programme at hand, with 42 among them being foreign students (24 female, 57 male). As for 2nd-year students, the programme counted 128 students (71 female, 57 male). Among them there were 37 foreign students (16 female, 21 male). 98 students were enrolled in the 3rd-year cohort (50 female, 48 male). Among them there were 32 foreign students (6 female, 26 male). The final-year counted 80 students (44 female, 36 male). Among them there are 25 foreign students (10 female, 15 male). Within the overall year, 9 students (7 female, 2 male) were expelled. Among them there was one foreign student (male).

In 2011-2012, 110 first-year students (59 female, 51 male) were enrolled in the study programme at hand, with 46 among them being foreign students (22 female, 24 male). As for 2nd-year students, the programme counted 86 students (45 female, 41 male). Among them there were 41 foreign students (23 female, 18 male). 125 students were enrolled in the 3rd-year cohort (66 female, 57 male). Among them there were 37 foreign students (16 female, 21 male). The final-year counted 98 students (50 female, 48 male). Among them there are 32 foreign students (6 female, 26 male). Within the overall year, 13 students (5 female, 8 male) were expelled. Among them there were 3 foreign students (1 female, 2 male).

Appraisal

As the panel can judge from the statistical data given, the study programme at hand showed to be equally successful throughout the recent years, due to the constant numbers of first year students. Also, the number of male and female first year students is balanced. All in all, the reviewers criticize the lack of statistical data, i.e. no information on application rate, utilisation rate, rate of efficiency, success rate, average study duration and average grade of the final degree. Also, no reasons are given for expelling the students. There is, according to the panel, development potential regarding quality assurance and development for the study programme at hand. […]

Description and appraisal in Detail

1.   Strategy and Objectives

1.1   Logic and transparency of programme objectives (Asterisk Criterion)

The overall objective of the "International Relations" degree programme consists in training foreign-affairs experts meeting modern requirements and possessing a wide range of competences of both professional and general nature. Furthermore, the contents of the programme at hand are aimed at analyzing events and phenomena within the system of international relations, most important international organizations and associations, problems and trends in the development of world policies, issues of international and national security, International Policy of the Russian Federation or other countries. The students shall also learn a cycle of regional studies, such as history, culture, special features of political, ethno-confessional and socio-economical development, International Policy and diplomacy of the European countries, within the Asia-Pacific region, Middle East, Africa and Latin America. Also, the programme aims to enable students to independently estimate modern world's processes, to analyze basic trends and phenomena using their knowledge gained and to acquire basic skills in research work.

As the PFUR states, graduates are to be enabled to proficiently master theoretical aspects of international relations while having a wide world outlook. The "International Relations" degree programme is aimed at training specialists for working in the field of foreign and domestic policies, in mass media, educational institutions, for-profit business organizations (see also 1.2).

Appraisal:

The objectives of the programme are set out consistently in relation to the occupational area. Analyses of graduates' employment within the last 3 years show that the majority (85-90%) of those majoring in "International Relations" have been successfully employed upon graduation. [...] The panel also comes to the conclusion that the areas: empowerment, employability and personality/personal development are taken into account by the objectives of the programme. Students will be encouraged and enabled to take responsibility for their learning and professional development, i.e. in the context of different modules, through teamwork and common curricular and extra curricular projects. [...]

1.2   Positioning of the programme

As the PFUR states, its education programmes as well as the institution itself are continuously estimated and compared in various ratings. The ratings are aimed at both ranking institutions of higher education and offering orientation for entrants and their parents, as well as for employers, regarding the quality of training at the institution. According to the results of independent national rating of Russian institutions of higher education in 2010, PFUR took the fourth place among 104 largest high-profile universities, following Lomonosov Moscow State University, National Research Moscow Institute of Physics and Technology (State University) and National Research Saint Petersburg State University. The National Research Novosibirsk State University as well as National Research Tomsk State University take the fifth and sixth place. According to PFUR, it keeps its leading position on the education market through stable and long-term relations to alumni and external organizations, which allow monitoring changes on the labour market. Thus, the content of the subjects studied within the

"International Relations" programme is changed on the basis of research in the target market needs. Finally, the Department of Theory and History of International Relations has, since its opening in 1997, accumulated a great experience in training foreign affairs experts for both Russia, CIS and for the countries of Asia, Africa and Latin America.

Analyses of graduates' employment within the last 3 years show that the majority (85-90%) of those majoring in "International Relations" have been successfully employed upon graduation. Professional activities of a Bachelor in "International Relations" provides for fulfilling the responsibilities of a personal assistant, a secretary, a consultant, an expert in the same field, an interpreter/translator from/into the relevant foreign language in offices of state, federal and regional public authorities, within the system of the Ministry of Foreign Affairs of the Russian Federation, in embassies and consulates, international organizations, scientific and educational bodies of the Russian Federation, in Russian and foreign business entities, non-commercial and social organizations having international relations or solving a range of international problems, and in mass media. According to the PFUR, the Employment of programme graduates is tracked and analyzed by the Center of Promotion of Student Employment and Job Placement of PFUR Graduates. The main employment regions are Moscow with its broad labour market, other regions of the Russian Federation, CIS countries, as well as the countries of Europe, Asia, and Africa.

According to the PFUR, the "International Relations" degree programme takes an important place within the HEI's overall strategy. Particularly, PFUR is an international classical university having the following mission: Uniting people of different nations, races and religions by means of knowledge, training qualified specialists highly demanded in various spheres of activity, forming personalities and educating young people capable of working in any country. One of the most important areas of the University's activities is international cooperation with leading foreign universities throughout the study programmes offered. The international activities of the University are aimed at raising the PFUR's profile within the system of higher education of the Russian Federation and at further integrating into the global educational and scientific community.

Appraisal:

The profile and the competence goals, which have been described in detail, are such that the programme can compete both on the education and on the job market. [...]

The way in which the programme is incorporated into the HEI's overall strategy is described and clear reasons are given, i.e. focus on cooperations with other Higher Education Institutions and enterprises and international orientation. Offering the study programme at hand in "International Relations", which directly relates to the international orientation of the HEI, therefore harmonically fits into the overall concept and strategic planning of PFUR. Also, a master-programme in "International Relations/International Protection of Human Rights" is offered at the PFUR. Consequently, students can stay at PFUR for further education without loss of time.

1.3   International orientation of the programme (Asterisk Criterion)

PFUR positions itself as an internationally-focused university. This is mainly determined, as the PFUR explains, by the University's entering the European educational environment, (Russia signed the Bologna Accords in 2003). The Bachelor's and Master's educational levels were introduced in PFUR as early as in 1989. In 2003, the Faculty of Humanitarian and Social Sciences of PFUR was among the first ones in Russia to implement the system of credits and modules in organizing the teaching/learning process using ECTS-credits, the Faculty also developed a form of the European Diploma Transcript. As the PFUR states,

academic mobility has become one of manifestations of the international focus of the "International Relations" programme at hand. It is revealed in the summer language schools in cooperation with the Beijing Foreign Studies University (PRC), University of the Balearic Islands (Palma de Mallorca, Spain), French Language Course in Aix-en-Provence, State University of Jordan (Amman, Jordan) and Inhispania Summer Spanish Course (Madrid, Spain) with the option to undergo international foreign language examinations. In sum, 152 students have attended summer and winter language schools within the last 3 years. Also, the international orientation is visible through the implementation of practical studies on the governmental basis due to bilateral cooperation with the People's Republic of China, i.e. Shandong University (PRC), Xiamen University (PRC), Xian International Studies University (PRC), Guangzhou University (PRC), Taipei University (Taiwan). In total, 46 students have done such practical studies within the reporting period. Additionally, within the last 3 years, 34 students have taken part in involved studies i.e. with the University of the Balearic Islands (Palma de Mallorca, Spain) or the University of Potsdam (Federal Republic of Germany).

Appraisal:

The programme objectives and strategy are geared to ensuring internationality in teaching and research as well as graduate employability. Most of the lecturers have great international experience either in professional or academic flied (see also chapter 3.3). The panel also likes to point out the offer of summer school and the possibility to pass exams as well as the offer of practical studies on the basis of bilateral cooperations within the study programme at hand. [...]

1.4   Gender equality and equality of opportunity

According to the PFUR Mission, working with students is aimed at forming tolerant cross-cultural environment and uniting people of different nationalities, races and religions through knowledge. In the University, the concept of multiculturalism is implemented. At present, the HEI counts students out of 140 countries. Conceptually, the requirements of gender equality and equal opportunities for students in specific life situations (international students, people with migration past, students from social groups with limited access to education, etc.) are considered in PFUR on the basis of the Gender Strategy of the Russian Federation (2002), namely – achieving equal rights for women and men in society, overcoming all forms and manifestations of gender discrimination, creating political foundations and necessary social conditions for the most complete realization of women's and men's natural abilities in all spheres of their work, social and private life. As the HEI points out, there is no gender discrimination at admission to/expulsion from the University or at the evaluation of students' knowledge, at elections or appointments to posts. Since its foundation, a Women's Committee was founded at the PFUR – an international public organization uniting students, graduates, attending physicians and trainees of the University. As for research, gender problems in education and in professional activities are regularly researched at the University. Gender aspect is, as the HEI underlines, also considered in most psychological, pedagogical and sociological researches. What is more, material support, employment assistance and medical assistance and personal schedules are offered to students in weak living situations. Orphans and children without parental care as well as disabled persons are enrolled out of competition (see also 2.1).

Appraisal:

The panel members came to the conclusion that gender equality and the implementation of general bans on discrimination are promoted by the PFUR. The requirements of gender equality are based on national standards. According to the 'Admission Regulations in the Federal State-Funded Educational Institution of Higher Professional Education "Peoples'

Friendship University of Russia" for Teaching in Main Higher Professional Education Programmes for Academic Year 2012/2013, Order of January 31st, 2012 No. 52, admission of citizens with disabilities may be performed both on the basis of USE results, and on entrance tests results (in the absence of USE results) conducted by the University. Additionally, upon entrance support is given depending on the categories of the entrant's disabilities. Besides, the PFUR has put effort to ensure equality throughout the whole study programme and on campus, which units multicultural students. Teacher, manager and students have to sign a code of honour, according to which education at PFUR implies mutual understanding and communication in terms of internationalism, friendship and respect for cultural and religious characteristics. Several alternatives for material stimulating students such as academic and social allowances and scholarships have been running in order to offer opportunities for students in weak living circumstances. What is more, a Women's committee dealing with issues relevant for women in education exists.

Student with disabilities are enrolled without competition. However, during the on site visit, the reviewers identified that not all parts of the HEI are accessible to disabled students, especially parts of the library. […]

2. ADMISSION (ADMISSION PROCESS AND PROCEDURE)

Information on admission is to be found in the 'Admission Regulations in the Federal State-Funded Educational Institution of Higher Professional Education "Peoples' Friendship University of Russia" for Teaching in Main Higher Professional Education Programmes for Academic Year 2012/2013!, Order of January 31st, 2012 No. 52.

In order to gain admission to the study programme at hand, Russian entrants have to pass the Unified State Exams (USE), which are standardized examination held in USE Centres. An entrant is entitled to submit his/her USE score to 3 Universities, but not more than to 5 specialties. USE scores confirming successful passing of entrance examinations in each subject shall meet the minimum requirements established by the Federal Agency for Education. The University is entitled to increase the minimum passing score in each examination. Furthermore, a qualifying entrant shall have completed a secondary (complete) general education course. Foreign citizens admitted to the Bachelor's degree programme have to submit a state-recognized certificate of general secondary (complete) or secondary professional education. Foreign citizens do not have to pass entrance examinations and are admitted in terms defined by the Ministry (Regulations for Admission of Foreign Citizens to PFUR in 2012/2013 Academic Year, adopted by the Resolution of the PFUR Academic Board on January 24th, 2012). The following groups of people are enrolled out of competition provided they successfully pass the entrance examinations: Orphans and children without parental care; disabled persons; other groups of people subject to applicable law of Russian Federation.

Transfer from one programme to another normally takes place during the first year. Provision on Student Transfer Regulations of 1998 (as amended under the Minister for Education's orders in 2001 and 2010) establishes the rules of a student's transfer from one educational institution to another (Order on Adopting Procedures for Transferring Students from One Higher Education Institution of the Russian Federation to Another). According to Chapter 4 of the admission regulations named above, admission of Russian citizens to the second and subsequent years is possible along with an undergraduate professional education certificate, academic transcript and higher professional education certificate. Admission of foreign citizens to the University is, according to point 17.1 of the admission regulations, performed in accordance with Chapter 4.

The selection procedure for Russian students takes into consideration results of Russian national academic competitions in relevant subjects and academic competitions held in relevant higher educational establishments. The winners and runners-up of the final stage of Russian national school academic competitions and members of Russian national teams having participated in international academic competitions are admitted without entrance examinations. Entrants can also take a commercial foundation course in general subjects in the University's CDE "Unikum" (preparation to the Unified State Exam (USE) and the examination for State Final Certification (SFC)). No professional background is required.

The level of foreign language proficiency is checked using standard tests with a compulsory minimum established in the Unified State Exam (USE) framework. The test materials promote the entrants' writing, reading, listening comprehension, as well as their control of grammar and vocabulary of the studied language. A Unified State Exam (USE) in a foreign language is based on the secondary school programme.

As for the admission procedure, Russian citizens are admitted to PFUR upon the results of the Unified State Exam (USE), a passing score regarding the USE is defined. Foreign citi-

zens are admitted in terms defined by the Ministry of Education and Science of Russia. General information on admission of foreign citizens to PFUR is available on PFUR's official site. Documents and information governing admission to the University, as well as the competition results, ranked lists containing the score, and enrolment orders are available on the Admission Commission stand and on PFUR's official Homepage. Moreover, information on the admission procedure is to be found in booklets and brochures and communicated during specific open days.

The results will be first summarized and announced. To provide transparency, a list of candidates, giving their score, will be published on the University's official website and displayed on the Admission Commission stand. The enrolment is based upon the highest score. In case of equal score, entrants having other advantages shall be enrolled.

Appraisal:

The admission requirements are defined and transparent. The national requirements are presented and taken into consideration by implementing the State Examination as admission requirement. By enrolling students with the highest score, but also winners of national school academic competitions, the admission requirements ensure that qualified students are admitted. With a view to the opportunity for students to be placed in higher semesters directly, criteria are to be found within the admission regulations.

The results of the Unified State Exam (USE), with a defined passing score as well as English language skills, are the relevant criteria relating to an admission decision. Also, winner of national educational competitions, which are defined within the above named admission regulations, will be enrolled. The panel holds the view that the selection procedure ensures the acquisition of particularly qualified students in line with the goal of the programme. Professional experience is, as it is also the case in many Bachelor-study programmes in Europe, no admission requirement, and therefore according to the panel not relevant.

Foreign language competence is ensured via results in the Unified State Exam (USE), the minimum score is yearly defined by a national body. In the years 2009-2012, at least 20 points were to be reached in the context of the USE. However, the USE is only relevant for Russian applicants. No minimum standard has been set for foreign applicants when it comes to Russian language competence. [...]

The admission procedure is described, explained in a logical and transparent manner and documented for and accessible to the general public. The HEI provides information on the admission requirements and the admission procedure online and in brochures. Prospective students can moreover ask for personal information. The admission decision is based on objectifiable criteria and is communicated in writing.

3. Implementation

3.1 Structure

According to PFUR the study programme International relations is elaborated in accordance with the State Educational Standards. The programme provides a four-year education with a total of 240 ECTS-Points, with each semester being equally credited with 30 ECTS-points. Each credit is based on a notional 36 hours of student study time. The curricular workload (lectures, seminars, group consultations) provides approximately 50% of the general educational term. Roughly, the programme covers subjects out of humanitarian and social-economical area as well as in the field of mathematics and natural science. The programme also includes physical culture, job placement, term paper, State Examination and the prepa-

ration and presentation of the graduation work. Each group of subjects contains a basic (obligatory) part and a variable one, providing the opportunity to broaden and systematize the theoretical and problem content of the obligatory courses. Different classes are offered as optional subjects within the study programme at hand such as Economics, Fundamentals of Sociology, Russian Language and Culture of Speech, Psychology, Social Anthropology, Globalization and Culture and Political Geography.

As for the application of the European credit Transfer and Accumulation System (ECTS), the main elements of ECTS-system have been used according to the PFUR, that is to say the implementation of credits, grades in accordance with ECTS and characteristics of the educational workload. In accordance with the State Educational Standard, the maximal workload for students cannot exceed 54 academic hours weekly, including all kinds of curricular and extracurricular activities on the mastering of the programme and non-obligatory subjects. Questionnaires, as the PFUR states, are being used as a means to monitor and analyze students' workload. Also, a Diploma Supplements has been introduced. As for modularization, the Russian State Educational Standards provides the division of subjects into cycles, within the framework of each cycle exist subjects of federal, regional (institutional) components. As the HEI explains, the strictness of this scheme in some cases does not allow the university to bring changes into curricula, while elaborating its educational programmes.

Modules according to the Russian State Educational Standards have been described in module descriptions enclosing purposes and targets of the subject, contents, final results (knowledge, abilities and skills), acquired competences and a list of obligatory and recommended literature. The description of subjects is uploaded by educators in the local network of the institution or on their personal web page. The mastering of each specific subject (module) is usually terminated by an examination.

Term examinations are conducted in periods of examination sessions, usually in the form of a test and a written work; the duration is 2 academic hours. During the academic year the following forms of control are defined: mid-term and final attestations, conducted as a matter of test or a written answer to questions proposed by the lecturer, creative work (report, essay), conspectus of monographs and articles. Revision questions are provided by the educator no later than 2 weeks in advance of the attestation. A creative work (up to 10 pages) is written by the student during the semester and implies an individual research on one of the themes chosen during the studies of the courses. In the final semester a final examination is conducted, which includes the defence of the final thesis and the passing of state examinations, in accordance with the State Educational Standard of higher professional education for the study programme at hand. The State examination includes a test (computer testing using test programmes) and the main part (in oral and written forms).

Requirements for the volume and structure, admission procedure as well as requirements to the State Examinations and assessment as a whole are defined by regulating documents of People's Friendship University of Russia (assessment regulations, standard regulation about final certification, regulations on the procedure of the internship of students in the Peoples' Friendship University of Russia, regulation on organization of educational process under the credit system, regulations on the course examinations and credits in PFUR, regulations on the graduation thesis and regulations on the State Final Certification of Graduates in PFUR).

Appraisal:

In the structure of the student workload the ratio of core subjects, specialisations and optional electives is weighted in a balanced manner. Several optional classes on different issues provide, as the panel holds the view, the opportunity to broaden and systematize the theoretical and problem content of the obligatory courses. The structure therefore helps to set the objectives of the student workload and the students to acquire the skills related to the

objective. Also, the amount of credit points per semester is evenly spread throughout the study programme.

Credit points and workload specifications have been implemented. Also, the concept of modularisation has been introduced to the programme. The module descriptions contain in particular a detailed description of the learning outcomes and acquisition of skills, partially even too extended. However, the module descriptions include only a little part of the modules listed in the curriculum overview. The following module descriptions were handed in to the reviewers along with the self assessment report: Foreign language, World (Synchronic) History, Second Foreign Language, Theory and History of Diplomacy, History of International Relations (1900-1991), Contemporary International Relations (1991-2011), Foundations of International Relations Theory, International Currency and Credit Relations, CIS, History of Russia's Foreign Policy (1613-1917), Foreign Policy of the USSR (1917-1991), Conceptual Foundations of Contemporary International Policy of Russia, Regional Aspects of Contemporary Foreign Policy of the RF, National Security and Control of Arms Problem, Foreign Policy of the CIS, Africa in the System of International Relations and World Religion Systems. Additionally, information on the emphasis of the grade for the final grade is missing completely throughout the module descriptions. [...]

Also, the reviewers were surprised to see that information on literature was given in Russian only and that obviously mainly Russian literature is used. [...]

Furthermore, the reviewers came to the conclusion that the number of examinations within the modules is too high throughout the modules. Integrated module examinations have not been implemented in the study programme at hand, since the modules continuously consist of at least two examinations: mid-term and final attestations. [...]

A set of study and examination regulations exists and this has been verified by legal experts. The structural requirements for the programme have been implemented. The option of spending periods of time at other HEIs and in practice without any loss of time is envisaged in relation to the mode of study, mainly via cooperations with other HEI. However, the process as well as criteria of credit transfer from programmes offered by the same or another institution, as laid down in the Lisbon Convention, has not become clear to the reviewers. With respect to the Lisbon Convention, which was ratified by Russia in May 2000, rules for the recognition of credits achieved at other higher education institutions or externally achieved credits have to be laid down within the study programme concept. [...]

A sample of a diploma supplement was handed out to the reviewers, also indicating the relative grade of each module. However, no grading percentage table referring to the final grade is included in the students' diploma supplements, showing the percentage of students achieving the respective grade category in previous cohorts. [...]

[...]
During the on site visit, the reviewers found out that workload monitoring and adjustment does formally not take place (see chapter 5.1). A set of study and examination regulations exists. The structural requirements for the programme have been implemented.

3.2   Content

The modules within the study programme at hand deal with the following subjects: humanities, social and economic subjects (Philosophy, History of Russia (National History), Politics and Political Theory, Culture, Fundamentals of Sociology and International Economics, Mathematics and Natural Science Subjects (Informatics and Data Base, Ecology, Concepts of Modern Natural Science, etc.), professional subjects (History of International Relations, Contemporary International Relations, International Relations Theory, History of Russian International Politics, the Commonwealth of Independent States, Global Security, Diplomatic

and Consular Service, International Organizations). Besides, elective courses are proposed with consideration of the logic of subsequence of subjects of each group, in accordance with the educational trajectories. Comprehension of emerging trends in international relations requires improved techniques, principles and methods of research of dynamics of processes in the modern world, to which, as the PFUR underlines, great attention is paid in the educational process.

The programme corresponds due to own information of the PFUR to the main trends in international relations, notably the globalization, i.e. the move to polycentrism in the system of international relations. The title of the study programme "International relations" corresponds, as the PFUR points out, to the curriculum of this specialization, considering the decision by the Ministry of Education of the Russian Federation № 337 from September 17th, 2009 "Concerning the approval of lists of specializations of preparation of higher education" as well as the recommendations of the Educational and Methodological Association for Education in International Relations (active in MGIMO under the Ministry of Foreign Affairs). The proposed set of subjects allows, as the HEI states, to study among others the dynamics of the transformation of international relations, the basic trends of the globalizing world, the formation of a new global system and subsystems of international relations and the issues of global, regional, and national security. Within the Russian higher education system, there is, regarding the final grade, no such differentiation between Bachelor of Arts and Bachelor of Science and Master of Arts or Master of Science respectively. Differentiation only takes place according to the level of the grade, i.e. Bachelor, Master.

Students of the Bachelor study programme "International relations" pass a basic training in the 2nd and 3rd year, and a job placement in the 4th year, which is conducted in the 8th semester, in the period of preparation to the defence of the thesis. According to own information by the HEI, the programmes and the duration of placement comply with the Educational Standard and the Rector's Order № 181 of March 14th, 2011. Also, the practical orientation is included within the independent work of the students and implemented in the course content. Invited guest speakers also distribute to practical input within the study programme at hand. Electives focus, as the HEI amplifies, on different types of practical exercises. Theoretical and practical contents are finally combined when writing the final thesis.

As the HEI describes, great attention is paid to issues of interdisciplinarity in the study programme at hand. The curriculum includes subjects dealing with humanities, social and the economic subjects (including subjects such as History of Russia, World (Synchronic) History, History of Philosophy, International Economics, Politics and Political Theory) as well as mathematical and natural sciences (dealing with Information and Data Base, Fundamentals of Mathematical Analysis, Concepts of Modern Natural Science, Ecology). Special attention is also paid to English and Russian language (as a foreign language).

Likewise, great importance is given to the training of methodological competences, specifically understanding theories, practical application of knowledge and getting familiar with values and attitudes by implementing different approaches like activity approach, cultural approach, communicative approach and others. Using a variety of methods, students learn to understand and compare the material from specialized sources. Due to own information of the PFUR, the programme also allows students to master the appropriate methodology required to implement educational and research work.

The state examination consists out of a computer-based and oral and/or written examination. Computer testing solves the task of identifying the overall competence required from the student under the requirements of the State Educational Standard and the study programme International Relations. The state examination is carried out by State Certification and/or examination committees, formed in the University for the Specialization. The defence of the graduation thesis is conducted on a session of the examination committee. The defence of

the graduation thesis takes the form of a report by the author, who is given, usually, 10-20 minutes.

The module structure is shown in the following illustration:

Curriculum Overview: 2011-2012
Bachelor's Programme, 8 semesters

Module	Disciplines	Course 1 1 sem=18 w comp. Lecture	Semin.	Credits	Course 1 2 sem=19 w comp. Lecture	Semin.	Credits	Course 2 3 sem=18 w comp. Lecture	Semin.	Credits	Course 2 4 sem=9 w comp. Lecture	Semin.	Credits	Course 3 5 sem=18 w comp. Lecture	Semin.	Credits	Course 3 6 sem=19 w comp. Lecture	Semin.	Credits	Course 4 7 sem=18 w comp. Lecture	Semin.	Credits	Course 4 8 se=11 w comp. Lecture	Semin.	Credits
B.1	**Humane, Social and Economical Course**																								
B1.B	**Basic Unit**																								
	Foreign Language		10	7		8	6					8	6												
	Russian Language for Foreign Students																								
	History of Russia (National History)				2	2	4																		
	Philosophy				2	2	4																		
	World (Synchronic) History										2	2	2												
	Politology and Political Theory				2	1	3																		
	International Economics							2	1	4															
B.1.V	**Variative Unit**																								
	History of Philosophy	2	1	4																					
	Foreign Language											8	6												
	Russian Language for Foreign Students											8	6												
	Fundamentals of a Social State										1	1	2												
	Optional subjects. (3 credits in the 2 semester, 4 credits in the 3 semester)				1	1	3																		
	Economics																								
	Fundamentals of Sociology																								
	Russian Language and Culture of Speech																								
	Culturology																								
	Psychology																								
	Optional subjects. (3 credits in the 2 semester, 4 credits in the 3 semester)							2	2	4															
	Social Anthropology																								
	Globalization and Culture																								
	Political Geography																								
	Total hours per week by types of teaching load	2	11	11	6	13	20	5	12	14	3	11	14												
	Total auditorium hours		13			19			17			14													
B.2	**Mathematical and Scientific Course**																								
B2.B	**Basic Unit**																								
	Informatics and Data Base		3	2																					
	Fundamentals of Mathematical Analysis				2	1	3																		
B.2.V	**Variative Unit**																								
	Concepts of Contemporary Natural Science	1	1	2																					
	Ecology	1	1	2																					
	Total hours per week by types of teaching load	2	5	6	2	1	3																		
	Total auditorium hours		7			3																			
B.3	**Professional Course**																								
B.3B	**Basic Unit**																								
	Second Foreign Language		6	4		6	4		6	4		6	4												
	Russian Language for Foreign Students		6			6			6			6													
	Life Safety	1	1	2																					
	Theory and History of Diplomacy	2	1	2																					
	History of International Relations (1900-1991)										2	2	2												
B.3.V	**Variative Unit**																								
	Professional Ethics	2	1	3																					
	History of International Relations (1648- 1900)							2	1	3															
	History of Russia's Foreign Policy (1613-1917)							2	1	3															
	Foreign Policy of the USSR (1917-1991)										2	2	2												
	History of Russian Art	1	1	2																					
	Optional Subjects. Bloc 1.							2	1	3															
	History and Culture of Latin America																								
	History and Culture of Africa																								
	History and Culture of the Middle East																								
	History and Culture of the APR countries																								
	History and Culture of Europe																								
	History and Culture of the USA																								
	Optional Subjects. Bloc 2.							1	1	3															
	International Law																								
	International Economic Relations																								
	Optional Subjects. Bloc 3.										1	1	2												
	Ethno-confessional and Political Situation in Latin America																								
	Ethno-confessional and Political Situation in Africa																								
	Ethno-confessional and Political Situation in the Middle East																								
	Ethno-confessional and Political Situation in the APR																								
	Ethno-confessional and Political Situation in Europe																								
	Optional Subjects. Bloc 4.										1	1	1												
	Information and Analytical Support of Foreign Policy																								
	Diplomatic Document Management																								
	Multi-Track Diplomacy																								
	Foreign Art History																								
	Term Paper						3						3												
	Total hours per week by types of teaching load	6	10	13	0	6	7	7	9	16	6	12	14												
	Total auditorium hours		16			6			16			18													
	Physical Education		2	0		2	0		2	0		2	2												

Code	Subject	S5			S6			S7			S8		
GPS.	**I Core Subjects**												
	Foreign Language	4	3		4	3		4	4				
	Second Foreign Language	4	3		4	3		4	4				
	Russian Language for Foreign Students												
GPS.F	Theory and Practice of Translation and Interpreting							2	2				
	Theory and Practice of Translation and Interpreting (for foreign students)							2	3				
	Contemporary International Relations (1991-2011)	2	1	4									
	World Politics										2	1	3
	Foundations of International Relations Theory				2	1	4						
	International Currency and Credit Relations										2	1	3
	Regional Aspects of Contemeporary International Relations							1	1	3			
	Conceptual Foundations of Contemporary International Policy of Russia							2	2	4			
	Regional Aspects of Contemeporary Foreign Policy of the RF										2	1	3
	National Security and Control of Arms Problem										1	2	3
	CIS	2	1	4									
GPS.R	Foreign Policy of the CIS				2	1	3						
	Africa in the System of International Relations	2	1	4									
	Total hours per week by types of teaching load	6	11	**18**	5	10	**13**	3	14	**18**	7	5	**12**
	Total auditorium hours		17			15			17			12	
	II Optional Subjects												
	(4 credits in the 5 semester, 2 credits in the 6 semester)												
	Energy Diplomacy	2	1	4									
	Diplomatic and Consular Service				2	1	**2**						
	International Organizations	2	1	4									
	World Religion Systems	2	1	4									
	UN Peacemaking				2	1	**2**						
	Total hours per week by types of teaching load	2	1	**4**	2	1	**2**						
	Total auditorium hours		3			3							
SS	**Subjects of Specialization**												
	(12 credits in the 5 semester, 12 credits in the 6 semester, 12 credits in the 7 semester, 3 credits in the 8)												
	Foreign Policy of the USA and Canada	1	2	4									
	Foreign Policy of the UK				1	2	4						
	Foreign Policy of Germany	1	2	4									
	Foreign Policy of France	1	2	4									
	Foreign Policy of Italy				1	2	4						
	Foreign Policy of Latin America	1	2	4									
	Foreign Policy of the Middle East	1	2	4									
	Foreign Policy of the EU				1	2	4						
	Foreign Policy of Iran				1	2	4						
	Foreign Policy of the Ukraine	1	2	4									
	Foreign Policy of Spain				1	2	4						
	Foreign Policy of China				1	2	4						
	Foreign Policy of Egypt	1	2	4									
	Diplomatic Protocol, Etiquette, Ceremonial							1	2	4			
	Business Communication and Negotiations										1	2	3
	Global Studies and Problems of Sustainable Development of International Relations										1	2	3
	The Process of Making of Foreign Policy Decisions										1	2	3
	Diplomacy of Latin America Countries							1	2	4			
	Diplomacy of the Middle East Countries							1	2	4			
	Diplomacy of African Countries							1	2	4			
	Diplomacy of European Countries							1	2	4			
	Term Paper						**3**						
	Internship												**6**
	State Examination												**3**
	Bachelor Thesis												**6**
	Total hours per week by types of teaching load	3	6	**12**	3	6	**17**	3	6	**12**	1	2	**18**
	Total auditorium hours		9			9			6			3	

Subject	S1			S2			S3			S4			S5			S6			S7			S8		
Total hours per week by types of teaching load	10	26	**30**	8	20	**30**	12	22	**30**	9	23	**30**	11	18	**30**	9	17	**30**	7	20	**30**	8	7	**30**
Total auditorium hours		36			28			34			32			29			26			27			15	

Dean

Appraisal:

The overall objective of the "International Relations" degree programme consists in training foreign-affairs experts being able to analyze events and phenomena within the system of international relations, international organizations and associations, problems and trends in the development of world policies, issues of international and national security, International Policy of the Russian Federation or other countries. In the view of the panel, the programme at hand contains many important and contemporary courses and the contents of the programme are in principle adequate for the Bachelor study programme at hand, with the mixture of modules being balanced in terms of content. Also, regarding the sequence of the modules, they are logically aligned to one another and with the qualification and competence goals. The electives included on the programme (compulsory electives) or optional electives enable students to acquire beneficial skills in accordance with their own preferences.

The reasons for the qualification title are given and the title is in line with the focus of the programme content and the national requirements. Also, the programme description corresponds to the content of the curriculum.

Theoretical content and practical experience are sufficiently considered within the study programme at hand by integrating methodical contents but also practical experienced guest speakers and job placements. However, the panel members learned from the students that implementation of practical content could be improved within the lectures and overall course content. In contrast, the great amount of interdisciplinary content was appreciated by the students, which forms, as the panel also points out, one of the main components of the programme.

Finally, the programme ensures that graduates have methodological competence and are empowered to conduct academic work and can understand and assimilate specialist literature. The level of performance in examinations and the thesis are aligned with the learning outcomes of the module in terms of form and content. However, the amount of assessment within each module and overall study programme is too high (see chapter 3.1).

3.3 Internationality

International and intercultural aspects are involved throughout the whole study programme. The programme teaches dialogue and intercultural interaction, leading to intercultural competence and the ability to navigate in the current trends of world development. As for international content, students, according to own information, regularly receive lectures and scientific reports of the partnering universities. Totally, 25 lectures were given within the reporting period. Besides, all student study groups are formed at the University on an international basis. Finally, overseas educational trips are aimed to develop intercultural competences of the students. Students are also given the option to spend one or two semesters abroad as a student or trainee without interrupting the education in the People's Friendship University.

The Bachelor-programme at hand counted 157 international students from 45 countries such as Azerbaijan, Angola, Kazakhstan, China, Mongolia, Tajikistan, Tanzania and Turkey in the academic year 2011-2012.

Well known international experts are invited for guest lectures or professors in Master programmes on a regularly basis. A great number of teachers in the study programme at hand have gained international experience either on an educational level or vial practical experience. Also, lecturers involved in the implementation of the programme «International Relations», deliver lectures abroad and are involved in work on international education.

Foreign languages, both on a basic and professional level are an integrated and obligatory part within the study programme at hand with the purpose to gain knowledge and active use of at least two foreign languages. Assessments are carried out mainly via interviews and oral and written tests. According to PFUR, materials are being used on a frequent basis to teach and train foreign languages.

Appraisal:

The panel members came to the conclusion that the international orientation of the programme equips graduates with the skills they need to perform the tasks required in an international and inter-cultural environment. [...]

As for the rate of international students, a small proportion of the student community comes from abroad. The panel holds the view that the composition of the student community is in line with the orientation of the programme. The reviewers are impressed by the particularly international composition of the teaching staff, with a significant proportion of the teachers having international experience either in professional or academic fields. What is more, international guest speakers are invited on a regular basis to hold lectures and discussions about relevant subjects. In opposite, PFUR's lecturers are also involved in research and publication in international journals and papers as well as participation in lectures abroad.

3.4 Additional acquisition of knowledge and skills

General cultural competencies dealing with ethical issues and related to management skills and concepts of leadership are an integrated part of the study programme as the PFUR underlines. Among others, knowledge of a politically correct corporate culture, skills of finding compromises through negotiations, the use of ethics of interpersonal relationships and emotional self-regulation, the readiness to cooperate with colleagues and the ability to work in teams shell be acquired and trained throughout the study programme, i.e. in courses such as Globalization and culture, Professional ethics, Business communications and negotiations. Additionally, the aim of the programme is to provide students with the ability of taking into consideration the specifics of local business culture of foreign countries and the ability of adaptation to the work in poly-ethnical and international groups. As for personal development, students shell be prepared to find organizational and management solutions and be able to critical assessment of own strong and weak points. Great attention is also paid to civil education.

Just as the named generic skills, the development of communication and speaking skills, as well as team work and resolution of conflict situations is conducted on a regular basis according to HEI's own information. In this context the following subjects are of particular importance: Business Communication and Negotiations, Diplomatic Protocol, Etiquette and Ceremonial. The main part is assigned to active and interactive forms of activities (computer simulations, business and role-plays, situational analysis, psychological and other trainings) in combination with extracurricular activities, aimed to promote the formation and development of professional skills. The courses further involve meetings with representatives of state and public organizations, Russian and foreign commercial structures in order to promote the formation of practical skills.

Appraisal:

As the panel states, the development of generic skills such as ethical aspects, managerial skills and management concepts as well as an educational component, which is not specifi-

cally related to the final qualification, is provided on the programme on a consistent basis. Among others, specific modules on ethics are included in the curriculum.

Also, in a number of modules, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. The development of rhetorical skills is also aimed in courses such as Business communication and negotiation. Equally, leadership concepts are taken into account in the programme. However, the panel recommends the HEI making leadership contents more visible within the curriculum.

3.5 Teaching Methodology

Teaching methods are according to PFUR designed to perform the following functions: teaching, developing, organizing, and motivating. The teaching function can be expressed in providing students with knowledge, skills and abilities they need in their future professional activities. The developing function is characterized by the fact that each method of training should be focused not only on memory, but also on the development of thinking. The organizing function is designed to teach students in managing their independent work. The activating (motivating) function is manifested in the development of interest in the educational subject. As the PFUR states, the method of teaching can be divided into a row of specific methods of the disciplinary profile. In example, the method of teaching of humanitarian and social sciences has its specific points, differing from teaching methods used in other disciplines. The educational process in the framework of the Bachelor-programme "International Relations" is carried out with the use of the following methods of teaching and education:

Lectures (introductory/overview, thematic/problematic, revisional/generalizing, explanations, stories); Seminars (including broad conversations, reports and their discussion, workshop surveys, discussion of written works, theoretical conference, role-playing games, debates seminar press conferences), independent work of students (preparation of creative essays, abstracts and summaries and participation in colloquia). In lectures as well in seminars methods such a game methods, brainstorming student self-study and role plays, in order to enhance students' cognitive activities, are implemented. An important component of the methodical system during the training is, as the PFUR states, the use of technical tools, i.e. for demonstration and research.

As for teaching and learning materials, textbooks or manuals for the relevant course, guidelines for students on independent work and the study of the subject, methodical recommendations for the implementation of case studies, exercises, and trainings, guidelines on the implementation of term papers and dissertations, a programme of the final (term) examination for the subject in the form of a list of questions or tests and handouts as well as visual aids, including workbooks, reference and text book publications, computer textbooks audio and video materials, are used. Also, compulsory and recommended readings are implemented. The complexes for subjects are available on the websites of chairs and educators' personal pages; they are accessible from any computer in the local network of the Peoples' Friendship University.

As the PFUR underlines, experts both with academic and professional background are invited on a regular basis to deliver lectures and conduct classes on pressing issues in international relations, share practical experience gained in the field of politics, business, culture and in research.

Postgraduate students, after passing pedagogical trainings, are involved into the educational process of Bachelor-Students via trainings. However, student assistants are not involved in holding seminars.

Appraisal:

The logic of the teaching methodology as laid out in the self evaluation report in principle is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme, tailored to the specific modules. What is more, case studies and role games are used as part of the curriculum and are aimed at developing the students' skills. Additionally to the regular study programme, guest lecturers teach on the programme. A list of guest lecturers delivered in 2011 to 2012 was handed to the reviewers along with the self documentation and during the site visit. According to the reviewers, the guest lecturers bring special experience to teaching, contributing to the students' development of skills.

Talking about teaching and learning materials, they are of the required quantity and quality and are available to the students at the required level promptly and online. [...]

Student assistance is part of the support strategy by involving post graduate students in training for younger students. Yet, they do not hold lectures for students. The panel holds the view that student assistance in lectures is not relevant in the Bachelor programme, since broad and continuous support is provided by the lecturers.

3.6   Skills for employment / Employability (Asterisk Criterion)

The PFUR states that Alumni shall be able to resolve the following professional tasks in the relevant professional field upon graduation:

Organizational and administrative tasks:
Implementation of responsibilities of junior and mid-level performers with the use of foreign languages in the institutions related to the MFA of the Russian Federation, executive, organizational and administrative work in other state institutions, federal and regional authorities and bodies, business correspondence on the issues of organization of international events, preliminary discussions and participation in working negotiations in foreign languages in the framework of the assigned powers, translations in the framework of the assigned competencies, participation in the organization of international talks, meetings, conferences, seminars; rational organization and planning of activities in accordance with the requirements of the employer and ability to adequately use the acquired knowledge, interaction and efficient cooperation with other employees in the place of employment.

Project tasks:
Participation in group projects, assistance in the set-up and development of international contacts, monitoring of the personnel, accompanying delegations, information research and analytical work, educational and assisting work in higher education institutions of an international profile, functions of executive staff in departments, sectors and development groups of international educational connections within state institutions, corporations and NGOs.

According to the HEI, different professional areas such as international political, economic, scientific-technical, military-political, humanitarian, ideological relations and political area are suitable for student graduating in the Bachelor-study programme "International Relations". According to the PFUR, about 85-90% of the Alumni in the study programme at hand have been successfully employed upon graduation.

The PFUR in this context underlines the long-standing and wide-ranging relationships to local, national and international employers.

Appraisal:

Due to the analyses of the HEI and discussion with the students, the panel is in no doubt that graduates of the programme will be employable, given the international context and the wide cooperations of the HEI. The curriculum content is such that it is possible to achieve the employability aspired to in the programme objective and to get a degree, which has an explicit profile with regard to the content. The respective criterion is judged as being met. [...]

4. Academic Environment and framework conditions

4.1 Teaching staff

The "International Relations" Bachelor's degree programme is implemented by scientific and teaching personnel having, as a rule, relevant major education according to the subject they teach, and scientific degrees, and systematically performing scientific and scientific-methods activities. About 85% of teaching staff have, as the PFUR claims, scientific degrees and academic ranks of assistant professors, full professors, and members of academies. Besides, 21 (six full professors and 15 assistant professors) of 22 staff members involved in teaching have scientific degrees, with one person being a senior lecturer. All twelve lecturers in the field of humanities and social and economic sciences hold scientific degrees. Likewise, all four teachers in the mathematic and natural science area have obtained scientific degrees. When preparing the curriculum, the involvement of teachers in other education programmes and their teaching load are, due to information of the PFUR, taken into consideration. The scientific content and the educational part of the Bachelor's degree programme is generally managed by the University's full-time staff member having a doctoral degree and/or the title of full professor for the relevant area and at least three years of experience in higher Professional education institutions. The Department also pays great attention to training junior professionals under the Department's post-graduate programmes. Best post-graduates of the Department have a chance to join the Department's team. Also, the education programme may only be implemented by teachers who have passed competition in accordance with the internal order and been interviewed by the Programme's head and coordinators. The procedure of appointing a teacher to the position (on the competitive basis) is performed considering the University's strategic and professional requirements (Order No. 284 of the Ministry of Education and Science of Russia, dated September 15th, 2009). The attestation commission will then decide whether the teacher's qualifications are sufficient for the current position or if the applicant does not qualify for the current position.

Most teachers involved in working within the "International Relations" area have a significant length of general teaching activities of more than 20 years (and over 10 years thereof are in the area under consideration). As for training, lecturers are, due to PFUR's statement, updated about new developments dealing with subjects taught in the study programme at hand. Teaching staff also actively participates in national and international conferences, forums and round tables, i.e. "Dialogue of Civilizations" or the World Congress of Middle East Studies (WOCMES). Finally, the lecturers conduct conferences, forums and symposiums in connection with PFUR's own Interuniversity Center for Humanitarian Education in Philosophic Comparatives Studies. Over the last years, most teachers of the Department of Theory and History of International Relations have attended qualification improvement courses such as "Information Technologies in Teaching/Learning Process" or "Methods of Teaching Foreign Students in General and Professionally-Oriented Subjects". Finally, teachers' lessons are being visited by the Departments Head with a subsequent discussion.

Due to PFUR's statement, active intra-University collaboration is promoted, regarding both department-based relations (resulting in collaborative development of teaching aids, common scientific works, joint conferences and round tables) and relation with HEI's administrative bodies.

Regular supporting and consulting of students by teachers is, as the HEI claims, an integral part of services provided. Each teacher can be consulted (2 hours per week) on personal matters as well as for individual consulting of those developing their library-research papers, term works and Bachelors' qualification papers. The Rector of PFUR, the Dean of the Faculty of Humanities and Social Sciences, deputy deans, the Programme Head and the Head of the Department of Theory and History of International Relations practice weekly reception hours for students to discuss their personal matters.

Appraisal:

The lecturers have great practical background, but especially above average academic qualifications, which was demonstrated by extensive publications and research. According to the CVs of teaching staff provided by the HEI, a number of lecturers have long- year experience in teaching. In addition, the staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. As the panel has come to know, lecturers regularly take part in further educational and pedagogical trainings. Also, the reviewer received a table on the integration of teaching competences along with the self documentation, which revealed that the lecturers' teaching loads, in general, meet the established regulation. Appointment procedures are implemented taking account of the strategic and professional requirements of the HEI. Also, regular trainings and further qualification of PFUR's lecturers are implemented.

Regarding internal cooperation, the department regularly hosts joint events. However, it became obvious that the internal cooperation has not been described in detail. Moreover, regular exchange between all lecturers involved does not yet take place structurally. [...]

As affirmed by students of the PFUR during the on site visit, the counselling of students by teaching staff is intensive. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. Emails are answered fairly quickly. Also, weekly fixed consultation with the Programme Heads, Deans and with the Rector are offered. Where necessary, the students are given support with academic and related issues.

4.2   Programme Management

The Programme Head – the Head of the Department of Theory and History of International Relations – arranges, as the PFUR claims, near-term and long-term academic process planning within the Bachelor's programme at hand considering its goals and objectives. The Programme Head provides control over the curricula and education programmes, developing necessary academic documents, control over the quality of education process and over objective evaluation of students' progress in their studies and extra-curricular activities, assuring the students' qualifications meeting the requirements of the Federal State Educational Standards. The Programme Head also assists teaching staff in mastering and developing innovation programmes and technologies. He organizes activities aimed at preparing and conducting final attestation. Beyond that, the Programme Head controls students' academic loads, participates in enrolment of students and takes measures for keeping their number at the necessary level, in scheduling lessons and other students' activities. He also makes proposals on improving academic process and managing the institution, participates in selecting and positioning of teaching staff and other employees as well as in arranging the procedures of their qualification improvement. Finally, the programme Head participates in preparing and conducting the attestation of teaching staff and other employees of the institution, participates in developing and supporting the educational institution's teaching resources and is involved in equipping and replenishing libraries and curriculum offices with educational and scientific literature and periodicals.

According to PFUR's information, the Education and Methods Commission (EMC) was established at the Faculty of Humanities and Social Sciences to ensure coordinated actions of the Faculty's deanery and departments, regarding improvement of highly-qualified personnel training. The EMC includes the Faculty's Dean or Deputy Deans, heads of the departments, leading teachers of the University. The structure of EMS is defined by the Faculty's Board of Studies and approved by the Faculty's Dean. In its activities, the EMC is guided by the University's working plan, by the resolutions of the University's Academic Board and Rectorate, by the resolutions of the Faculty Board of Studies. The EMC interacts with the Faculty's Board of Studies, Dean's Office, Departments, EMC of other faculties and subdivisions of the University. The EMC holds its meetings at least once a month and reports to the Faculty's Board of Studies and to the University's Board of Educational Policy. Students are involved in decision making via students' organizations, such as faculties' student councils, councils of student homes, regional students' organizations, associations of fellow-countrymen, and women's committee. Generally speaking, the main student activities include establishing and developing students' organizations in accordance with PFUR Regulations, promoting the improvement of academic process, scientific work of the University's students, representing PFUR students' interests and protecting them in front of faculties' deaneries and the University's administration. As the PFUR states, great attention is paid to teaching staff completeness and to the quality of their academic and teaching qualifications within the structure of the academic process, considering their involvement into other education programmes.

An Advisory Body solely for the study programme at hand does not exist. However, a Council for Humanitarian and Social-Economic Education at the PFUR Academic Council was established in 2005, headed by the PFUR Rector and with the heads of Faculty for Humanities and Social Studies, the Deans of Faculty of Economics, Faculty of Law, and Philological Faculty as well as the heads of the named faculties' departments being its members. Also, a Board of Studies, including the Faculty's Dean, deputy deans, all heads of departments, chair of the primary trade union organization, chair of student committee, chair of student commission for studies quality evaluation of the Faculty, was set up with the aim to determine short-term and long-term prospects within the faculty's activities.

Appraisal:

As the panel came to know, the programme directors coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. [...]

The administration acts as a service provider for students and teaching staff. With regard to who is responsible for which tasks, transparency is given. [...]

There is no Advisory Board specifically for the study programme at hand. Even though a Council on department level does exist, the panel holds the view that an Advisory Body, especially in the case of the internationally oriented Bachelor programme at hand, is of great importance, also in terms of quality assurance and development of the contents. [...]

4.3 Cooperation and partnerships

The Department, due to own information, proactively collaborates with different institutions of the Russian Academy of Sciences, such as Institute of European Studies, Institute of Oriental Studies, Institute of Africa, Institute of Far East, Institute of Economy as well as with a number of leading Russian higher education institutions, such as Lomonosov Moscow State University, Moscow State Institute of International Relations (MGIMO), Diplomatic Academy of the Ministry of Foreign Affairs of the Russian Federation. The activities include among others lecturing, participating in the activities of the State Attestation Commission, conducting

of joint conferences. The results are, as the HEI underlines, also used for improving academic process at the PFUR. Representatives of the above academic institutes and higher education institutions are regularly invited to give lectures in the field of international relations. Cooperations with international academic institutions are executed to establish cooperation in scientific research, educational activities, student exchanges, academic exchanges and with the aim of improving the teaching staff's qualifications. Therefore, professors and lecturers working under the programme give lectures and scientific reports in the partnering universities, such as University of Potsdam (Federal Republic of Germany), Beijing Foreign Studies University (PRC), Bordeaux Institute of Political Studies (France) and other. Totally 25 lectures were given within the reporting period. Also, students in the study programme at hand can optionally spend one or two semesters abroad. The Faculty Humanities and Social Sciences regularly conducts the "Ambassador's Days", inviting the heads of diplomatic missions in Moscow.

In order to perform the Bachelor's degree programme students' practical works, in accordance with curriculum, the Department of Theory and History of International Relations executes civil law contracts with relevant organizations on a yearly basis. In the course of negotiations between the enterprise and the University's practical work supervisor, an acceptable position (workplace) is defined for each trainee. Among other, the Department actively cooperates with the Ministry of Foreign Affairs of the Russian Federation, Chamber of Commerce and Industry of the Russian Federation, the Ministry of International Economic Relations, the Ministry of Economic Development and Trade, banks' international departments and the State Atomic Energy Corporation 'Rosatom'.

Appraisal:

Talking about cooperations with HEIs and other academic institutions and networks, the reviewers were particularly impressed by the numerous cooperations on both national and international level, resulting in different activities such as lecturer and student exchanges, joint conferences, guest lectures and special events such as the "Ambassador's Days", with relevant participating representatives.

Likewise, the panel members appreciate the current cooperations of the PFUR in this field. As the panel learned, guest lecturers from the companies participate in conferences and guest lectures. In addition, most of the partner enterprises and organisations offer placements via contracts with the PFUR for PFUR's students.

4.4   Facilities

In particular, 49 classrooms are used for giving lectures and conducting seminars, with 18 of them being multimedia classrooms. Nine rooms of the latter are networked computer classrooms with necessary software, Internet access, access to various library bases, and extended Computer Park. Moreover, the PFUR houses 3 Wi-Fi access points; 5 linguistic laboratories and an information technology room of the Department of Theory and History of International Relations (15 computers included into local network and connected to the Internet). As the PFUR states, computer classrooms of the Faculty of Humanities and Social Sciences of PFUR can be used, including Internet connection (about 150 computers); 1 recorder, 6 TV sets, 1 video set; 16 multifunction devices, satellite television system, focus-group research room; classrooms for foreign language classes. Also, according to PFUR's own statement, further laboratory and technical equipment is currently being renewed.

A research library was established along with the foundation of the University and was reorganized in 2008 into the Teaching/Learning Information Library Center. The Library is always open apart from Saturdays and in the late evening. The Library's stock counts

1,800,000 pieces and is, as the PFUR claims, updated monthly. What is more, the library's stock is made of print and electronic publications of main study and additional literature for general and professional subjects. The electronic catalogue was introduced in 1990. Since 2010, the PFUR Electronic Library System has been providing readers with information and an access to full-text documents. Electronic resources, such as LexisNexis, Polpred.com, Library PressDisplay, Columbia International Affairs Online (CIAO), Springer Open, elibrary.ru, etc. are available to and demanded by both students and teachers. The stock of additional literature, in addition to textbooks, includes official, reference and specialized periodicals for the programme students. The Electronic library system allows individual access for each student from any point, where there is any Internet connection. The library development plan provides for the extension of the range of electronic resources in the languages studied by the students majoring in the "International Relations", for blocks of historical, legal, economical subjects, etc. There are 33 computers in the library rooms – these are fully stocked workstations with all necessary software. The development plan is, as the PFUR states, revised on a regular basis to appropriately meet the needs of education programmes. At least twice a year, the Department's teachers apply for new scientific and educational books considering the students' wishes. The free-access room is equipped with an automated loan station based on RFIT technology.

The Teaching/Learning Information Library Center is surrounded by reference rooms with a total of 770 seats. Delivery desks and reading rooms of the Teaching/Learning Information Library Center are located in five buildings of the University. Some rooms are also used for group trainings; three rooms are equipped with multimedia appliances. Wi-Fi is available in the library's rooms and halls.

Appraisal:

In the view of the panel, the number and size of teaching rooms, the equipment of all learning facilities are in line with the needs described for the programme, also taking into account of the use of resources for other programmes. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. […]

A library is available. However, the panel members have not received a development plan for the library. […] Also, literature, journals as well as digital media are geared to the programme contents and are up to date. […]

The library is also open during vacation for a sufficient period. The opening hours and the support service take into account the students' needs. […]

4.5   Additional Services

In the University, there is a Centre for promotion of employment of the PFUR students and alumni, which collaborates with over 100 public and business organizations and companies. By representing the PFUR on the labour market and keeping close contacts to a wide range of employers, it is aimed to assist students and alumni in entering the job market. It also informs students and alumni about practical studies, trainings on probation, and vacancies offered by leading employers and conducts among others presentations, workshops, conferences, job fairs together with employers. Psychological consulting at the employment is also offered to students. The center for promoting job selection and employment uses an online resource, the "PFUR Practices and Employment", created for efficient interaction between the PFUR students/alumni and PR departments of employers.

According to own information, many alumni stay in touch with their departments, faculties, and professors beyond graduation. For the purpose of contact keeping PFUR Friends Asso-

ciation was established at the University. Its activities are aimed at the University's supporting relations to alumni of different generations, as well as at collaborating with Russian and foreign alumni in various areas, including giving alumni an opportunity to continuously improve their qualifications. The Department for Working with Alumni was established for the coordination of all activities which involve alumni – including alumni and alumni's associations and organizations in the University's scientific, research and goodwill projects.

The issues of social development at the University are addressed by a number of divisions, first of all by the Social Development Authority, which mainly focuses on arranging recreation and health resort treatment for the employees and their families, welfare assistance for employees and teaching personnel, issuing social allowances and certificates for employees, teaching staff and students, issuing work incapacity certificates and other. Also, the Student Council, a public authority of self-governing for the University's students, focuses its activities solving the vital problems of college kids, developing their social activities, and supporting social initiatives. One of major functions of the Council is representing and protecting social, labour or other rights and legal interests of students at PFUR. Besides, there are several alternatives for material stimulating students such as academic and social allowances and scholarships.

Appraisal:

Careers advice and a placement service are offered for the students/graduates to promote employability via different ways. Besides offering assistance in entering the job market, the Centre for promotion of employment also keeps students and alumni updated on practical studies, trainings on probation, and vacancies offered by leading employers.

An alumni organisation has been set und with the aim of developing an alumni network, with representatives from i.e. the embassy supporting the alumni organization. Also, annual meetings do take place. On the PFUR homepage, one finds an extra section for Alumni with relevant subsequent groups, information on TV contributions and announcement of annual meetings. Contact details of responsible persons are also given on the website. Sufficient (staff) resources are available for this purpose.

Additionally, counselling and welfare services are an integral part of the HEI's services and are offered on a regular basis. Students are supported individually and confidentially on all questions associated with daily life.

4.6   Financial planning and financing of programme (Asterisk Criterion)

A strategic Plan of Development and PFUR faculties institutes and other divisions' development plans has been developed according to own information, and financial planning is performed clearly and in accordance to the named plan. The individual education programme is funded on a centralized basis within the framework of the PFUR general budget that, in its turn, has various revenue items, such as: Aid grants of the Ministry of Education and Science of the Russian Federation (public money), allocated to the University for each PFUR student entering the 1st year of study or already studying on the state-subsidized basis – basic (budgetary) funding; earnings from students studying on contractual basis, receipts from academic pursuits and developments performed by the University (various grants, work under business contracts) and earnings from various activities provided for in the PFUR Regulations (supplementary education, further education, providing various educational services). The financial plan is being managed and controlled by faculties' deans or institutes directors. Each programme is funded according to the Cost Estimate for Implementing a Higher Professional Education Programme, adopted by PFUR, on the basis of the following cost components underlying the basic higher Professional education programme implementation:

- Teaching staff salaries,
- auxiliary educational staff salaries,
- administrative & managerial staff salaries,
- students' maintenance allowances,
- educational materials for opening the programme,
- information and library teachware,
- IT-support and computer resources for teaching/learning and scientific activities,
- upkeep of study rooms, including renovations and community charges and of utilities,
- laboratory and other equipment; technical teaching aids,
- arranging practical classes and on-the-job trainings,
- consumables,
- publishing activities,
- further training of teaching staff,
- upkeep of study rooms and students' homes,
- research expenditures,
- sports center,
- students cultural center,
- polyclinic,
- communications services,
- learning and practice classes,
- travelling,
- international activities as well as
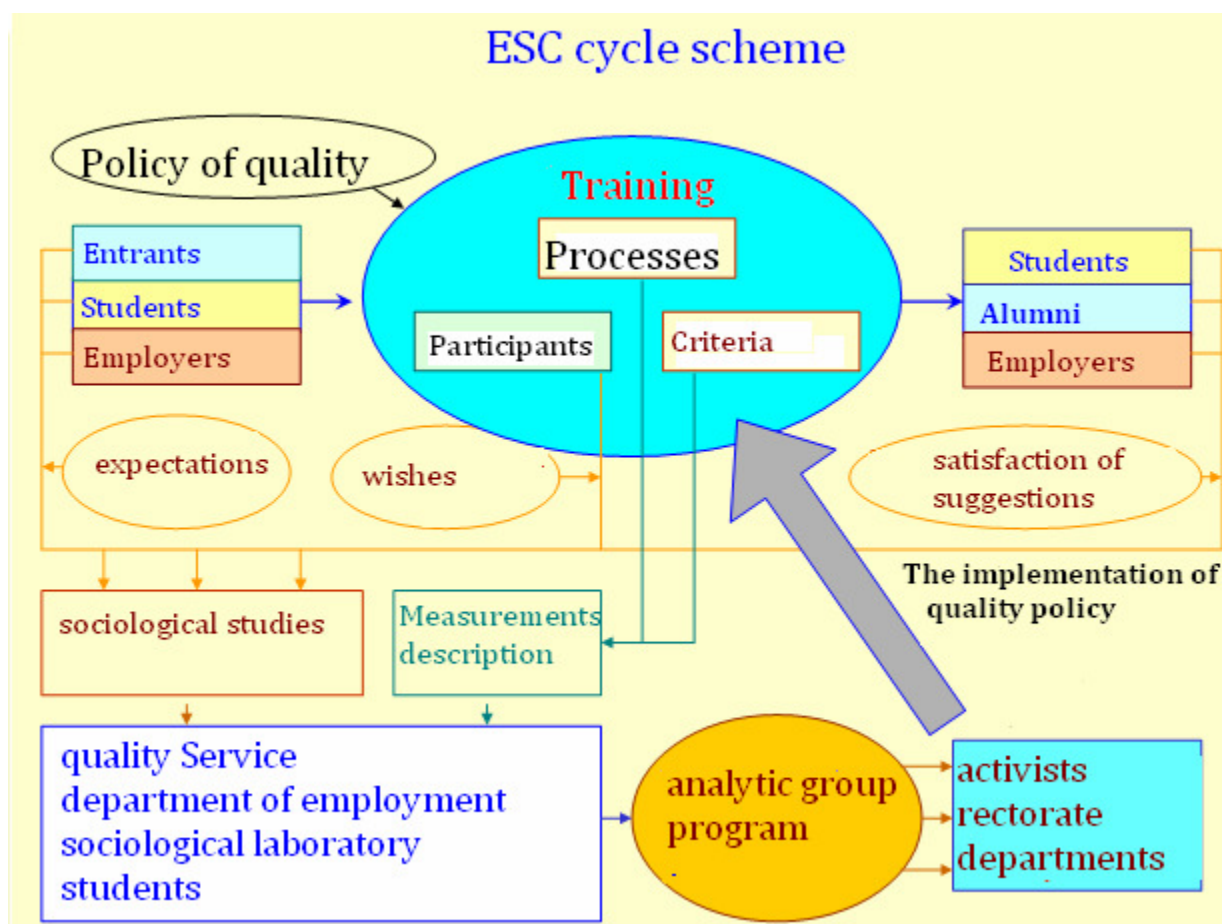- safety and security.

Appraisal:

The HEI has described a short and medium-term financing strategy, which includes a reasonable degree of detail and is transparent. In addition there are agreements concerning the basic funding.
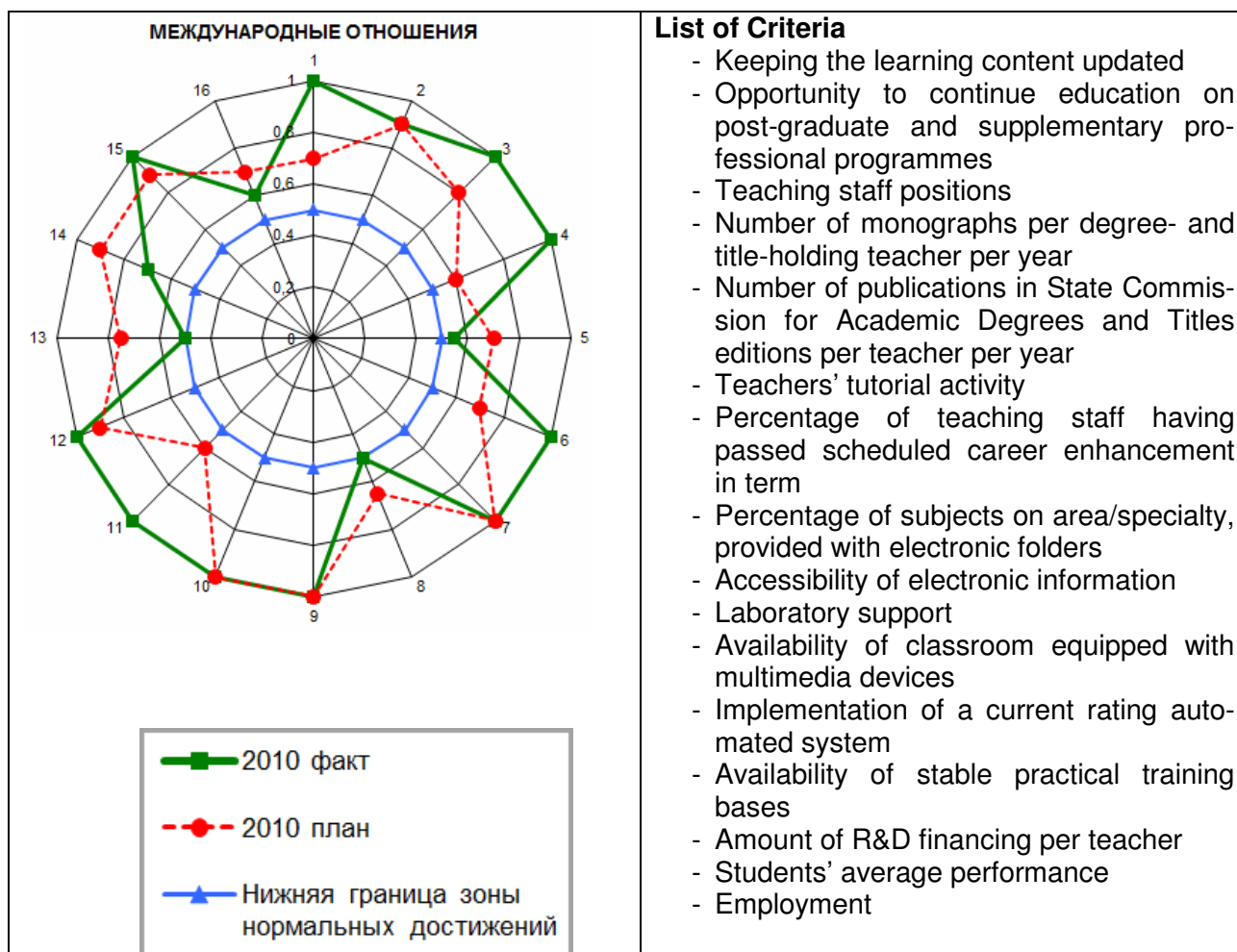
A general budget exists. [...]

5. QUALITY ASSURANCE

According to own information, PFUR activity quality enhancement strategy is set out in "Strategic Plan for PFUR Development for the period until 2012, adopted at the University-wide Conference of PFUR Scientists, Teachers, Staff Members, and Students" of January 31st, 2006. This document defines key activities, their strategic goals, and quality enhancement areas. In addition, the programme at hand is, due to HEI's own information, updated on a yearly basis with consideration of the development of scientific knowledge, technologies and the social sphere. Regulations on the appointment, objectives, structure and functions of the quality system of PFUR ("The Internal Quality Management System"), as approved in 2006, do exist. It includes information on the quality management and its objectives, the questionnaires used, Students Quality Commission as well as the structure of the quality system cycle, which can be illustrated as follows:

ESC cycle scheme

1. Monitoring of business processes: a) populate the database from the values of criteria
                                                                   b) case studies
2. data analysis
3. Preparation of strategic and operational plans to ensure quality
4. Taking Action
5. Monitoring at a new level

As for quality management, a system, taking into account both a quality assurance policy and the University development goals, has been introduced. In order to provide control over implementation of PFUR Education Quality Assurance Programme, the Education Quality Department of Educational Policy Directorate annually monitors criteria and analyzes education productivity in each faculty and area of study. The indicators obtained are entered into the database where they are normalized in compliance with established rules. The Data will then be analyzed and used for the creation of strategic and operating plans of quality assurance. Finally, measures will be taken, leading to a new level of monitoring. For each activity of the University, quality parameters and their edge values (indicators) are defined for the period from 2005 to 2012 both for the entire PFUR and for each faculty and institute. Periodic reports on meeting these indicators are discussed at University-wide conferences, where amendments are made; the results are published as medium-term programmes of PFUR, faculties and institutes development. Measures on the Programme implementation are discussed during the year at the meetings of the Academic Board, Rector's Office, University Management Commission, meetings at the Rector's, Pro-Rectors' briefings. Currently, a new strategic plan for PFUR development for the period until 2016 is being developed. As the PFUR states, its quality management system has been recognized in meeting the requirements of ISO 9001:2008 by AFNOR Certification; IQNet (International Quality Network), and GOST R certification system (Russia).

МЕЖДУНАРОДНЫЕ ОТНОШЕНИЯ

Legend:
- 2010 факт
- 2010 план
- Нижняя граница зоны нормальных достижений

List of Criteria
- Keeping the learning content updated
- Opportunity to continue education on post-graduate and supplementary professional programmes
- Teaching staff positions
- Number of monographs per degree- and title-holding teacher per year
- Number of publications in State Commission for Academic Degrees and Titles editions per teacher per year
- Teachers' tutorial activity
- Percentage of teaching staff having passed scheduled career enhancement in term
- Percentage of subjects on area/specialty, provided with electronic folders
- Accessibility of electronic information
- Laboratory support
- Availability of classroom equipped with multimedia devices
- Implementation of a current rating automated system
- Availability of stable practical training bases
- Amount of R&D financing per teacher
- Students' average performance
- Employment

The assessment of PFUR training quality by students (monitoring of students' satisfaction) is performed on a regular basis by social research, including enquiry of students from all faculties, resulting in reports available at PFUR Education Quality website and accessible to all students, parents, and other interested parties. Also, PFUR attaches great importance to continuous communication with the Student Quality Commission. The Student Commission has been operating at PFUR since 2006, providing among other tasks control over arrangement and quality of training at faculties and institutes of the University, participation in education quality assurance programme development, control over courseware supply, coordination of its activities with the faculty/institute quality service, making proposals to faculties' Education Boards on adding new subjects into the curriculum, informing students on terms of and procedure for compensation for missed classes and passing examinations and providing for assistance to junior students within educational framework. What is more, direct communication of the Rector with the students at regular meetings and via e-mail are, according to PFUR; arranged on a regular basis. Results of the latter meetings are to be found at the Student Commission web page. Finally, regular meetings of Deans (institute directors) and their deputies with faculties' student education quality commissions take place.

As for quality assurance regarding teaching personnel, PFUR's education quality assessment (teacher satisfaction monitoring) is performed on a regular basis and includes enquiry of teaching staff of all faculties. Reports and comparative studies regarding teachers' quality assurance are published at PFUR Education Quality website and are accessible to all interested parties. Research outcomes and scheduled relevant measures are discussed and approved by the Academic Board of PFUR and faculties' boards of studies.

Educational activities regarding the study programme at hand are performed on the basis of a set of legal documents including among others the Russian Federation Law "On Education" dated July 10th, 1992 No. 3266-1, Federal law No. 125-FZ dated August 22nd, 1996, "On Higher and Post-Graduate Professional Education, Russian Federation Government Order No. 71 dated February 14th, 2008, "Guidelines on Approval of Model Regulations on Higher Professional Education Institution" and PFUR Regulations. A Curriculum for the academic year 2011-2012 in the "International Relations" Bachelor's degree programme exists and was approved on July 15th, 2011. Requirements for content, volume and structure of the State Final Certification, as well as the requirements for state examinations, are set out in the following PFUR legal documents: Regulations on the course examinations and credits in PFUR and Regulations on the graduation thesis of the Students of Peoples' Friendship University of Russia (Rector's Order No. 856 dated December 8th, 2008).

Information about activities within the programme is presented in annual reports on executing the Faculties' Development Medium-Term Programmes discussed on the sessions of the University Management Commission, general conference of the University's teaching staff, students and employees; this data is later published and distributed in all PFUR subdivisions. Also, the Department regularly submits documented reports on all activities performed during the academic year, to be published in every academic year's Annual Reports on Scientific and Pedagogical Activities of PFUR. The Annual Reports provide among others general information about the University, academic work, quality of education, scientific work, international activities, social development and extra-curricular activities.

Appraisal:

The panel members came to the conclusion that the PFUR has formulated quality targets for the development of programmes and regularly assess their implementation. Its system of quality assurance and development is designed comprehensively so that continuous quality improvement of the institution can be achieved. Also, a quality assurance and development procedure exists, which is used systematically to continuously control and monitor the quality of the programme content, processes and outcomes (quality circle). Teaching staff and students are involved in corresponding committees to plan and assess the quality assurance and development procedures.

Evaluation by the students and teachers is carried out on a regular basis and in accordance with a described procedure. However, even though all study programmes are being evaluated, only an evaluation questionnaire for Master study programme was handed in to the reviewers along with the self documentation, not specifically for Bachelor programmes. The reviewers are on the one hand particularly impressed by the numerous questions in both the questionnaire for students and for teachers. On the other hand, the essential questions only ask for general answers. I.e. students are asked if they are satisfied with their current schedule of classes (with no specification), how they rate the quality of scheduling classes for the current semester etc. Neither course-related nor overall workload is being assessed in the students' questionnaire. Also, as the reviewers have come to know, monitoring results are only communicated to the head of chairs, but not to students, especially information regarding lecturers' performance. [...]

Alumni and organizations are involved in the quality circle, even though more in an informal way. [...]

As for the description of the programme content, the panel states that the programme is described in detail and the description is constantly updated. The documentation is available interested parties, both in hard copy and electronic form, and it ensures a high level of transparency. Also, the activities which take place during the academic year are continuous documented and published in an annual report. Active press relations work is carried out.