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GOVERNMENT OF THE RUSSIAN FEDERATION
FEDERAL STATE BUDGETARY EDUCATIONAL
INSTITUTION OF HIGHER PROFESSIONAL EDUCATION
“SAINT PETERSBURG STATE UNIVERSITY”
(SPBU)

ORDER

July 15, 2020

No. 6682/1

On Approving the Regulations
of the Quality Assurance System and
Quality Management of Higher Education
at Saint Petersburg State University

In order to improve the quality of education and the efficiency of quality management of higher education at Saint Petersburg State University and in execution of articles 2.1, 2.2, 3.3 and 5.1 of the Appendix to the order of the Vice-Rector for Academic and Methodological Affairs dated December 23, 2019 No. 12867/1 “On Approving the Plan of Action (Roadmap) for Applying Accreditor’s Expert Recommendations on Improving Educational Programmes at SPBU”

I HEREBY ORDER:

1. To approve and put in force, as of the date of this present Order, the Regulations of the Quality Assurance System and Quality Management of Higher Education at Saint Petersburg State University (Appendix hereto).
2. T.T. Zainullin, Head of Mass Media and Public Relations Directorate, to ensure that a copy of this present Order is published on the SPBU website no later than two business days after the date of this present Order.
3. For clarifications of the content of this present Order, please contact the Vice-Rector for Academic and Methodological Affairs via the “Virtual Reception” service on the SPBU website.
4. Suggestions on changes and / or additions to this present Order should be sent to org@spbu.ru.
5. I reserve control over the execution of this present Order.

Vice-Rector for Academic and Methodological Affairs
Marina Lavrikova

A handwritten signature in black ink, appearing to read 'Lavrikova', with a long horizontal stroke extending to the right.

**Regulations
of the Quality Assurance System and
Quality Management of Higher Education
at Saint Petersburg State University**

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1. Abbreviations

FSES HE – Federal State Educational Standard for Higher Education;
 SIES – self-imposed educational standards at SPBU
 IIEQE – internal independent education quality evaluation;
 EP – educational program;
 AR – assessment resources;
 EDEP – educational (and methodological) documentation for the educational program;
 SFE – State Final Examination;
 EIEE – electronic information educational environment;
 AS – academic staff;
 ACWP – academic course (module) working program;
 PTWP – practical training working program;
 TPWP – term paper (course project) working program;
 SEB – state examination board;
 ARW – academic research work;
 IGTA – integrated group of training areas;
 AMC – academic and methodological commission for IGTA;
 ISO – International Organization for Standardization;
 ENQA – European Network of Quality Assurance in Higher Education;
 ESG – European Standards and Guidelines;
 EQMS – quality management system in education.

2. Terms and Definitions

2.1. In this Regulation, the following terms and definitions apply:

The quality of education is a complex characteristic of educational activities and training of a student which expresses the degree of their compliance with federal state educational standards, educational standards, federal state requirements and / or the needs of an individual or legal entity in whose interests educational activities are carried out, including the extent to which the results of educational programmes correspond to the plan;

Higher education quality assurance is the process of maintaining the quality of higher education (as a result, as a process, as an educational system) at a level not lower than the established norms, requirements and standards;

Higher education quality standards are identified, recognized and documented systems of requirements for the quality of higher education (as a result, as a process, as an educational system) which are aligned with the fact that the society and the individual need a higher education of a certain structure and level;

ISO 9000 quality standards is a series of international standards containing terms and definitions, basic principles of quality management, requirements for the quality management system of organisations and enterprises, as well as guidelines for achieving success. ISO 9000 quality standards are applicable to any enterprise, regardless of their size, form of ownership and field of work, including institutions in the field of education. In their modern version (ISO 9001: 2015, GOST R ISO 9001: 2015), these standards are guided by the “process” approach which implies that achieving quality should be based on identifying activities as processes, understanding said activities and managing them as a single system¹;

ESG (European Standards and Guidelines) are standards and guidelines for quality assurance in higher education in Europe which were adopted in 2005 in accordance with the recommendations of the European Association for Quality Assurance in Higher Education (ENQA). In 2015, at the Yerevan Ministerial Conference (Yerevan, May 14-15, 2015), the standards were revised and updated, their adoption for use in the countries of the Bologna Agreement was documented as a strategic decision in the ‘Yerevan Communiqué’². These standards reflect both the “process” and “criteria’ approach, i.e. they are focused on achieving certain criteria and indicators of education quality;

The **system of education quality management** is a set of organisational structures, methods, processes and resources of an educational organisation necessary for quality management as well as quality assurance. Quality management includes developing policies, goals and objectives in the field of quality as well as planning their achievement, control of current quality assurance processes, organisation of monitoring and quality assessment (internal and external audit), and developing measures to improve the quality of education;

The **EFQM (European Fund of Quality Management) model** is the first quality management model focused on achieving “excellence” in quality, which suggests goals (criteria) and a specific strategy for achieving them. At its core, the EFQM model is a comprehensive quality management model that offers a holistic view of the organisation, highlighting its strengths and opportunities for improvement. In the field of education, the EFQM model is most widely used as a quality standard in business education based on graduate schools of management³;

Quality criteria for higher education are indicators of the extent to which the quality of higher education (as a result, as a process, as an educational system) is aligned with established standards and requirements;

¹ For more on GOST R ISO 2001: 9001 (ГОСТ Р ИСО 2001: 9001)
see:<http://docs.cntd.ru/document/1200124394>

² For more on ESG
see:https://enqa.eu/indirme/esg/ESG%20in%20Russian_by%20NCPA.pdf

³ For more on EFQM see:<http://efqm-rus.ru/model-efqm/>

An **education quality parameter** is a characteristic of one or several properties (components) of a quality criterion in relation to specific conditions for the implementation of educational activities;

An **education quality indicator** is the quantitative or semantic value of the education quality parameter which is the quality standard set for a certain period of time;

Higher education quality evaluation is a measure of quality (numerical and semantic) of higher education (as a result, as a process, as an educational system) which expresses how measurements of various properties (assumptions, characteristics, parameters, relationships) correlate with a base that establishes a reference level or a quality standard;

Independent Education Quality Evaluation (IEQE) is an evaluation procedure carried out by parties not concerned (not interested in the assessment results) or involving parties not concerned, as well as using assessment tools developed by parties not concerned;

External Independent Education Quality Evaluation implies systematic monitoring and evaluation of education quality conducted by independent expert communities, authorized public organisations or by other parties not concerned in order to inform the public about the level of education quality in an educational organisation. The monitoring and evaluation processes are conducted in order to obtain information on how educational activities are carried out, how comfortable the educational environment is, whether learning outcomes comply with the labour market requirements and education quality standards as well as the quality of student training and the education quality management system;

Internal Independent Education Quality Evaluation implies systematic monitoring and assessment of education quality in order to obtain objective information about the development of the educational programme or its individual elements (academic courses (modules), practical training, final examinations), carried out through assessment activities with the participation of students, academic staff, graduates, representatives of specialized organisations and enterprises, social partners, independent expert communities and other parties not concerned;

Education quality monitoring is a systematic and prearranged observation, measurement, assessment, analysis and forecast in the field of higher education quality;

Internal quality audit is a systematic and documented process of obtaining audit evidence (verification) of the education quality management process and their objective assessment in order to establish how effective EQMS is.

3. **General Provisions**

3.1. SPBU's participation in fulfilling quality assurance requirements in education is reflected in the existence of an internal system for assessing, controlling, monitoring and improving the quality of higher education in accordance with SPBU EP, which is based on the quality policy pursued by SPBU, established criteria and education quality parameters as well as an effective education quality management system.

- 3.2. Improving education quality at SPBU is a continuous process consisting of aligned activities of university staff based on a systematic analysis of the entire set of parameters that determine the goals, content, and technology of educational activities, as well as on the analysis of world achievements in the field of education quality management, an assessment of demand for graduates in the labour market, an assessment of how satisfied students and graduates are with learning outcomes.
- 3.3. The Regulation on the Quality Assurance System and Quality Management of Higher Education at St. Petersburg State University (hereinafter referred to as the Regulation on Quality, Regulation) defines the general foundations (regulatory, administrative, organisational) and the structure of the education quality assurance system at SPBU as well as approaches to assessing and monitoring education quality, the main processes, content and results of the university's structural units to ensure education quality, as well as ways to use the results of quality assessment in order to improve the quality of the EP and educational activities.
- 3.4. The education quality assurance system at SPBU consists of a system of criteria and parameters of education quality according to the SPBU EP, a system for assessing education quality, a system for monitoring education quality, and a quality management system in education (EQMS).
- 3.5. The education quality assurance system is based on the university's mission and the policy pursued by the university in the field of education quality assurance.
- 3.6. The SPBU education quality assurance system is based on the use of a multi-standard methodology and focuses on:
- 3.6.1. standards and requirements developed by the European Network for Quality Assurance in Higher Education (ENQA) and recorded as European Standards and Guidelines (ESG);
 - 3.6.2. the requirements of the European Foundation for Quality Management (EFQM) excellence model;
 - 3.6.3. requirements for the quality management system GOST R ISO 9001-2015;
 - 3.6.4. federal state educational standards;
 - 3.6.5. educational standards set independently by the university;
 - 3.6.6. requirements and target indicators of priority national projects in the field of education and the Development Programme of SPBU, indicators of the world's leading rating systems.
- 3.7. Information on the education quality assurance system at SPBU and its performance data shall be posted in the public domain on the SPBU website in order to inform the

public, i.e. consumers of educational services, participants of educational activities, employers, social partners and other parties concerned.

- 3.8. The text of this Regulation is published on the SPBU website, including the pages of academic and research departments of SPBU: in Russian - for the Russian-language version of the SPBU website, in English - for the English-language version of the SPBU website, in other languages - for the versions of the SPBU website in other languages.

4. Scope of Regulation and Legal Framework

- 4.1. The requirements of the Regulation on Quality apply to the activities of all academic staff and administration officers of the university who carry out their activities in accordance with both labour and civil contracts and contracts of civil nature.
- 4.2. The Regulation is mandatory for all departments of the university involved in the support of educational activities and the implementation of basic educational programmes.
- 4.3. The Regulation implies involving representatives of the university community (teachers, students, administration officers) and representatives of the general public (potential employers, applicants, graduates, and other parties concerned) in the education quality evaluation activities.
- 4.4. In development of this Regulation, the following legislative acts, regulatory documents of the Ministry of Science and Higher Education of the Russian Federation and local acts of the university were used:
- 4.4.1. Federal Law dated December 29, 2012 No. 273-FZ “On Education in the Russian Federation” (hereinafter - the Law on Education);
- 4.4.2. Federal Law No. 259-FZ dated November 10, 2009 “On Lomonosov Moscow State University and St. Petersburg State University”;
- 4.4.3. Decree of the Government of the Russian Federation dated August 5, 2013 No. 662 “On Monitoring the Education System”;
- 4.4.4. Order of the Ministry of Science and Higher Education of the Russian Federation dated December 5, 2014 No. 1547 “On Approving Parameters Characterizing General Criteria for Evaluating the Quality of Educational Activities in Educational Organisations”;
- 4.4.5. Order of the Ministry of Science and Higher Education of the Russian Federation No. 30n dated April 15, 2019 “On Approving Parameters Characterizing General Criteria for Evaluating the Quality of Conditions for the Implementation of Educational Activities in Organisations Providing Educational Programs of Higher Education”;
- 4.4.6. Order of the Ministry of Science and Higher Education of the Russian Federation No. 636 dated June 29, 2015 “On Approving the Procedure for Conducting State Final Examination for Higher Education Educational Programmes (Bachelor, Specialist, and Master Programmes)”;
- 4.4.7. Order of the Ministry of Science and Higher Education of the Russian Federation dated April 5, 2017 No. 301 “On Approving the Procedure for Organising and Conducting Educational Activities for Educational Programmes of Higher Education (Bachelor, Specialist, and Master Programmes)”

- 4.4.8. Order of the Ministry of Science and Higher Education of the Russian Federation dated November 19, 2013 No. 1259 “On Approving the Procedure for Organising and Conducting Educational Activities for Educational Programmes of Higher Education (programmes for training academic staff in postgraduate studies – PhD programmes)”;
- 4.4.9. Methodological recommendations on organising and carrying out an internal independent evaluation of education quality in educational organisations for higher education programmes (bachelor, specialist, and master programs) (appendix to the letter of the Department of State Policy in Higher Education of the Ministry of Science and Higher Education of the Russian Federation dated February 15, 2018 No. 05-436 “On Methodological Recommendations”);
- 4.4.10. Federal State Educational Standard for Higher Education (FSES HE);
- 4.4.11. Self-imposed educational standards for higher education at SPBU (SIES HE);
- 4.4.12. Charter of the Federal State Budgetary Educational Institution of Higher Education “St. Petersburg State University”;
- 4.4.13. Development Programme of SPBU;
- 4.4.14. SPBU policy in the field of quality assurance in education;
- 4.4.15. Regulations on the internal independent education quality evaluation at SPBU;
- 4.4.16. other local acts of SPBU in the field of education quality assurance and control.

5. Quality Evaluation and Education Quality Management

- 5.1. Education quality evaluation in SPBU EP is carried out at all stages of the EP’s “life cycle”:
 - 5.1.1. at the stage of EP development (planning);
 - 5.1.2. at the stage of EP implementation;
 - 5.1.3. at the stage of completing the EP training period.
- 5.2. Internal and external expertise are used to evaluate the quality of education.
- 5.3. The quality evaluation results are to be published on the Internet to inform the general public.
- 5.4. The system of education quality management in the SPBU EP is represented by officials, administrative structural departments, expert advisory bodies of the academic staff with the obligatory participation of representatives of students and employers (commissions, councils) (see Appendix No. 1 to these Regulations).
- 5.5. SPBU faculty members, EP students, employers and social partners of the university participate in the education quality evaluation and management through representation in expert advisory bodies,

analysis and working groups, as well as through the implementation of independent quality reviews and the presentation of their opinions, suggestions and recommendations through feedback channels on the SPBU website.

5.5.1. The development of the quality policy and the main directions of the university's strategy in education quality assurance as well as the formation of the education quality management system at SPBU is carried out by the Rector.

5.5.2. The First Vice-Rector for Academic and Methodological Affairs is to define current goals and objectives in the field of quality, to plan how to achieve them, to control current quality assurance processes, to organise monitoring and quality evaluation (internal and external audit) and to develop an action plan in order to improve the quality of education.

5.5.3. The Department for Educational Programmes coordinates the activities of officials, administrative structural departments, expert and advisory bodies of the university on the education quality evaluation and management in the SPBU EP.

5.5.4. Education quality monitoring in the SPBU EP is carried out by employees of the Education Quality Monitoring Centre.

5.5.5. Quality monitoring of the EQMS is carried out by the Vice-Rector for Personnel Development.

5.6. Quality Evaluation and Management at the Stage of EP Development

5.6.1. The quality evaluation of the SPBU EP which is to be implemented (a new EP) lies in establishing the extent to which the goals of EP development and student training results comply with the goals of the educational policy at SPBU and the Development Programme of SPBU, as well as whether the structure, content and conditions of implementing the EP comply with the requirements of federal regulations in the field of education and the SIES.

5.6.2. The quality evaluation of the EP in development is carried out through an internal examination of the EP and an external independent examination of the EP and (or) its individual components.

5.6.3. The **quality management of the EP which is to be implemented** (a new EP) is carried out by the following officials, administrative departments and expert advisory bodies of SPBU:

5.6.3.1. First Vice-Rector for Academic and Methodological Affairs evaluates the compliance of the development goals and student training results with the goals of the quality policy, educational policy and the Development Programme of SPBU and approves the EP for implementation at SPBU provided expert quality reports on the EP show positive assessment;

5.6.3.2. The Department of Academic Affairs determines the list of necessary examinations, organises quality expertise of the EP in development (planned for implementation) and carries out an expertise of its general characteristics, curriculum, academic schedule, ACWP, PTWP and TPWP to check their compliance with the requirements of educational standards, federal regulations in the field of education and local acts of SPBU; the Department also forms a set of results of the internal EP expertise, determines if it is

necessary to conduct an external quality expertise, refers a set of EDEP or the EP's individual components for external quality expertise;

- 5.6.3.3. The Information Technology Service examines the ACWP, PTWP and TPWP to ensure that the educational process in the academic course (practice) is accommodated with the necessary software, communication means, office appliances and computing tools, as well as controls whether the ACWP, PTWP and TPWP comply with modern requirements for software used in education as well as for communication means, office appliances and computing tools; the Service also prepares requests for the purchase of necessary software, communication means, office appliances and computing tools;
- 5.6.3.4. The SPBU Research Library named after Maksim Gorky examines the ACWP, PTWP and TPWP to ensure that the educational process in the academic course (practice) is accommodated with mandatory literature and their own electronic information resources provided by SPBU professional databases;
- 5.6.3.5. The Department for Technical Support of Educational Programmes and the Department for Material Assets Management control the material and technical support of the educational process in the academic course (practical training), provide expendable supplies and laboratory equipment as well as prepare requests for the purchase of material and technical resources;
- 5.6.3.6. The Department for Human Resources examines the EP to ensure the staffing of the EP in development (planned for implementation), arranges advanced training courses and (or) certification activities (if necessary) and also arranges the process of competitive selection in staffing for the EP implementation;
- 5.6.3.7. The Financial Planning Department examines the EP to ensure the financial security of the EP in development (planned for implementation) and determines the costs necessary to launch the EP;
- 5.6.3.8. The AMC examines the ACWP, PTWP and TPWP to ensure that the content of learning sessions in academic courses (practical training) within the framework of the EP, teaching methods and educational technologies used comply with modern requirements and learning objectives for the EP, including the AR examination to ensure compliance with the goals of assessing competencies in the EP; the AMC also submits suggestions for external expert organisations, representatives of potential employers and social partners (in the same professional field as the EP) as well as other independent expert bodies for external quality evaluation of the SPBU EP in development (planned for implementation).

5.6.4. In order to approve the EDEP, to announce admission to the new SPBU EP and to submit relevant information to the Admission Directorate, it is necessary to provide complete EDEP, a positive review from the parties conducting the necessary internal and external quality evaluation for the EP in development (planned for implementation) as well as the estimated cost of the EP approved by the First Vice-Rector.

5.7. Quality Evaluation and Quality Management at the Stage of SPBU EP Implementation (training period)

5.7.1. Quality evaluation of the SPBU EP being implemented aims to:

5.7.1.1. update the EP content by ensuring compliance with the current requirements for the educational process and learning outcomes, taking into account the current level of development in science, engineering and technology, economics, culture and social sphere;

5.7.1.2. provide an internal independent evaluation of the current quality of training students in the EP, the quality of teaching (academic staff), the quality of resourcing for educational activities, as well as the quality of actual learning outcomes in the EP being implemented;

5.7.1.3. determine the extent to which the EP being implemented complies with the established criteria and education quality indicators in the SPBU EP.

5.7.2. **Review of the EP quality for compliance with the current requirements for the educational process and learning outcomes**, taking into account the current level of development in science, engineering and technology, economics, culture and social sphere, is an expert assessment formed by the AMC based on the suggestions of the academic supervisor of the EP, representatives of student councils as well as the recommendations of Councils' members (Advisory Boards) of educational programmes, Science Boards and independent expert commissions as well as results of surveys (questionnaires).

5.7.3. Based on the quality evaluation of the EP being implemented, the AMC decides whether to amend the EDEP for the EP in order to update it, or follows recommendations to terminate its implementation.

5.7.4. The regulations on making changes to the EP being implemented, as well as the possible period for the implementation of this procedure, are determined by the local act of SPBU.

5.7.5. **Quality management of the EP being implemented in order to update it** is carried out by the following officials, administrative structural departments and expert bodies (commissions, councils):

5.7.5.1. The AMC carries out an examination to review the quality of the EP being implemented for compliance with the current requirements for the educational process and learning outcomes and decides whether the EP needs to be updated and / or amended;

5.7.5.2. The Department for Educational Programmes introduces the necessary changes to the EDEP for the EP, organises external independent quality evaluation of the EP being implemented to review it for compliance with modern requirements for

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the educational process and learning outcomes (if necessary); the Department organises additional internal quality evaluation in terms of the actual requirements for personnel, material and technical support, information support of the EP (if necessary), organises self-examination of the EP and forms a set of opinions from quality examinations and suggestions for amending the EP in order to update it.

5.7.5.3. The First Vice-Rector for Academic and Methodological Affairs approves changes in the EP being implemented based on a set of expert opinions on the quality of the EP, a review for compliance with the current requirements for the educational process and learning outcomes and the decision of the AMC.

5.7.6. The quality evaluation of the EP being implemented as part of an internal independent education quality evaluation (hereinafter referred to as the IIEQE) is carried out throughout the entire period of the EP implementation in order to obtain objective data on the current quality of the EP or its individual elements (academic courses (modules), practices, final examination), and is performed through assessment activities involving students, academic staff, alumni, representatives of specialized organisations and enterprises, social partners, independent expert communities and other parties concerned.

5.7.7. IIEQE is divided into the following types:

5.7.7.1. IIEQE in terms of training students in the EP;

5.7.7.2. IIEQE in terms of teaching (AS performance);

5.7.7.3. IIEQE in terms of resourcing (material, technical and informational support) and conditions for carrying out educational activities;

5.7.7.4. IIEQE in terms of learning (actual learning outcomes in the EP).

5.7.8. IIEQE in terms of training students in the EP includes the following activities and procedures:

5.7.8.1. creating commissions for conducting interim assessment procedures involving external parties (representatives of employers, social partners, expert communities);

5.7.8.2. conducting student competence level control upon admission at the beginning of the academic course (module);

5.7.8.3. monitoring “retained knowledge” (assessment of the level of competence) of students in previously studied courses (modules);

5.7.8.4. analysis of the portfolio of students’ achievements, including achievements in competitive events in individual academic courses (modules);

5.7.8.5. the formation of the SEB to conduct the SFE of students in the EP involving potential employers (at least 50% of the SEB).

5.7.9. IIEQE of teaching and the AS involved in the implementation of the EP is carried out within the framework of:

- 5.7.9.1. systemic monitoring of the level of qualifications and professional competence of the academic staff in accordance with the local acts of SPBU on certification and competitive selection of AS;
 - 5.7.9.2. forming and analysing a portfolio of individual professional achievements of academic staff in various areas of educational activities (learning activities, extracurricular activities, research activity, communication, etc.), including the results of participating in competitions of pedagogical skills, participating in educational, methodological and expert work;
 - 5.7.9.3. conducting a survey among students in order to assess the quality of teaching in the academic course (module).
- 5.7.10. IIEQE in terms of resourcing (material, technical and informational support) for educational activities is aimed at establishing the compliance between the level of material and technical, software, information and library support in the educational process for the EP implementation and the legislative requirements of the Russian Federation in the field of education and the requirements of the SIES as well as an assessment of the satisfaction level among the participants of educational activities with the conditions of its implementation and the comfort of the educational environment through occasional surveys (questionnaires) among students and teachers in the EP.
- 5.7.11. IIEQE in terms of learning outcomes is aimed at obtaining and analysing objective information on the degree of correspondence of expected learning outcomes to actual ones, on the degree of professional competencies in the EP, as well as on the satisfaction of the EP graduates and representatives of the labour market with the training results and quality; IIEQE is carried out annually as part of conducting monitoring studies in form of “feedback” (opinions of graduates and employers collected in surveys, questionnaires, interviews, etc.).
- 5.7.12. **Quality management of the EP being implemented in the IIEQE process** (as well as the procedure for the conduct of IIEQE activities, taking into account their results in order to improve the EP implementation and its quality) is determined by the Regulation on the Internal Independent Education Quality Evaluation at St. Petersburg State University.
- 5.7.13. **Higher education quality evaluation in order to determine the degree of compliance of the EP being implemented with the established criteria and education quality indicators** in educational programmes at SPBU (hereinafter referred to as quality criteria and metrics) is carried out annually in accordance with the schedule (calendar) for monitoring education quality at SPBU.
- 5.7.14. Quality criteria and metrics are formed and formulated in accordance with the requirements and recommendations of the regulations of the Ministry of Science and Higher Education of the Russian Federation, the SIES, the Development Programme of SPBU, local acts of SPBU, and are based on using a multi-standard methodology which considers the following:

- 5.7.14.1. Standards and Guidelines for Quality Assurance in the European Higher Education Area European Association for Quality Assurance in Higher Education, 2015, Helsinki;
- 5.7.14.2. GOST R ISO 2001:9001 standards;
- 5.7.14.3. European Foundation for Quality Management criteria (EFQM).
- 5.7.15. Quality criteria and metrics correlate with the following indicators:
 - 5.7.15.1. indicators for national reporting and monitoring of universities;
 - 5.7.15.2. special priority indicators in the educational policy of SPBU (Development Programme, National Projects, etc.);
 - 5.7.15.3. indicators used to determine rating indicators in the world's leading rating systems;
 - 5.7.15.4. indicators used as mandatory in the quality standards of accreditation agencies in Europe and in the world;
 - 5.7.15.5. indicators which are reflected in the feedback questionnaires used to survey the opinions of students, teachers, alumni and employers on SPBU educational programmes.
- 5.7.16. Quality criteria and metrics are established for 5 years and can be adjusted in case of changes in federal legislation in the field of education, priority goals of national projects in the field of education as well as indicators and parameters of the SPBU Development Programme.
- 5.7.17. Quality criteria and metrics are formed in the summary table "System of criteria and metrics of education quality for St. Petersburg State University educational programmes" (Appendix No. 2 to this Regulation) in order to organise recurring activities to establish prearranged indicators and carry out monitoring and evaluation activities. Prearranged indicators act as the basis for comparison with the current value of the indicator according to the criterion determined in the course of monitoring activities, as well as for establishing the degree of its compliance with quality standards.
- 5.7.18. Quality criteria and metrics presented in the summary table are applied to groups of programs of the same level of training within one or several (for interdisciplinary EPs) IGTAs.
- 5.7.19. Methods have been established for metrics of each criterion to calculate the indicator and weight coefficients which reflect the priority of the criterion at this stage of the university's development.
- 5.7.20. With the current monitoring of education quality in the EP, the achieved indicator of the corresponding criterion is estimated as the sum of points for fulfilling the criterion multiplied by the weight coefficient. The sum of points for the fulfilment of the criterion is calculated based on the quality assessments used when filling out the self-examination report of the EP: 2 points – the achieved indicator fully corresponds to the prearranged indicator, 1 point – the achieved indicator partially corresponds to the prearranged indicator (deviation from the indicator is not more than 40%), 0 point – does not correspond to the prearranged indicator (deviation from the indicator is more than 40%).

5.7.21. Education quality management in order to determine the degree of compliance of the EP being implemented with the established quality criteria and metrics is carried out:

- 5.7.21.1. by the First Vice-Rector for Academic and Methodological Work in terms of determining the education quality criteria and metrics for the current stage of development of SPBU;
- 5.7.21.2. by expert and advisory bodies of SPBU in terms of forming and applying methods for calculating prearranged indicators, criteria and parameters of education quality for the current stage of development of SPBU;
- 5.7.21.3. by the administrative departments of SPBU in terms of monitoring the implementation of the established indicators in accordance with their field of competency.

5.8. Quality evaluation and quality management upon completion of the EP training period

- 5.8.1. Evaluation of the EP quality at the stage of completion of the EP training period is carried out in the process of self-examination of the EP in order to internally assess the level of learning outcomes and the results of educational activities in the EP, external independent education quality evaluation, including public (professional, public, international) accreditation of educational programmes and educational activities of SPBU, as well as to prepare for state accreditation of educational activities.
- 5.8.2. Self-examination of the EP is carried out at least once over the training period in the EP, or within the terms established in accordance with the agreement on conducting public accreditation, on the basis of the order of the First Vice-Rector for Academic and Methodological Affairs.
- 5.8.3. Self-examination is a comprehensive review of educational activities based on the results of the EP implementation in order to obtain objective data on the efficiency of the actions taken as part of internal independent education quality evaluation established by the Regulations on the IIEQE, and to identify the degree of compliance of the EP with the established quality criteria and metrics, as well as objective data on the compliance of the learning outcomes in the EP with the requirements of professional standards and the labour market, the current state of the economy and the expectations of consumers of educational services.
- 5.8.4. The self-examination procedure includes the following steps:
 - 5.8.4.1. planning and preparing a self-examination procedure, including creating working groups from among the academic staff to prepare a self-examination report under the guidance of the academic supervisor of the EP;
 - 5.8.4.2. carrying out self-examination and work coordination by the Department of Educational Programmes;
 - 5.8.4.3. a summary of obtained results and a self-examination report on their basis.
- 5.8.5. The result of self-examination is the Self-examination Report (Analytical Questionnaire) of the SPBU EP.

- 5.8.6. The report is formed in accordance with the established Basic template of the self-examination report of the SPBU EP, or according to the form and criteria established by accrediting organisations. A copy of the self-examination report and the materials attached to it are placed in the file storage of the system *Blackboard SPBU* with open access through the SPBU website to all parties concerned.
- 5.8.7. Internal examination of the EP Self-Examination Report is carried out by an independent expert board of SPBU (hereinafter - the Board).
- 5.8.8. The Board is created for the EP or a group of EPs for the purpose of an internal independent quality evaluation of the EP and is approved by the order of the First Vice-Rector for Academic and Methodological Affairs or another official authorized by the Rector.
- 5.8.9. The body of the Board is formed considering the requirement that the quality evaluation procedure should be performed by an independent party and its members should not have any personal interest in the results of the Board's activities.
- 5.8.10. The Board may include:
- 5.8.10.1. representatives of expert communities in the field of education;
 - 5.8.10.2. representatives of partner organisations of SPBU;
 - 5.8.10.3. representatives of potential employers for the EP being evaluated;
 - 5.8.10.4. representatives of the SPBU academic staff who are not involved in the implementation of the EP being evaluated, who have documents confirming their expert qualifications in the field of education, as well as members of federal educational and methodological associations;
 - 5.8.10.5. representatives of the student community of SPBU.
- 5.8.11. The working order of the Board and the procedure for evaluating the results of self-examination are governed by the local act of SPBU approved by the First Vice-Rector for Academic and Methodological Affairs.
- 5.8.12. The decision of the Board contains the final expert evaluation and recommendations for improving the quality of the EP. A copy of the expert commission's decision is placed in the file storage of the system *Blackboard SPBU* with open access through the SPBU website to all parties concerned.
- 5.8.13. The decisions and recommendations of independent expert commissions of external accrediting organisations are also subject to publication on the SPBU website in order to provide access to all parties concerned to their content.
- 5.8.14. Education quality management in order to evaluate the quality of the EP upon the completion of the EP training period** is carried out:
- 5.8.14.1. by the First Vice-Rector for Academic and Methodological Affairs in terms of organising self-examination, determining its procedure and timing, forming working groups from among the academic staff involved in the implementation of the EP, organising the implementation of the recommendations of the Board or an accrediting organisation to improve educational activities in the SPBU EP (the development of the Action Plan), as well as in terms of monitoring the implementation of the Action Plan;

- 5.8.14.2. by the Department of Educational Programmes in terms of organising and coordinating the activities of working groups, as well as organising the work of external accrediting organisations at SPBU;
- 5.8.14.3. by expert and advisory bodies of SPBU in terms of submitting suggestions on how to improve the quality of educational activities in the SPBU EP;
- 5.8.14.4. by administrative structural departments in terms of submitting data necessary for self-examination (in the field of their competency), submitting suggestions on how to improve the unit's work in order to improve the quality of the EP and to implement the approved Action Plan.

6. Educational Monitoring at Saint Petersburg State University

6.1. Monitoring the quality of educational activities at SPBU includes:

- 6.1.1. Monitoring the quality of education;
- 6.1.2. EQMS quality monitoring.

6.2. Aims and Objectives of Education Quality Monitoring:

6.2.1. The purpose of monitoring the quality of education is to obtain objective current data on the extent to which prearranged education quality indicators for determining and assessing factors which affect the quality of education are achieved, as well as to carry out continuous system analysis of the state and trends in the quality of education according to SPBU EP.

6.2.2. The objectives of monitoring the quality of education are:

- 6.2.2.1. collecting, processing and storing information on the state and dynamics of education quality in the SPBU EP;
- 6.2.2.2. comparative analysis of education quality indicators in different time periods and analysis of factors affecting the dynamics of education quality;
- 6.2.2.3. timely identification of changes in the educational process as well as factors causing them;
- 6.2.2.4. preventing negative trends in the organisation of the educational process;
- 6.2.2.5. forecasting the development of the most important processes at the level of structural units;
- 6.2.2.6. registration and presentation of data on the state, dynamics and forecast of changes in the quality of education at SPBU.

6.2.3. The aims and objectives of monitoring education quality are achieved within the framework of a structural unit of SPBU, the Centre for Education Quality Monitoring, headed by the director.

6.2.4. The Centre for Education Quality Monitoring carries out its activities on the basis of the Regulation on the Education Quality Monitoring and the Calendar of monitoring studies.

- 6.2.5. When organising its activities, the Centre for Education Quality Monitoring is guided by the following basic principles: objectivity, accuracy, completeness, sufficiency and efficiency of research.
- 6.2.6. Monitoring objects are:
- 6.2.6.1. The results of implementing indicators (prearranged indicators) of education quality for SPBU EP;
 - 6.2.6.2. The results of IIEQE activities provided for by the Regulations on the IIEQE;
 - 6.2.6.3. Results of surveys (questionnaires) within the framework of internal (IIEQE) and external (public accreditation, federal quality monitoring) measures for assessing the quality of education;
 - 6.2.6.4. Results of other actions for assessing and monitoring the quality of education carried out on the basis of regulatory acts of authorized officials at SPBU.
- 6.2.7. The functions of the staff of the Centre for Education Quality Monitoring are:
- 6.2.7.1. organisational and methodological support in collecting data on the implementation of education quality indicators from the perspective of EP groups within one field of study for an IGTA;
 - 6.2.7.2. technical and technological support for monitoring studies in terms of preparing technical specifications for the implementation of actions and procedures for surveys (questionnaires) within the IIEQE, within the framework of external accreditation activities of the EP and educational SPBU activities, as well as in the framework of other quality evaluation activities carried out on the basis of administrative acts of SPBU officials;
 - 6.2.7.3. determining the methods of collecting, storing and updating data on the results of monitoring studies on education quality in the SPBU database;
 - 6.2.7.4. processing collected data on the values of education quality indicators and results of surveys (questionnaires), analysis and registration in for presentation to authorised administrators and AS;
 - 6.2.7.5. coordinating the activities of officials, university structures and academic staff at SPBU involved in the procedures for monitoring education quality and arranging information flows in accordance with their legal powers.

6.2.8. The following **officials, administrative departments, collective expert bodies and academic staff at SPBU** are involved in the process of monitoring education quality:

- 6.2.8.1. The First Vice-Rector for Academic and Methodological Affairs is involved in general methodological management of the organisation, monitoring the quality of education, the publication of local acts of SPBU which govern the monitoring studies;
- 6.2.8.2. The Department for Educational Programmes monitors the quality of educational and methodological documentation for the EP, organises self-examinations of the EP and submits final data based on the results of an expert assessment of the EP self-examination reports; the Department provides information to monitor the quality metrics of the EP, to control the results of monitoring activities and to prepare summary reports on education quality assurance and control at SPBU;

- 6.2.8.3. The Department for Academic Affairs monitors the results of interim and final assessment (examination) of students in the EP, providing the necessary information to conduct student surveys within the framework of the IIEQE and external accreditation events to assess the quality of education in the SPBU EP, to conduct other monitoring studies involving students, as well as to monitor the quality metrics of training students in the EP and quality metrics of their results upon completing the EP;
- 6.2.8.4. The Department for Student Affairs and Admissions organises systematic monitoring of the quality of the admissions process at SPBU, providing data to monitor the quality metrics of training students in EP;
- 6.2.8.5. The Information Technology Service provides technical support at all stages of collecting, processing, storing and using data over the entire period of the Centre for Education Quality Monitoring conducting surveys as well as provides data to monitor the quality metrics of software and information support of the EP;
- 6.2.8.6. The Department for Human Resources organises systematic monitoring of the level of qualifications and professional competence of academic staff and administration officers of SPBU, providing data to monitor the quality metrics of the EP staffing;
- 6.2.8.7. The Research Support Service organises and carries out systematic monitoring of the publication and research activity of the academic staff at SPBU, providing data to monitor the quality metrics of the EP staffing;
- 6.2.8.8. The SPBU Research Library named after Maksim Gorky controls resource availability and electronic information security of academic courses (modules) and practical training in SPBU EP, providing data to monitor the quality metrics of library and information support of the EP;
- 6.2.8.9. Deputy Senior Vice Rector for Material Assets Management organises monitoring of the material and technical security in the EP implementation, providing data to monitor the quality metrics of the material and technical support of the EP;
- 6.2.8.10. The Department for Alumni Affairs organises systematic monitoring of the graduates' employment and the employers' opinions on assessing the quality of education at SPBU as well as provides data to monitor the quality metrics of student training (EP) results;

- 6.2.8.11. The Department for Public Relations carries out monitoring of the SPBU website in order to fulfil the requirements of the Order of the Ministry of Science and Higher Education of the Russian Federation No. 30n dated April 15, 2019 “On Approving Parameters Characterizing General Criteria for Evaluating the Quality of Conditions for the Implementation of Educational Activities in Organisations Providing Educational Programs of Higher Education”, as well as provides open access to information on the results of actions taken for quality assurance at SPBU, including the results of surveys and questionnaires;
 - 6.2.8.12. The Centre for Sociological and Internet Research of SPBU uses modern research methodologies and data analysis when organising surveys of the Centre for Education Quality Monitoring;
 - 6.2.8.13. The AMC monitors the results of the IIEQE (including the results of surveys and questionnaires within the framework of the IIEQE) provided by the Centre for Education Quality Monitoring, carries out monitoring of the results of external education quality examinations, and conducts the final analysis of the results from monitoring the education quality metrics provided by the Centre for Education Quality Monitoring;
 - 6.2.8.14. Student Councils conduct surveys and questionnaires as part of monitoring activities involving students;
 - 6.2.8.15. Academic supervisors of the EP control monitoring activities regarding the education quality metrics in the EP within their competency, as well as monitor and carry out the analysis of the students’ portfolios (portfolios of achievements), including the output of academic competitions (olympiads) and other competitive events in individual academic courses (modules).
- 6.2.9. The Calendar of monitoring studies shows how frequently monitoring studies are to be carried out and is approved by the First Vice-Rector for Academic and Methodological Affairs.
- 6.2.10. The Calendar is formed considering the following requirements:
- 6.2.10.1. Conducting a survey among students in order to assess the quality of teaching at least once per year (normally at the end of the academic year before the start of interim assessment in EP) with students of all courses of the EP as the target audience of the survey;
 - 6.2.10.2. Conducting a survey among academic staff and students on the degree of their satisfaction with the organisation as well as the content and conditions for carrying out educational activities, the comfort of the educational environment at SPBU at least once per year (normally at the end of the winter term) with students of graduating classes of the EP and academic staff of SPBU as the target audience of the survey;
 - 6.2.10.3. Conducting a survey among graduates on the quality of received training, employment and career advancement, as well as among employers on how the quality of training of SPBU graduates corresponds with the modern requirements of

the labour market, based on the requirements listed in the Procedure for monitoring the employment of graduates and employers' evaluation of education quality at SPBU (developed by the Department for Alumni Affairs and approved by the First Vice-Rector for Academic and Methodological Affairs);

- 6.2.10.4. Monitoring the implementation of education quality metrics (prearranged indicators) - once per year before April, 30 of the current year to report for the previous legal year;
- 6.2.10.5. Monitoring the results of IIEQE activities within 1 month following the end of the corresponding IIEQE event;
- 6.2.10.6. Conducting surveys within the framework of external (public accreditation, federal quality monitoring) actions for assessing the quality of education in accordance with the terms established by the relevant contracts (agreements) and other regulatory and (or) administrative acts.

6.3. Aims and Objectives of EQMS Monitoring:

- 6.3.1. The purpose of EQMS monitoring is to obtain information on whether the EQMS at SPBU is efficient in improving the quality of educational activities, as well as whether it complies with the requirements of innovative processes in the field of education, quality policy and development strategy of SPBU.
- 6.3.2. The objectives of EQMS monitoring are:
 - 6.3.2.1. collecting, documenting and storing information on the quality of staff in departments involved in education quality management at SPBU;
 - 6.3.2.2. timely identification of changes and negative trends occurring in the staff of these units, as well as the factors that cause them;
 - 6.3.2.3. developing an objective system for evaluating the efficiency of the education quality management system and the activities of officials and structural units that are part of the system;
 - 6.3.2.4. identifying factors which improve the EQMS efficiency by conducting recurring internal audit (inspections) of the activities of departments involved in education quality management at SPBU;
 - 6.3.2.5. identifying the extent to which the employees of EQMS units satisfy current qualification requirements and fulfil job responsibilities, as well as identifying the need for advanced training and (or) retraining in the field of education quality management, by conducting recurring assessment procedures (certification);
 - 6.3.2.6. identifying the extent to which the employees of EQMS units are satisfied with the work conditions and the opportunities for developing their professional skills in order to increase the efficiency of the EQMS at SPBU by conducting surveys (questionnaires) among the employees;

6.3.2.7. registering and presenting information on the development of the EQMS at SPBU (its current status, dynamics and development forecast).

6.3.3. The organisation of quality monitoring of the EQMS is carried out by the Vice-Rector for Human Resources.

7. Analysis of Educational Monitoring Data at St. Petersburg State University

7.1.1. The results of quality monitoring activities are recommendations and suggestions on improving the quality of educational activities.

7.1.2. Recommendations and suggestions on improving the quality of educational activities are formed based on the director of the Education Quality Monitoring Centre concluding the results of the analysis of monitoring data as well as on the Vice-Rector for Human Resources presenting the results of EQMS monitoring.

7.1.3. The conclusion on the results of the analysis of monitoring data, as well as the presentation of the vice-rector for human resources on the results of EQMS are sent to the First Vice-Rector for Academic and Methodological Affairs.

7.1.4. If the conclusion of the Director of the Centre for Education Quality Monitoring contains information about a systematic (more than 3 years) non-fulfilment of education quality indicators for EP, unsatisfactory results of IIEQE activities, the First Vice-Rector for Academic and Methodological Affairs sends the conclusion to the chairman of the AMC on the relevant IGTA in order to examine the extent to which the EP content, the applied teaching methods and educational technologies comply with modern requirements and learning goals for the EP, as well as in order to organise an external independent examination of their compliance with the relevant requirements for the educational process and learning outcomes, taking into account the current development stage of science, technology, economy, culture as well as the social sphere.

7.1.5. Based on the results of these examinations, the First Vice-Rector forms an independent expert commission to discuss terminating the EP implementation.

7.1.6. Taking into account the opinion of the independent expert commission, as well as the opinion of the Council (Board of Trustees) of the educational programme, the First Vice-Rector for Academic and Methodological Affairs decides to terminate the EP implementation (close the EP).

7.1.7. Based on the conclusion of the Director of the Education Quality Monitoring Centre and the presentation of the Vice-Rector for Human Resources, the First Vice-Rector for Academic and Methodological Affairs organises a presentation of suggestions for the formation of an action plan (Roadmap) to improve the quality of education:

- 7.1.7.1. Head of the Academic Affairs Department to improve the quality of academic and methodological affairs and EQMS efficiency within their competency;
- 7.1.7.2. Vice-Rector for Student Affairs and Admissions to improve the quality of admissions processes at SPBU, the quality of student affairs and EQMS efficiency within their competency;
- 7.1.7.3. Vice-Rector for Human Resources to improve the quality of staffing for the EP and EQMS efficiency within their competency;
- 7.1.7.4. Deputy Senior Vice-Rector for Material Assets Management, Head of the Information Technology Service, Director of the SPBU Research Library named after M. Gorky to improve the quality of resourcing for educational activities (technical resources, software resources, libraries) and EQMS efficiency within their competency;
- 7.1.7.5. Head of the Department for Alumni Affairs to improve the quality of organisational and monitoring work with alumni and EQMS efficiency within their competency;
 - 7.1.7.6. AMC chairmen to improve the quality of the EP content, applied teaching methods and educational technologies;
- 7.1.7.7. Chairmen of the Councils of educational programmes to improve the quality of the EP and form a strategy for its further development.
- 7.1.8. The final action plan (Roadmap) to improve the quality of educational activities at SPBU is approved by the First Vice-Rector for Academic and Methodological Affairs and serves as the basis for making necessary changes to educational activities (implementing the SPBU EP) and to the SPBU EQMS.
- 7.1.9. Within the time frame established by the order of the First Vice-Rector for Academic and Methodological Affairs, parties responsible for improving the quality of educational activities at SPBU submit a report on the implementation of the action plan (Roadmap) within their competency to the First Vice-Rector for Academic and Methodological Affairs.
- 7.1.10. Data from monitoring the quality of educational activities and actions taken in order to improve the quality of education and the SPBU EQMS is published on the SPBU website to inform the general public.

*Appendix No. 1 to Regulations of the Quality Assurance System and
Quality Management of Higher Education at SPBU
approved by the Order of the First Vice-Rector for Academic and Methodological Affairs
July 15, 2020 No. 6682/1*

Structure of the quality management system for higher education at St Petersburg State University

Rector

First Vice-Rector for Academic and Methodological Affairs

Administrative Departments	Expert and Advisory Boards	Academic and Research Departments	
Educational Programmes	Councils (Advisory Boards) for educational programmes	Institute Directors / Department Deans	
Academic Affairs	Academic and Methodological Commissions	Academic Staff	
Youth Affairs	Independent Expert Boards	Quality Control Boards	Academic Supervisors in programmes
Information Technology Service		Personnel Commissions	
Personnel			
Research Support Service			Science Boards
Material Assets Management	State Examination Boards	Student Councils, Alumni Association of SPBU, partner organisations of SPBU	
Admission Directorate	Admissions		
Alumni Affairs	Quality Control Commissions <i>(for self-examination results)</i>	External expert boards <i>(accreditation, licencing,</i>	

The quality management system for higher education at St. Petersburg State University includes 3 levels of educational activities: administrative-and-managerial, academic and expert assessment.

The administrative-and-managerial level of quality management is represented by officials and employees of services and departments of St. Petersburg State University.

The main tasks at this level are the development of local regulations governing the quality and quality control of education, controlling that they are followed, as well as coordinating interaction with teams of academic staff and independent expert bodies.

The competence of employees of various services and departments of St. Petersburg State University lies in ensuring and monitoring the quality of education in SPBU EP in their field of competency, for example:

- The Department of Educational Programmes designs and develops the EP;
- The Department for Academic Affairs organises the educational process;
- The Department for Human Resources carries out the staffing of the EP;
- The Information Technology Service and the SPBU Research Library named after Maksim Gorky provide software and technical support as well as library resources and information support needed for the implementation of EP;
- The Department for Material Assets Management ensures the necessary material and technical conditions for the implementation of the EP;
- The Research Support Service provides for the academic component of the educational process, etc.

The academic level is represented by groups of institutes and departments.

The main tasks of the groups of institutes and departments are to develop the academic content of the EP and to participate in EP implementation in accordance with the established requirements for education quality and the quality policy at St. Petersburg State University.

Academic staff appointed by the academic supervisors of the EP are responsible for the quality of education in a specific EP.

Some employees in the academic staff are members of quality control commissions for educational activities which are created under the academic and methodological commissions, and also carry out quality control. Working groups are formed from the academic staff of SPBU to carry out recurring activities for education quality evaluation in the SPBU EP.

The expert evaluation level is represented by expert and advisory bodies.

The main tasks of the expert bodies are objective internal and external evaluation of the quality of development and implementation of EP, as well as educational activities in general.

These include both commissions consisting of academic staff of SPBU with representatives of potential employers and students (educational, methodological, personnel, academic), and Councils of educational programmes, consisting exclusively of representatives of employers.

In addition, expert bodies also include specialized expert bodies such as control commissions which review the quality of education at different stages of educational

activities, in particular, Admissions Commissions at the stage of admission to training, State Examination Boards at the stage of graduation, and quality assessment commissions and

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external independent expert commissions in the process of implementing the EP during self-examination and accreditation. Student Councils of SPBU, the Alumni Association of PBU, and partner organisations of SPBU can express their opinion (evaluate the level of quality and make suggestions on how to improve it).

The general coordination of the activities fulfilling each of these functions are carried out by the First Vice-Rector for Academic and Methodological Affairs. The essential structure of the education quality management system at SPBU is the Department of Educational Programmes.

Criteria and metrics of education quality for St Petersburg State University educational programmes

PART 1. QUALITY OF EDUCATIONAL PROGRAMMES

CRITERION 1.1. THE EDUCATIONAL PROGRAMME TAKES INTO ACCOUNT THE PRIORITY FIELDS OF DEVELOPMENT AT ST PETERSBURG STATE UNIVERSITY (coefficient = 1,25)

- 1.1.1 The total score of EP self-examination
- 1.1.2 Courses (modules) taught in a foreign language, including English
- 1.1.3 Courses (modules) taught remotely (online courses)
- 1.1.4 Courses (modules) and/or practical training developed/hosted in collaboration, including with:
 - foreign/Russian educational establishments
 - industrial and social partners
- 1.1.5 Student academic mobility, including:
 - outbound mobility
 - inbound mobility
- 1.1.6 Courses (modules) implemented with the use of the EIEE
- 1.1.7 The proportion of courses that use virtual and augmented reality, simulators, training machines, virtual laboratories, adaptive training complexes.

CRITERION 1.2. THE QUALITY OF THE EP IS CONFIRMED BY INDEPENDENT ASSESSMENT (coefficient = 1,75)

- 1.2.1. Public accreditations, including:
 - expert accreditations
 - international accreditations
- 1.2.2. Approval statements of independent assessment, including those based on:
 - external evaluation
 - internal evaluation
 - all-Russian as well as monitoring and rating research
- 1.2.3. Positive feedback from consumers of education, including that based on:
 - employers, students, and alumni questionnaires/surveys
 - opinions of the people concerned submitted through the “Virtual reception” and other online feedback services on the website of the University, through administrative correspondence (requests for feedback) or through other means
- 1.2.4. Relevance for prospective students:
 - the proportion of first priority applications and those enrolled in the EP;
 - the proportion of other universities graduates among the applicants and those enrolled in post-graduate programmes;

- the proportion of foreign students among the applicants / those enrolled in the EP;
 - the proportion of employer-sponsored candidates among the applicants
- 1.2.5. Particular competitive advantage / uniqueness / best practices / large industrial partner / international partner / network partner/ etc.

PART 2. QUALITY OF TRAINING

CRITERION 2.1. STUDENTS ENROLLED IN THE EP DEMONSTRATE A HIGH LEVEL OF TRAINING (coefficient = 1,0)

- 2.1.1. Grade average of those enrolled via competitive admission (state-subsidized / fee-paying basis) – for undergraduate programmes
- 2.1.2. Grade average of those enrolled via competitive admission (state-subsidized / fee-paying basis) – for specialist programmes
- 2.1.3. Grade average of those enrolled via competitive admission (state-subsidized / fee-paying basis) – for master’s programmes
- 2.1.4. Proportion of students enrolled in the EP whose portfolios include educational, professional or research achievements in the field of the EP
(articles in Geoscience, Scopus and RSCI periodicals; participation in academic conferences; participation in grant-supported projects; internship in academic and industrial establishments; participation in start-ups, etc) – for PhD and residency programmes
- 2.1.5. Proportion of all-Russian and international olympiad winners/awardees among those enrolled in the EP

CRITERION 2.2. STUDENTS ENROLLED IN THE EP DEMONSTRATE HIGH LEARNING OUTCOMES (coefficient = 1,65)

- 2.2.1. Proportion of students enrolled in the EP whose portfolios include educational, professional or research achievements in the field of the EP (participation in international academic conferences, grant-supported projects or other academic activities in the specialised field)
- 2.2.2. Proportion of students enrolled in the EP who succeeded in the independent assessment of training quality*, including:
**in the current academic year*
 - internal evaluation of retained knowledge
 - external public accreditation
 - state accreditation
 - other external assessment

PART 3. QUALITY OF THE STAFF TEACHING IN THE EP

CRITERION 3.1. THE STAFF TEACHING IN THE EP HAVE HIGH PROFESSIONAL CHARACTERISTICS (coefficient = 1,45)

- 3.1.1. Proportion of staff teaching courses in a foreign language
- 3.1.2. Proportion of staff with outstanding achievements in teaching and professional activities (government awards, prizes, titles, megagrants, victories in national and international competitions, etc), academic degrees, academic titles

- 3.1.3. Proportion of staff who have undertaken retraining and/or advanced training, including:
 - in their professional field
 - in using information and computer technologies in the EIEE
- 3.1.4. Proportion of staff who use the EIEE and remote learning technologies, including online courses

CRITERION 3.2. THE STAFF TEACHING IN THE EP HAVE STRONG ACADEMIC CREDENTIALS (coefficient = 1,35)

- 3.2.1. Proportion of the academic staff whose papers, including those written in collaboration with foreign partners, are published in the WoS and Scopus periodicals
- 3.2.2. The rate of peer-reviewed publications in academic journals, including foreign ones, per one member of the staff
- 3.2.3. Proportion of foreign language publications among all the publications made by the teaching staff
- 3.2.4. The number of publications in the field of the EP per one member of the teaching staff
- 3.2.5. The number of presentations made at national and foreign conferences per one member of the teaching staff
- 3.2.6. Proportion of non-researching instructors
- 3.2.7. Proportion of certified experts in the subject area and/or in education among the EP teaching staff
- 3.2.8. Proportion of foreign members of the EP teaching staff

PART 4. QUALITY OF ICT SUPPORT, EQUIPMENT AND FACILITIES

CRITERION 4.1. THE ICT SUPPORT, EQUIPMENT AND FACILITIES OF THE EP MEET THE ESTABLISHED STANDARDS AND REQUIREMENTS (coefficient = 1,2)

- 4.1.1. Proportion of courses (modules) and practical training held in classrooms equipped with computers and specialised devices in accordance with the FSES
- 4.1.2. The number of licensed electronic resources in the subject area of the EP available to students as part of the University's subscription
- 4.1.3. The number of current Electronic Library System agreements in the field of the EP
- 4.1.4. Income from research projects and research and development activities, including those supported by grants, as per one member of the teaching staff

PART 5. QUALITY OF LEARNING OUTCOMES

CRITERION 5.1. STUDENTS ENROLLED IN THE EP DEMONSTRATE HIGH LEARNING OUTCOMES (coefficient = 1,55)

- 5.1.1. Proportion of students enrolled in the EP who have good progress with SFE* grades being A, B and C («excellent», «good»)
 - *for the latest year of completion*
- 5.1.2. Proportion of students enrolled in the EP who have undergone direct assessment of competencies as part of professional examinations or other certification tests
- 5.1.3. Proportion of graduates to continue to the next level of education (except PhD and residency programmes), including studying at the world's leading universities
- 5.1.4. Proportion of students enrolled in the EP whose academic papers have been published or recommended for publishing; who have participated in academic conferences, grant supported projects, workshops, start-up competitions or other competitions as part of the preparation and defence of the graduation thesis or pre-graduation practical training

CRITERION 5.2. QUALITY OF TRAINING AND LEARNING ENVIRONMENT MEETS THE REQUIREMENTS OF STUDENTS AND GRADUATES* (coefficient = 1,8)

* *the indicators are determined with the use of surveys and questionnaires for students and graduates*

- 5.2.1. The proportion of graduates in the last three years of completion who are employed in the field of the EP, including those employed within a year upon graduation
- 5.2.2. The proportion of graduates in the last three years of completion who are satisfied with their learning outcomes
- 5.2.3. The proportion of graduates in the last three years of completion who believe that the quality of training meets the market requirements
- 5.2.4. The proportion of students enrolled in the EP who are satisfied with the learning environment
- 5.2.5. The proportion of students enrolled in the EP who are satisfied with the quality of teaching
- 5.2.6. The proportion of students enrolled in the EP who are satisfied with the volume and content of learning

CRITERION 5.3. QUALITY OF GRADUATES' TRAINING MEETS THE REQUIREMENTS OF THE PRIMARY CONSUMERS (EMPLOYERS AND SOCIAL PARTNERS)* (coefficient = 1,9)

* *the indicators are determined with the use of surveys and questionnaires for employers and social partners*

- 5.3.1. The proportion of graduation thesis projects prepared on request of potential employers in the last three years
- 5.3.2. The proportion of graduation thesis projects prepared as part of start-up projects in the last three years
- 5.3.3. The proportion of employers who believe that the graduates' competencies meet the professional requirements in the field of the EP
- 5.3.4. The proportion of employers who are satisfied with the quality of graduates' training