FINAL REPORT

on evaluation and accreditation of the cluster of study programmes

«Russian as a Foreign Language»
of the field of study
«Philology» (45.04.01)

«History of Russia: Socio-Cultural and Ethno-Political Research»
of the field of study
«History» (46.04.01),

delivered by the Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University"

accredited 07/2017-06/2023

Kazan, 2017

Final Report

and Conclusions of the Peer Group

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The Chair   Ryzhov
of the Review Panel   Igor Valeryevich

Kazan, 2017

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INTRODUCTION

The peer review of the cluster of study programmes "Russian as a Foreign Language" of the field of study "Philology" (45.04.01), "History of Russia: Socio-Cultural and Ethno-Political Research" of the field of study "History" (46.04.01), delivered by the Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University" (hereinafter - KFU), was conducted on March 14-15, 2017 and included the analysis of the self-evaluation report, site visit and preparation of the present report.

The main goal of the peer review is to determine the correspondence of the reviewed cluster of study programmes "Russian as a Foreign Language" of the field of study "Philology" (45.04.01), "History of Russia: Socio-Cultural and Ethno-Political Research" of the field of study "History" (46.04.01), delivered by the Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University" to the standards and criteria of public accreditation, which have been developed by the National Centre for Public Accreditation (hereinafter - NCPA) in cooperation with evalag Accreditation Agency and determined in compliance with the European Standards and Guidelines for Quality Assurance ESG-ENQA (hereinafter — standards of joint international accreditation).

The Final Report is the reason for decision of the National Accreditation Board and evalag Accreditation Board on international public accreditation of the study programmes.

1.   CONTEXT AND MAIN STAGES OF THE REVIEW

1.1   Reasons for peer review

According to item 1, 3 article 96 of the Federal Law of the Russian Federation of December 29, 20123 N.273-FZ "On Education in the Russian Federation" organizations, which implement educational activities, may apply for public accreditation to various national, foreign and international institutions; employers, employer associations and designated organizations which have the right to conduct public accreditation of professional educational programmes delivered by an educational institution.

The Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University" (KFU) and "National Centre for Public Accreditation" signed Agreement № 0.1.1.59-08/318/16 of July 04, 2016 on providing services for supporting international accreditation of six study programmes of higher education, which include "Russian as a Foreign Language" of the field of study "Philology" (45.04.01), "History of Russia: Socio-Cultural and Ethno-Political Research" of the field of study "History" (46.04.01).

1.2   Composition of the Review Panel

The international expert was nominated by evalag Accreditation Agency (Germany).

The representative of the academic community of the Russian Federation was nominated by the Guild of Experts in Professional Education (Russia).

The representative of international employers was nominated by evalag Accreditation Agency (Germany).

The representative of students was nominated offered by Kazan National Research Technological University (Russia).

The composition of the International Review Panel was approved by NCPA and evalag.

The Review Panel included four experts:

- **Ryzhov Igor Valeryevich,** Doctor of Historical Sciences, associate professor, Head of the Department of History and Policy of Russia, Lobachevsky State University of Nizhni Novgorod – Russian expert, Review Chair;

- **Anka Bergmann,** Professor, Head of the Department for Didactics of the Russian Language, Humboldt University of Berlin, Head of the professional Association "Russian and Multilingualism" — foreign expert, Deputy Review Chair;

- **Claudia Napolow-Kaimer,** Head of Translation Agency "TriLingva" (Hannover, Germany), Teacher of the Russian language (Hannover, Germany) — foreign expert, representative of professional community, panel member;

- **Gilmutdinova Guzel Fanuzovna**, 4th year student, Faculty of Social and Technical Systems, head of ProfDOM project of a student union, Kazan National Research Technological University — representative of student society, panel member.

The focused expert knowledge of the Panel members, long-term experience of working in the system of higher education and profession, active position of students and employers became the basis for effective consideration of issues and problems within the framework of evaluation.

The participation of German and Russian representatives of higher education system gave an opportunity to analyze the activity of the programmes under evaluation in the context of world trends in quality assurance and within the scope of the national educational system.

1.3   Purposes and objectives of the review

The purpose of international public accreditation is improving quality of education and forming quality culture in educational institutions, discovering best practices in continuous enhancing educational quality and public information on educational institutions in accordance with European educational quality standards.

The main goal of the peer review is to determine the correspondence of the reviewed cluster of study programmes "Russian as a Foreign Language" of the field of study "Philology" (45.04.01), "History of Russia: Socio-Cultural and Ethno-Political Research" of the field of study "History" (46.04.01), delivered by the Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University" to standards and criteria of public accreditation, which have been developed by the National Centre for Public Accreditation (hereinafter - NCPA) in cooperation with evalag Accreditation Agency and determined in compliance with the European Standards and Guidelines for Quality Assurance ESG-ENQA; design of guidelines for the study programme with the purpose of improving the contents and structure of the study process.

1.4 Stages of the review

The review included three main stages:

1.4.1 Study of the self-evaluation report

The Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University" was responsible for conducting the self-evaluation procedure, developing and timely submitting of the self-evaluation report to NCPA and evalag.

According to the "Guidelines on Self-evaluation of Educational Programmes", which were developed by NCPA and evalag, the self-evaluation report is written on 70 pages and includes: introduction, findings, conclusions, annexes. The self-evaluation procedure was conducted on the basis of SWOT-analysis according to every standard of NCPA and evalag.

According to the review schedule the self-evaluation report of the cluster of educational programmes "Russian as a Foreign Language" of the field of study "Philology" (45.04.01), "History of Russia: Socio-Cultural and Ethno-Political Research" of the field of study "History" (46.04.01) was submitted to NCPA and evalag and mailed to the members of the review panel 30 days before the site-visit.

While studying the self-evaluation report the panel members formed a preliminary opinion on compliance with the joint standards of international accreditation of NCPA and evalag based on European standards for quality assurance (ESG).

The members of the review panel assessed the quality of preparation of the self-evaluation report with regards to its text structuring, compliance of information with the report's sections; quality of perception; sufficiency of analytical data; availability of references to supporting documents; completeness of information.

The review panel members pointed out some weaknesses of the self-evaluation report:

The self-evaluation report lacks information on the analysis of changes of the labor market's demands and employability of the graduates. Besides, the

report lacks information on employers' demand for the programme's graduates.

1. Are the individual learning paths available? (if necessary)
2. In what procedures of independent assessment of learning outcomes does the educational programme participate? Is such participation regular or occasional?
3. Is the European Diploma Supplement available for the graduates?
4. Does the HEI cooperate with other educational institutions and national centres of recognition of educational documents with the purpose of providing comparable recognition of qualification in Russia?
5. Are the learning outcomes achievable with the account of the diverse contingent of students and their needs?
6. How are the educational programmes managed?
7. How do the responsibilities of the programmes' managers distributed?
8. What supporting and advising services are available in the HEI and the programme?
9. How are these services organized; and are they efficient?
10. Is the monitoring of students' opinion on the conditions and organization of the study process, supporting and advising services regular?
11. What sources of financing are used (fee-based training, HEI's funding, direct state funding, funding from the third parties and other)?
12. Is the funding sufficient? Does the funding provide enough means for conducting the high-quality academic process?
13. How is training, retraining and further training of the teaching staff conducted?
14. To what extent are contemporary methods and educational means (informational resources and databases, which include foreign digital multimedia textbooks and learning aids), library resources used? Are they available for students?
15. What is the process of the programme's designing, approving and implementing? What are the mechanisms of its revising and improving?
16. What are the programme's procedures and tools of quality assurance?
17. Are there any mechanisms of correcting weaknesses, which are discovered by the system of quality assurance? Are they effective?
18. How are the stakeholders (students, teaching staff, executive staff, employers) involved in the system of quality assurance?
19. Is the information on the study programme available for all the stakeholders (applicants and their parents, students, teachers, employers and other)?

At the preliminary meeting the review panel members formulated proposals, which defined the main strategy of the site-visit.

1.4.2 Site-visit

The review panel visited the Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University" on March 14-15, 2017 with the purpose of confirming the authenticity of the information, which was presented in the self-evaluation report, collecting extra information on the

implementation of the accredited programme and checking its compliance with the standards of international accreditation of NCPA and evalag.

The time line and the agenda of the site-visit were determined by NCPA and evalag, and approved by KFU.

During the site-visit the review panel members met with the managerial and administrative staff of the University, heads of departments, teaching staff, students. The review panel studied the presented information and requested additional documents.

The panel considers that the self-evaluation report, which was presented by KFU, provided the experts with an opportunity to form an integral view on specific features of implementation of the educational programmes "Russian as a Foreign Language" of the field of study "Philology" (45.04.01), "History of Russia: Socio-Cultural and Ethno-Political Research" of the field of study "History" (46.04.01).

The studied documents and the interviewed persons, visits to research and academic laboratories provided the review panel members with sufficient information for objective and complete evaluation of the quality of the implemented educational programmes.

The review panel considers it necessary to highlight the effective cooperation of the experts and NCPA and evalag staff during the site-visit and its preparation.

The review panel notes the highest level of organizational provision and constructive work.

KFU's executive staff provided administrative support, which included arrangement of meetings and interviews, provision with working space, computers with the Internet access, necessary research, academic and methodological documents.

On the last day of the site-visit the Chair of the review panel presented an oral report on general conclusions to KFU's executive staff, Institutes' Directors, teaching staff and students.

The agenda of the site-visit can be found in the Annex.

1.4.3 Conclusion on the findings of the external review

Based on the results of the external review the Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University" submitted the Report on the results of the external review of the educational programmes "Russian as a Foreign Language" of the field of study "Philology" (45.04.01), "History of Russia: Socio-Cultural and Ethno-Political Research" of the field of study "History" (46.04.01).

The draft report of 30 pages excluding Annexes was developed by the Chairperson of the review panel, approved by the other review panel members and submitted to NCPA and evalag. Then the Report was mailed to KFU's administration for making factual amendments.

2.   DESCRIPTION OF THE STUDY PROGRAMME

The goals of the accredited educational programme "Philology" (45.04.01) are to provide fundamental training of students in philology and teaching Russian as a foreign language (hereinafter — RFL), and to teach them to apply their knowledge into practice in a creative way.

The programme is focused on research, teaching, practice and project work, i.e. on training of philologists in the field of intercultural communication.

The objectives of the educational programme are aligned with the university mission, which is to aspire for comprehension, accumulation, preservation and enhancement of fundamental knowledge and to disseminate this knowledge in society. Based on the laws of the material world and the spiritual life of society, the University promotes understanding and solving technical, technological, social and humanitarian problems, contributing to social progress and life improvement.

The Higher School of the Russian Language and Intercultural Communication of IPIC trains highly qualified specialists in Philology within Bachelor's, Master's and postgraduate programmes. Foreign students can study the following Bachelor's, Master's and postgraduate programmes: «Russian as a Foreign Language» in Philology (45.03.01, 45.04.01) and Linguistics (45.03.02), postgraduate programme in Language Studies and Literature Science (45.06.01), with majors in the Russian Language (10.02.01), Comparative, Historical, Typological and Contrastive Linguistics (10.02.20). Postgraduate programmes involve the defense of the thesis of Candidate of Sciences.

The expected learning outcomes correspond to the requirements of the Federal State Educational Standard of Higher Education of the field of training 45.04.01 Philology (Master's programme). There is no professional standard for a Philologist.

The academic staff of the study programme teaches the disciplines, closely connected with their research interests, so that research is integrated in teaching. The necessity to combine research and teaching is defined in the accreditation requirements for the academic degree holders' rate (it should be at least 75% according to the national requirements for Master's degree programmes). The requirements for the teaching staff include continuous improvement and professional development, which is only possible when teachers actively take part in methodological and research conferences and collaboration with Russian and foreign colleagues.

The Study Programme undergoing evaluation corresponds to Level 7 of the European Qualification Framework, draft of the National Qualification Framework of the Russian Federation, as well as to the European Network for Quality Assurance in Higher Education (ESG-ENQA). These documents are used by KFU and quality assurance agencies as reference guides for internal and external quality assurance in higher education.

The study programme does not only comply with the requirements of the FSES of HE, but also correlates with the state educational standards for Russian as a foreign language, which form the basis of the Test of Russian as a Foreign Language (TORFL).

The main goal of educational programme 46.04.01 History (Master's programme) is to form personal, basic (universal, research, social, instrumental and other) qualities, professional competencies, develop skills and their implementation in the field of education, research and cultural activity according to the requirements of the Federal State Standard of higher professional education. The goals set for qualification pursuit comply with the KFU profile as a classical university, training highly-qualified specialists in social and humanitarian courses.

The study programme differs from other educational programmes in Russian History by its orientation to contemporary research, historiographical, and source study strategies, and not only to historical aspects per se.

In conditions of the globalized world it becomes necessary to train humanitarian specialists, who are able to adequately solve difficult problems, which are determined by multicultural and ethno-social diversity of modern Russian society. Many of these problems have deep historical roots. That is why historical training has priority significance in the process of training contemporary specialists in the field of inter-disciplinary humanitarian knowledge.

Tatarstan and the Middle Volga Region, because of ethno-cultural specificity, need specialists, who are able to solve these problems at a high theoretical and practical levels.

The compliance of the Master's programme with the international level and international standards is ensured by the involvement of Master Programme teachers and lecturers in the process of education in some universities of the USA and Germany, and by continuous cooperation between KFU teachers involved in the Master's programme delivery and their foreign colleagues delivering similar master programmes.

The interdisciplinary character of the Master's programme is oriented to training researchers, teachers, government employees, experts, analysts and consultants of governmental and corporative sectors, employees of institutions of culture, joint companies and their representative offices abroad, employees of embassies and consular agencies, mass media employees.

Masters of Historical Sciences are ready to implement their professional potential in cultural, educational, research, managerial fields, spheres of expertise and analysis. A Master of Historical Sciences is qualified to work as a researcher, teacher, employee of museums, libraries, archives, analyst, municipal and government employee, worker of mass media, specialist in educational and historical tourism.

The study programme complies with the requirements of the Teacher's Professional Standard, which came into effect on January 1, 2017.

The programmes' graduates are also oriented to consultative work in the field of documentation expertise, searching and processing information. Thus, the area of professional activity of graduates of the Master's programme includes research, academic, managerial, expert, analytical and educational work.

3. RESULTS OF THE EXTERNAL REVIEW

3.1 Standard 1. Programme profile

*Compliance with the standard: **Good***

Table 1 — Criteria for Standard 1

№	Aspects of review	Grade
1.	Correspondence of the objectives of the study programme to the profile and strategic goals of the HEI	**good**
2.	Definition of the intended learning outcomes of the programme and their accessibility	**good**
3.	Correspondence of the intended learning outcomes to the level of awarded qualification	**good**
4.	Consideration of academic and professional requirements (standards), public needs and the demands of the labor market in the intended learning outcomes	**very good**
5.	Relation of the study programme to research (provision of scientific methods in theory and practice, research based teaching)	**very good**
6.	Compliance of the programme's profile with internationally accepted standards	**good**
7.	The international dimension of the programme	**good**
8.	Correspondence (adequacy) of the teaching staff's qualifications to the profile and objectives of the programme	**very good**

The goals of the accredited educational programmes fully correspond to the profile and strategic goals of the HEI. The expected learning outcomes comply with the level of qualification, which is awarded after completing the programmes.

Connection between the programmes and research work is tight; the results of research work are used in developing the programmes' curricula.

Qualification of the teaching staff is sufficient and complies with the profile and goals of the educational programmes.

Achievements:

– The educational programmes under accreditation have clearly defined and documented goals, which comply with the Federal State Educational Standard of Higher Education, the HEI's mission and correspond to the strategic objectives of the educational institution and meet employers' demands
– Learning outcomes of the programme comply with the national standards (FSES of HE), (TORFL-3, the Russian state testing system), as well as the European Qualification Framework OEK (CE) (C1 Effectiveness), ALTE (ALTE Level - 4 Competent User), UCLES (CAE Certificate in Advanced English), ESU (Advanced).
– Information on the educational programmes is available for all the stakeholders (applicants and students) at KFU's official site.
– The teaching staff is highly qualified.

Areas for improvement:

– Excessive number of competencies. The working programmes of the disciplines include forming 10-12 competencies and the working load for a discipline is 72 hours. It is quite difficult to form so many competencies during a short course. It is necessary to emphasize forming basic general and professional competencies.
– The heavy teaching load does not allow the teaching staff to conduct research work. In order to enable the teaching staff to improve qualification and the level of scientific knowledge it is important to reduce the teaching load.

Recommendations:

– It is necessary to reduce the number of competencies up to 6, which include 2-3 professional competencies.
– It is important to reduce the teaching load by 200 hours and free time for research work.

3.2   Standard 2.   Curriculum

*Compliance with the standard: **Very good***

Table 2 – Criteria for standard 2

№	Aspects of review	Grade
1.	Structuring of the programme and ways of achieving intended learning outcomes	**good**
2.	Mechanisms for providing knowledge in the corresponding discipline in the framework of the delivered programme. Application of scientific methods in the delivery of the programme	**very good**
3.	Organization of learning experience with the account of the diversity of students and their needs and appropriate student-centered teaching. Encouraging students to take an active role in creating the learning process	**very good**

The educational process is organized with the account of diversity of students. Needs of working students, students with special needs and other students are taken into consideration. Individual educational paths are available.

A wide range of educational technologies and methods is used for achieving the expected learning outcomes.

Achievements:

– The educational programmes have clearly defined and documented learning outcomes, which correspond to the goals of the programmes.
– The curriculum of the educational programmes is clearly structured; the used methods lead to the expected learning outcomes and are integrated in the educational process.
– Implementation of the programmes involves using contemporary educational methods.
– The educational programmes take into account the diversity of students. Needs of working students, students with special needs and other students are taken into consideration. Individual educational paths are available.

Areas for improvement:

– Insufficient diversity of the contingent. For example, dominancy of students from China limits the opportunity of interaction and socialization of students, they keep aloof and communicate mainly between each other.

Recommendations:

– It is recommended to involve Russian-speaking tutors, supervisors to the groups of foreign students.
– It is necessary o provide students with more opportunities for interaction by way of increasing diversity of the contingent (admit students from different countries).

3.3   Standard 3.   Student assessment

*Compliance with the standard: **Good***

Table 3 - Criteria for standard 3

№	Aspects of review	Grade
1.	Organization of assessment of intended learning outcomes	**good**
2.	The adequacy of the amount and requirements of assessments with regard to the intended learning outcomes	**good**
3.	The correspondence of the requirements of the thesis to the level of the degree	**good**
4.	Transparency and consistency of assessment criteria	**satisfactory**
5.	Adequacy of the qualifications of the staff undertaking assessments	**very good**
6.	Availability of examination regulations	**very good**
7.	Availability of clear and objective regulations for student absence, illness and other mitigating circumstances	**satisfactory**

The assessment of the expected learning outcomes is executed with the help of the Credit System. However, the criteria of assessing do not appear quite transparent.

The University has a well established system of conducting examinations with clear and objective rules, except for cases when students miss examinations for some valid reasons.

Achievements:

– Well-developed Credit System. A student could gain 50 Credits at practical seminars, which provides an opportunity to gain extra Credits at the examination.
– The themes for graduation theses are up-to date and correspond to the training profile. The graduation theses have research and practical value.
– 100% of the programmes' students have positive grades for the state examinations.
– High professional skills in the field of evaluation and testing of the teachers, who conduct assessment of the learning outcomes.

Areas for improvement:

– Insufficient transparency of the assessment criteria. It is necessary to develop a document, which clearly regulates the number of Credits awarded to students for accomplishing particular tasks. The pool of assessment tools with clearly defined criteria for intermediate and final attestation is expected to be developed for each working programme.

Recommendations:

– It is necessary to specify the assessment criteria.

3.4   Standard 4.   Organization of the study programme

*Compliance with the standard: **Good***

Table 4 – Criteria for standard 4

Nº	Aspects of review	Grade
1.	Appropriateness of entry qualifications	**satisfactory**
2.	Regulations for the recognition of qualifications (i.e. Lisbon Convention)	**satisfactory**
3.	Organisation of the study process and achievement of intended learning outcomes. Consideration of the diversity of students and their needs	**good**
4.	Management of the study programme (roles and responsibilities)	**very good**
5.	Adequacy of the workload of the programme with respect to the necessity to reach the intended learning outcomes in the scheduled time frame	**very good**
6.	Organization of the student life cycle (i. e. all (organisational) relationships between the student and the institution from enrolment to graduation)	**very good**
7.	Student support system (care services and student advisory services)	**very good**
8.	Cooperation with internal and external partners	**good**

KFU cooperates with various educational institutions and national centres for the recognition of documents on education, which provides students with the opportunity of credit transfer from other HEIs, specifically foreign HEIs.

The working load of the programme's students is adequate for achieving the learning outcomes within the time-limits determined by the curriculum. The academic load is evenly distributed between the courses and semesters.

The system of supporting and advising students is thoroughly developed and well established; the Office for Adaptation of Foreign Students operates effectively. Besides, advising students is executed within the framework of supervisors' work.

Achievements:

– High demand for the training field among graduates of KFU and foreign Universities proves sustainable need in the correspondent field of education.
– At the management level, various care services are provided for foreign students (information, social and household, social and cultural and language support). The University helps foreign students in terms of social, cultural, social and academic and psychological adaptation.
– The emerging role of research work in the department's activity due to participation in grant contests, international conferences, Olympiads and research seminars.
– Use of research work results in the academic process.

Areas for improvement:

- It is necessary to intensify cooperation between internal and external partners by way of extension of the number of joint educational programmes with foreign and federal HEIs.

- Substantial difference in the level of knowledge of the applicants – graduates of different fields of training (specifically non-profile fields). It would be reasonable to enhance entrance requirements, so that the knowledge level of students is equal.

Recommendations:

- It is recommended to specify (limit) the list of Bachelor's fields of training, after the completion of which the student has the opportunity to study Master's programme.

3.5   Standard 5. Resources

*Compliance with the standard: **Good***

Table 5 - Criteria for standard 5

№	Aspects of review	Grade
1.	Sustainability of funding and financial management	**good**
2.	Adequacy of the number and qualification of academic staff (full-time and part-time) to ensure intended learning outcomes	**very good**
3.	Availability of strategies and processes for the staff recruiting and staff development	**satisfactory**
4.	Availability, sufficiency and quality of facilities and equipment for the provision of the programme (library, laboratories, teaching rooms, IT equipment)	**good**
5.	Sufficiency and quality of the resources provided to reach the objectives of the programme	**very good**

A large share of the teachers, who have scientific degree and (or) scientific title. A large share of full-time teachers.

Availability of KFU's procedures, which are used for recruiting personnel and further training. However, these procedures are not well-adjusted.

The quantity and quality of resources and equipment, which include classrooms, multimedia language laboratories with excess to the Internet and stationary projectors, methodological room, Lobachevski library pool, are sufficient for the implementation of the programme.

Achievements:

– Excellent material, technical, methodological and software provision of the educational programmes.
– Extensive library stock, which includes printed publications, which are listed in the working programmes of the disciplines (modules), practices.
– The teaching staff has access to the digital library systems of the University.
– The teaching staff has access to the pools of methodological documents and publications on the basic studied disciplines, digital library systems Znanium, "Student's Advisor", "Publishing house "Lan", "BiblioRossica".

Areas for improvement:

– Procedures and strategies, which provide an opportunity for further training of the teaching staff. It is important to develop programmes, which motivate the teaching staff for enhancing publishing activity, advancing their scientific knowledge and qualification. It is also important to conduct systematic control over the further training of the teaching staff.

Recommendations:

– It is recommended to get connected to the Eduroam system.

– It is necessary to develop the strategy of human resource development and programmes of further training of the teaching staff.

3.6 Standard 6. Quality assurance

Compliance with the standard: **Good**

Table 6 - Criteria for standard 6

№	Aspects of review	Grade
1.	Design, approval and implementation of the programme; monitoring procedures	**good**
2.	Availability of a quality assurance concept of the programme and how it is connected to the quality assurance system of the institution	**good**
3.	Quality assurance processes and instruments of the programme	**good**
4.	Effectiveness, regularity and systematic character of the quality assurance system	**good**
5.	Availability of mechanisms for closing quality feedback loops	**good**
6.	Collecting, analysis and use of data by the persons responsible for implementing the programme	**good**
7.	Involvement of stakeholders (students, teachers, administration, external experts, alumni, employers) in quality assurance	**satisfactory**
8.	Availability of procedures and relevant information for informing current and prospective students about the programme	**very good**

Regular surveys "A teacher as viewed by a student" and "Academic process as viewed by a student" are an effective impetus for improving academic activity of the teaching staff, offer an opportunity to get objective information on the level of students' contentment with the academic process organization and work of the teachers, determine the teachers' rating. The students' opinion is accounted for when updating the laboratory equipment, purchasing devices for creating comfortable training conditions.

The system of informing students and applicants is well established. The section "Academic process" of the University's official web-site includes basic documents, which regulate the execution of the academic process. The list of specialties and areas of training, the information about the study programmes, teaching materials, schedules, electronic resources and methodological material are available online.

Achievements:

– The educational programme Philology is annually implemented according to the cycle "Plan-Do-Check-Act" (PDCA).
– The student surveys "A teacher as viewed by a student" and "Academic process as viewed by a student".
– availability of procedures of informing students and applicants on the delivered programmes.
– availability and functioning of the Office for Methodological Support and Monitoring of the Academic Process.
– involvement of prospective employers in the process of developing basic professional educational programmes, in the work of the State Examination Board and conducting lectures in elective disciplines.

Areas for improvement:

– The competences are developed without the involvement of stakeholders
– Departments are not sufficiently independent in the process of reviewing curricula.
– Inadequate involvement of students in the system of quality assurance.

Recommendations:

– It is important to provide departments with more freedom in reviewing and updating curricula.
– In addition to conducting surveys, it is necessary to develop and implement other methods of involving students in the system of quality assurance of the HEI.

4. STATEMENT OF THE UNIVERSITY

Ministry of Education and Science of the Russian Federation
Federal State Autonomous Educational Institution of Higher Education

"KAZAN (VOLGA REGION) FEDERAL UNIVERSITY"
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№ 0.1.81-11/128-17 Date 16.05.2017г.

Statement of the University

Statement of the University

The Institute of International Relations, History and Oriental Studies and Leo Tolstoy Institute of Philology and Intercultural Communication express their gratitude to the expert group for their expert report on the international accreditation of the study programs "Russian as a Foreign Language" and "History of Russia: Socio-Cultural and Ethno-Political Research", delivered by the Federal State Autonomous Institution of Higher Professional Education "Kazan (Volga Region) Federal University".

No factual errors have been revealed in the report.

We would like to express once again our gratitude to the expert group, German accreditation agency evalag and national accreditation agency NCPA for the large scope of highly professional work on preparing and drawing up the expert report on evaluation and accreditation of the study programs "Russian as a Foreign Language" in the field of study "Philology" (45.04.01) and "History of Russia: Socio-Cultural and Ethno-Political Research" in the field of study "History" (46.04.01).

Khalilova Alina
Head of the Department of Education

5.   RECOMMENDATIONS FOR IMPROVEMENT

Thus, based on the analyses of the presented documents, meetings and interviews, conducted during the site-visit, with the purpose of enhancing the quality of implementing the educational programme under accreditation the Review Panel recommends:

Programme Profile

R1   To reduce the number of competencies by up to 6, which include 2-3 professional competencies.

Curriculum

R2   To involve Russian-speaking tutors and supervisors in the work with international students.

R3   To provide students with more opportunities for interaction by way of increasing the diversity of the contingent (admit students from different countries).

Student Assessment

R4   To specify the assessment criteria.

Organisation of the study programme

R5   To specify (limit) the list of Bachelors' fields of training, after the completion of which a student has an opportunity to study the Masters' programmes.

Resources

R6   To reduce the workload of the teaching staff by 200 hours and allow more time for research.

R7   To get connected to the Eduroam system.

R8   To develop the strategy of human resource development and programmes of further training of the teaching staff.

Quality Assurance

R9   To provide departments with more freedom in reviewing and updating curricula.

R10 In addition to conducting surveys, it is necessary to develop and implement other methods of involving students in the system of quality assurance of the HEI.

6.   CONCLUSION

Based on the analysis of the presented documents, information and oral evidence the Review Panel comes to the conclusion that the cluster of study programmes "Russian as a Foreign Language" of the field of study "Philology" (45.04.01), "History of Russia: Socio-Cultural and Ethno-Political Research" of the field of study "History" (46.04.01), delivered by the Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University" **substantially complies** with the standards of joint international accreditation of NCPA and evalag.

The Review Panel recommends the National Accreditation Board and evalag Accreditation Council to accredit the cluster of study programmes "Russian as a Foreign Language" of the field of study "Philology" (45.04.01), "History of Russia: Socio-Cultural and Ethno-Political Research" of the field of study "History" (46.04.01), delivered by the Federal State Autonomous Institution of Higher Education "Kazan (Volga Region) Federal University" **for the period of 6 years**.

On behalf of the Review Panel:

Ryzhov Igor Valeryevich
The Chair of the Review Panel

7. DECISION OF THE evalag ACCREDITATION COMMISSION and NCPA ACCREDITATION COMMISSION

The accreditation commissions of NCPA and **evalag** accredited jointly the Master programmes Russian as a Foreign Language and History of Russia of the Kazan Federal University. The evalag Accreditation Commission awarded the **evalag** label for international programme accreditation on 27th June 2017, the NCPA Accreditation Commission awarded the NCPA label on 29th June 2017. The accreditation is valid **from 1st July, 2017 until 30th June, 2023**.

To further improve the programme the accreditation commission affirms the recommendations given by the expert team.

Programme Profile
R1 To reduce the number of competencies by up to 6, which include 2-3 professional competencies.

Curriculum
R2 To involve Russian-speaking tutors and supervisors in the work with foreign students.

R3 To provide students with more opportunities for interaction by way of increasing the diversity of the contingent (admit students from different countries).

Student Assessment
R4 To specify the assessment criteria.

Organisation of the study programme
R5 To specify (limit) the list of Bachelors' fields of training, after the completion of which a student has an opportunity to study the Masters' programmes.

Resources
R6 To reduce the workload of the teaching staff by 200 hours and allow more time for research.

R7 To get connected to the Eduroam system.

R8 To develop the strategy of human resource development and programmes of further training of the teaching staff.

Quality Assurance
R9 To provide departments with more freedom in reviewing and updating curricula.

R10 In addition to conducting surveys, it is necessary to develop and implement other methods of involving students in the system of quality assurance of the HEI.

ANNEX A

SITE VISIT PROGRAMME

Time	Event	Participants	Venue
13 March, Monday			
During the day	Arrival of expert teams at Kazan Airport		
12.00 — 15.00	Excursion around the city (for foreign experts)		
15.30	Lunch (for foreign experts)		Café, Hayal Hotel
17.00 — 18.30	**Internal preparatory meeting of expert teams. Training**		Conference hall, Hayal Hotel
20.00	Dinner (for foreign experts)		Café, Hayal Hotel
14 March, Tuesday			
8.40	Transfer to the University. Meeting in the hotel lobby		
8.45	Arrival at Kazan Federal University (KFU)		Main building, Kremlyovskaya st., 18
09.00 — 11.00	**Internal preparatory meeting of expert teams**	Expert teams	Room 336
11.00 — 12.00	**Meeting of expert teams with University Administration and heads of structural subdivisions**	Vice Rector for Academic Affairs, Director for International Cooperation department, Director of department of Methodological Support and Monitoring of Process in Training, Institute Directors, expert teams	Room 335
12.10 — 12.30	**Visiting library**	Expert teams	Library, main building
12.30 — 14.00	Lunch	Expert teams	Café, Hayal Hotel
14.00 — 14.10	Transfer to Philology building. Address: Tatarstan st., 2		
14.15 — 15.15	**Meeting with Institute Directors, Deputy Directors**	Institute Directors, Deputy Directors, expert team	Room 207
15.15 — 15.30	Coffee-break		Room 235
15.30 — 16.30	**Meeting with programme management (academic and administrative staff)**	Heads of department, master programme Coordinators, Deputy Director for Academic Affairs, expert team	Room 207
16.30 —	Review of exam	Expert team	Room 235

Time	Event	Participants	Venue
17.00	materials and theses		
17.00 — 18.00	**Guided tour on the University premises (visiting lecture rooms, labs, equipment)**	Expert team	Tatarstan st., 2
			Levobulachnaya st., 44
18.00 — 18.15	Internal meeting of expert team	Expert team	Room 30
20.00	Dinner at the hotel (for foreign experts)		Café, Hayal Hotel
15 March, Wednesday			
08.30	Meeting in the hotel lobby. Transfer		
09.00	Arrival at Philology building. Address: Tatarstan st., 2		
09.00 — 09.15	Internal meeting of expert team	Expert team	Room 235
09.15 — 10.15	**Meeting with students**	Students, expert team	Room 207
10.15 — 10.30	Coffee break	Expert team	Room 235
10.30 — 12.00	**Meeting with teaching staff**	Teaching staff, expert team	Room 207
12.00 — 12.30	Additional meeting on request	Expert team	Room 207
12.30 — 12.45	Transfer to hotel		
12.45 — 14.00	Lunch		Café, Hayal Hotel
14.00 — 14.10	Transfer to the main building. Address: Kremlyovskaya st., 18		
14.10 — 16.00	**Internal meeting of expert teams. Filling out the assessment forms. Preparation of oral report**	Expert teams	Room 336
16.00 — 17.00	**Feedback to programme management. Final meeting of expert teams with University representatives**	Representatives of the University, expert teams	Room 335
17.00 — 17.30	Free communication with experts		
20.00	Dinner at the hotel (for foreign experts)		

ANNEX B

THE SCALE OF ASSESSMENT PARAMETERS

Item No.	Standards	Evaluation of the Study Programme			
		Very good	Good	Satisfactory	Unsatisfactory
1.	Programme Profile		√		
2.	Curriculum	√			
3.	Students' evaluation		√		
4.	Organisation of the study programme		√		
5.	Resources		√		
6.	Quality assurance		√		