National Centre for Public Accreditation
Higher Education Evaluation Center of the Ministry of Education of the People's Republic of China

REPORT

ON EXTERNAL REVIEW

of the cluster of educational programmes

«Pedagogical Education» (44.04.01),
«Psychological and Pedagogical Education»
(44.03.02, 44.04.02),
further education programmes
«Pedagogy and Psychology of Preschool Education»,
«Pedagogical Education: Elementary School Teacher»

delivered by Kozma Minin Nizhny Novgorod State Pedagogical University

Nizhny Novgorod, 2019

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The Chair
of the Review Panel Prof. Gao Xiangping

Nizhny Novgorod, 2019

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INTRODUCTION

External review of the cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» delivered by the Federal State Budgetary Educational Institution of Higher Education «Kozma Minin Nizhny Novgorod State Pedagogical University» (hereinafter – Minin University) was conducted on April 16-18, 2019 and included the analysis of self-evaluation report (which comprises 58 pages and 7 annexes), site visit and preparation of the present report. The University, Faculty of Psychology and Pedagogy (N. Demidova, Dean), the Departments (E. Ilaltdinova, N. Belinova, E. Kochneva) and the Institute of Lifelong Learning (S. Sotkina) carried out huge work on preparation of documents for the accreditation of educational programmes.

The Panel held meetings with students, teachers, graduates, staff of the Dean's Office and Rector's Office of Minin University, questioned the management, teachers, students and graduates on the quality of training and received the answers.

The main goal of the external review is to determine the correspondence of the reviewed cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» delivered by Minin University to standards and criteria of public accreditation, which are developed by the National Centre for Public Accreditation (hereinafter - NCPA) together with the Higher Education Evaluation Center of the Ministry of Education (hereinafter - HEEC) and determined in compliance with the European Standards of Quality Assurance in Education ESG-ENQA.

The Final Report is the reason for decision of the National Accreditation Board and HEEC Accreditation Board on public accreditation of the study programmes in compliance with standards and criteria of NCPA and HEEC.

1. CONTEXT AND MAIN STAGES OF THE REVIEW

1.1 Terms of Reference

According to item 1, 3 article 96 of the Federal Law of the Russian Federation of December 29, 2012 N.273-FZ "On education in the Russian Federation" organizations, which implement educational activities, may apply for public accreditation in various national, foreign and international institutions; employers, employer associations and designated organizations have the right to conduct public accreditation of professional educational programmes, which are delivered by an educational institution.

In order to conduct international public accreditation of the cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» Minin University applied to NCPA,

which operates on the national level and is recognized by leading international organizations of quality assurance in higher education.

1.2 Composition of the Review Panel

The international experts were nominated by the Higher Education Evaluation Center of the Ministry of Education upon NCPA's request.

The Russian expert was nominated by the Guild of Experts in Higher Education.

The employer representative was nominated by the institution «C «DIVO».

The representative of the students' community was suggested by Nizhny Novgorod State University of Architecture and Civil Engineering.

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

The Review Panel included five international and national experts:

- **Gao Xiangping** - Ph.D., Professor, Director of the Academic Affairs Department, Shanghai Normal University — Review Chair, foreign expert;
- **Larisa Kobrina** - Doctor of Pedagogical Sciences, Professor, Vice-Rector for Research, Pushkin Leningrad State University — Deputy Review Chair, Russian expert;
- **Wang Hong** - Ph.D., Professor, Executive Deputy Minister of Teacher Education, South China Normal University — Panel member, foreign expert;
- **Irina Demina** - Director of the private preschool institution "DIVO" — Panel member, representative of professional community;
- **Aleksander Okomelkov** - 1st year PhD student of the Faculty of engineering and construction, "Nizhny Novgorod State University of Architecture and Civil Engineering" — Panel member, representative of students.

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 within the framework of evaluation.

The participation of the Russian representatives of the higher education system gave an opportunity to analyze the activity of the programmes under evaluation in the context of the 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 the public accreditation is improving quality of education and forming quality culture in educational institutions, discovering best practices in continuous enhancing the educational quality and public information on educational institutions in accordance with the European educational quality standards.

The main goal of the peer review is to determine the correspondence of the reviewed cluster of the educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» delivered by

Minin University to standards and criteria of public accreditation, which are developed by NCPA together with HEEC and determined in compliance with the European Standards of Quality Assurance in Education ESG-ENQA; and to develop recommendations 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

Minin University was responsible for conducting the self-evaluation procedure, developing and timely submitting of the self-evaluation report to NCPA.

According to the "Guidelines on Self-evaluation of Educational Programmes", which were developed by NCPA, the self-evaluation report is written on 58 pages and includes: introduction, findings, conclusions, seven annexes. The self-evaluation procedure was conducted on the basis of SWOT-analysis according to every standard of NCPA.

According to the review schedule the self-evaluation report of the cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» was submitted to NCPA 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 about the reviewed educational programmes on compliance with the NCPA and HEEC standards and criteria on accreditation and with the European standards of education quality.

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. It provided the experts with an opportunity to form a preliminary opinion.

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

1. Irrelevant abstractedness, lack of specific information on the issues of the review in accordance with the quality standards.

2. Insufficient information (lack of a full list of normative acts regulating implementation of the educational process).

3. Information on the cultural and educational environment is not fully disclosed.

According to NCPA's and HEEC's standards and criteria of accreditation the preliminary assessment of the cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» may be defined as «full compliance».

1.4.2 Site-visit

The review panel visited Minin University on April 16-18, 2019 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 and criteria of NCPA and HEEC developed in accordance with the European standards of education quality assurance.

The time line and the agenda of the site-visit were determined by NCPA and HEEC and approved by the administration of Minin University and the members of the review panel.

During the site-visit the review board members conducted a number of meetings and interviews with:

1. The University administration and people responsible for accreditation.
2. Dena and Heads of structural subdivisions.
3. Heads of Departments.
4. Graduates.
5. Teachers.
6. Students.
7. Employers.

The Chair of the review panel managed the panel's work.

The panel considers that the self-evaluation report, which was presented by Minin University, provided the experts with an opportunity to form an integral view on specific features of implementation of the reviewed cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher».

The studied documents and the interviewed persons, visits to the Departments, library and laboratories provided the review panel members with sufficient information about the cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher».

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

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

The executive staff of Minin University provided the administrative support, which included arrangement of meetings and interviews, provision with working space, computers with an access to the Internet, necessary research, academic and methodological documents.

During the site-visit the review panel members requested additional documents.

On the last day of the site-visit the Chair of the review panel presented an oral report on the general conclusions to the administration, Faculty Dean, Heads of Departments, staff and students of Minin University.

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 of Minin University the review panel submitted the Report on the results of the external review of the cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» delivered by the educational institution.

The draft report of 25 pages excluding Annexes was developed by the Chair of the Review Panel, approved by other Review panel members and submitted to the National Centre for Public Accreditation. Then the Report was mailed to the University's administration for making factual amendments.

2. DESCRIPTION OF THE STUDY PROGRAMME

The educational programmes under evaluation are delivered by Minin University, which is the Federal State Budgetary Educational Institution of Higher Education and has a license of the Federal Service for Supervision in Education and Science to carry out educational activities. The founder of Minin University is the Ministry of Science and Higher Education of the Russian Federation. The University actively participates in innovation processes on the federal and regional levels; it was a participant of the federal project «Modernization of Pedagogical Education» (2014-2017) and was highly evaluated by the founder. About 9000 students study at 6 faculties. There are 22 field of study of higher education and 1 field of study of secondary vocational education. There are also 12 fields of study of postgraduate education. The Head of the Faculty of Psychology and Pedagogy is Natalia Demidova, Doctor of Pedagogical Sciences, Associate Professor. The Faculty Council is a decision-making body. The Faculty was established on the basis of the Psychological and Pedagogical Faculty; it comprises 4 Departments, delivers four fields of study for Bachelors and Masters and graduates hundreds of experts which are in demand in educational institutions, institutions of social protection, commercial centres and services that help children and families, and institutions for support of personal and professional development of people. The educational activities are carried out on the basis of the Federal Law of the Russian Federation of 29.12.2012 №273-ФЗ «On Education in the Russian Federation», state license and certificate of the Federal Service for Supervision in Education and Science, Federal State Educational Standards of Higher Education, professional standards, the Statutes of the University and developed guidelines on certain activities of the University. The documents of the graduate Departments and the Institute of Lifelong Learning are developed in accordance with the file register approved by the Academic Council of the University and Rector's orders. The Department of Psychology and Pedagogy of Preschool and Primary Education delivers the educational programmes «Psychological and Pedagogical Education» (44.03.02, 44.04.02) and professional retraining programmes, the Department of General and Social Pedagogy delivers the programme «Pedagogical Education» (44.04.01), the Department of Practical Psychology delivers the programme «Psychological and Pedagogical Education» (44.04.02).

Highly qualified teachers (academic degree holders rate is 80%) and employers deliver the educational programmes under accreditation. Material and technical resources of the educational programmes correspond to their content. The research environment is represented by the laboratory facilities of Minin University, clinical facilities for practical training, testing sites, regional innovation platform, resource training centre for support of handicapped and disabled people.

All the educational programmes mentioned above correspond to modern requirements of science and education as well as to the competences that a student shall receive during the educational process. The educational programmes correspond to the expectations of employers from institutions of preschool and primary education, research sphere, who noted that the programmes promote development of an independent creative person. The educational programmes contain full information about the disciplines, programmes of courses, study materials, corresponding electronic resources,

credit transfer, procedures of interim control and graduation theses. The educational programmes were developed with the account of modern and future demands of the region, industrial and research partners of the University – prospective employers, opinions of teachers and students. The educational programmes are delivered in a well-equipped university complex that has all the conditions for studies, leisure, sport and cultural development of students. There are necessary conditions for people with health limitations.

3. FINDINGS

3.1 Standard 1. Policy (goals, development strategy) and quality assurance procedures of a study programme

Compliance with the standard: ***full compliance***

Table 1 – Criteria to Standard 1

№	Subject of Evaluation	Mark
1.	Availability of a documented inner quality assurance system providing continuous enhancement of quality in accordance with the developmental strategy of the educational institution	A
2.	Participation of all stakeholders (administration, teaching staff, students, employers, employer associations, branch ministries and departments – key partners in employment of graduates) in developing and implementing a quality assurance policy through relevant structures and processes	B
3.	Participation of all structural units of an educational institution in quality assurance processes and procedures	A

Analysis of the educational programmes' compliance with the standard:

The internal system of education quality assurance provides continuous improvement of quality at Minin University in accordance with the development strategy; it is regulated by strategic and normative documents of the University and the documents of the system of quality management. The project «MS: International Standard» is aimed at support and improvement of quality of pedagogical education.

The Centre of Education Quality Management regularly assess activities of the teachers, carries out ranking of students and monitor satisfaction of students with the educational process. The system of internal independent assessment of education quality is ensured by regulatory documents that provide systematic participation of all University subdivisions in the processes and procedures of the internal system of quality assurance.

Achievements:

1. The University has close ties with the region. The educational institution develops and delivers social programmes; it participates in the national project «Education»; it is also the main provider of the teaching staff in the region.

2. Every year the University makes public reports on the strategy implementation that allow all stakeholders to participate in the discussion of the obtained results and planning of further activities.

3. Systematic and continuous maintenance of high quality of the study programmes is in place. The University carries out the projects that are aimed at support of teachers' activities in the educational process, as well as the projects that provide effective development of students. The content of education is improved.

4. The University subdivisions are involved in the procedures of assessment and support of quality of the educational process. The internal system of quality assurance is formed. The activities of the teachers and students are assessed. Monitoring of satisfaction of students, teachers and employers is carried out.

Recommendations:

1. The content of the educational programmes should include issues of preservation and translation of traditional national pedagogical culture, ethics and preservation of national identity.

2. The system of translation and continuity of the best practices on formation of the internal quality system at the University should be formed.

3.2 Standard 2. Design and approval of programmes

Compliance with the standard: ***full compliance***

Table 2 – Criteria to Standard 2

№	Subject of Evaluation	Mark
1.	Availability and accessibility of clearly defined, documented, approved and published goals and objectives of a study programme and expected learning outcomes and their correspondence to the mission and goals and objectives of the educational institution	A
2.	Availability of procedures for design, approval and revision of a study programme (including expected learning outcomes) with the account of the development of science and industry, and also with the consideration of stakeholder opinions (administration, teaching staff, students, employers)	A
3.	Consideration of the requirements of professional standards (if available), of labour market, of national qualification framework descriptors in the study programme	B

Analysis of the educational programmes' compliance with the standard:

The educational programmes in the fields of study «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02) and further education programmes «Pedagogics and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» are up-to-date, reflect modern tendencies in education and are oriented at modern pedagogical technologies. The programmes correspond to the University mission.

During the meetings it was noted that the programmes correspond to the demands of employers, teachers and students. The programmes are oriented at professional standards. The procedure of development of the study programme provides for correspondence of the Federal State Education Standard and professional standard.

Achievements:

1. The procedures of development, evaluation and correction of programmes during the whole period of their delivery are regulated; employers are members of the expert board at the University; changes in the study programmes are discussed at the meetings.

2. The results of evaluation of quality of the educational programmes are taken into account in the procedures of their improvement. The service for consideration of profitability of the educational programme is developed and helps to maintain and predict economic viability of the programme.

3. The information on the study programmes is available on the University website.

Recommendations:

1. The work on forming the system of management of the life cycle of the educational programmes should be continued with the account of new standards.

3.3 Standard 3. Student-centred learning, teaching and assessment

Compliance with the standard: ***full compliance***

Table 3 – Criteria to Standard 3

№	Subject of Evaluation	Mark
1.	Consideration of needs of diverse groups of students and a possibility to create individual learning paths	B
2.	Use of methods encouraging students to take an active part in creating the learning process	A
3.	Use of clearly defined criteria and objective assessment procedures of learning outcomes/ competences of students corresponding to the expected learning outcomes, goals of the study programme and their purpose (diagnostic, formative or summative assessment)	B
4.	Information about the study programme, criteria and procedures for assessment of learning outcomes/competencies, about examinations, tests and other types of control.	A
5.	Use of procedures of independent assessment of learning outcomes	A
6.	Availability and effectiveness of appeals procedure and procedures for dealing with students complaints	A

Analysis of the educational programmes' compliance with the standard:

The cluster of the educational programmes in the fields of study «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02) and further education programmes «Pedagogics and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» meet the demands of students and provide necessary theoretical and practical training. The students have an opportunity to form the individual learning paths and to get complementary competences in the system of further education.

The criteria on evaluation of students' learning are regulated by the normative documents of Minin University.

Achievements:

1. Interactive methods of teaching are used in the educational process: projects, «educational events», discussions.
2. The students know the procedures of evaluation; they work according to the rating plans and actively cooperate with the teachers in the electronic educational environment.
3. The educational institution supports joint research developments of teachers and students: participation of students in grant competitions, publication of articles of different levels.

Recommendations:

1. The forms of external independent evaluation of students should be extended (procedures of external independent evaluation, external review, etc.).

3.4 Standard 4. Student admission, support of academic achievements and graduation

Compliance with the standard: ***full compliance***

Table 4 - Criteria to Standard 4

№	Subject of Evaluation	Mark
1.	Systematic carrier guidance work targeted at the recruiting and selection of applicants should be in place	A
2.	Availability and effectiveness of rules and regulations for admission, transfer of students from other educational institutions, recognition of qualifications, periods of study and prior learning	A
3.	Systematic work to support students' progression	A
4.	Recognition of higher education qualifications obtained in the RF and abroad (Diploma Supplement)	B
5.	Participation of students in mobility programmes	A

Analysis of the educational programmes' compliance with the standard:

Systematic career guidance work is carried out and is aimed at the selection of talented and motivated applicants; various training events and competitions are held for pupils; the University website has a regularly renewed section for applicants; the Doors Open Days of the faculties are regularly held; the project of the electronic Doors Open Day and the virtual online excursion at the University are implemented on the website. Pupils have an opportunity to visit the University facilities during various events (Olympiads, competitions, courses, etc.).

The programme of support of academic mobility of students and the system of support of academic achievements of students are carried out.

Achievements:

1. There is the «Calculator EGE» on the website that helps applicants to get their direction of study when applying to the University. The website is oriented at applicants and gives full information on the educational institution.
2. There are programmes of early employability of students (facilities for practical training, «teams of changes») and the programmes for helping students in their profession (post-degree support).
3. The electronic environment is developed and reflects academic achievements of students («Electronic Portfolio»).

Recommendations:

1. The work on enhancing international cooperation and academic mobility of students should be continued.
2. The work on recognition of the document on education in the country and abroad (DiplomaSupplement) should be continued. The students should be informed about recognition of the diploma abroad.
3. The directions of joint participation of Russian and foreign students in the events of different levels should be extended.

3.5 Standard 5. Teaching staff

Compliance with the standard: ***full compliance***

Table 5 - Criteria to Standard 5

№	Subject of Evaluation	Mark
1.	Qualification and competence of the teaching staff : – Academic degrees and titles; – Industry and state awards and prizes; – Practical experience; – Published text books, handbooks and methodological guidebooks	A
2.	Relevance of specialists, degrees and titles and /or practical experience to the profile of the study programme	A
3.	Research activity of the teaching staff, implementation of research results in the academic process	A
4.	Use of innovative teaching methods and advanced technologies	A
5.	Visiting lecturers from other educational institutions including those from abroad	B
6.	Participation of the teachers in joint international projects, internships abroad, academic mobility programmes	B
7.	A system of financial and non-financial incentives for teachers	A
8.	Availability and use of clear, transparent and objective criteria for: – Hiring staff including teachers from foreign educational institutions, assignment to positions, promotion, dismissal; – Dismissal of teachers with low level of professional competency	B
9.	A system for career development and professional advancement for teachers	A

Analysis of the educational programmes' compliance with the standard:

The teaching staff of the programmes under accreditation comprises highly qualified teachers with academic degrees and titles. Among the employers who are involved in the implementation of the Bachelor and Master study programmes are school heard masters, heads of kindergartens, heads of the institutions of further education, representatives of the Ministry of Education, Science and Youth Policy of Nizhegorodskaya Oblast. The procedures of hiring staff and competitive selection for staff positions in Minin University guarantee that all teachers have adequate qualifications. The University supports research activities of the teachers and considers their achievements in this sphere through the point ranking system of assessment of their work.

Achievements:

1. The teaching process in the main professional educational programmes of higher education is provided with highly qualified staff, who carry out teaching alongside research.
2. The incentive system is based on the ranking assessment of the teachers' professional activity correlated with the key performance indicators of the University.
3. During the interviews the teachers mentioned the corporative spirit and general and professional culture of the staff.

Recommendations:

1. International academic exchange of students and teachers should be enhanced.
2. It is recommended that foreign specialists should be more actively involved in the delivery of the study programmes.

3.6 Standard 6. Learning resources and student support

Compliance with the standard: ***full compliance***

Table 6 - Criteria to Standard 6

№	Subject of Evaluation	Mark
1.	Provision of the study programme with material and technical recourses in accordance with the requirements of the curriculum (modern tools, equipment, computers, classrooms, laboratories)	A
2.	Availability of up-to-date library and information resources including those for independent study and research work	A
3.	Availability of infrastructure to ensure access to quality education to students with different opportunities and of different age, and to provide the development of social and educational component of the academic process	B
4.	The system of feedback on the satisfaction with conditions and organization of the study process should be in place	A
5.	Availability of accessible information about opportunities for student mobility and its support system	B

Analysis of the educational programmes' compliance with the standard:

The academic process is provided with adequate and sufficient learning and teaching materials and material and technical resources. The Minin University library has a very important place in the educational, research and innovation activity of the HEI. The rare books fund contains unique copies. Electronic education environment has been established.

The Minin University has a developed infrastructure which provides access to quality education for students with different educational needs: organizational and informational support of the academic process, educational and socio-cultural activity, support of career development, health care, sports, accommodation and catering.

There is student self governing and volunteer groups.

Achievements:

1. Developed system of student self-governing.
2. Extra curricula activities are oriented towards their chosen profession (volunteer projects, social projects, pedagogic squads).
3. Availability of partner organization resources (clinic bases for work placement, etc.).
4. Special areas for independent work of students have been created. Up-to-date ways of working with library resources are being developed.
5. The HEI coordinates the activities of the regional resource centre for persons with special medical needs, maintains the portal for inclusive education.

Recommendations:

1. It is necessary to increase the number of places in the dormitories for foreign students.
2. Measures should be undertaken for creating a better infrastructure for special needs students.
3. The work on establishing a new educational ecosystem and innovation educational environment should continue in order to make a better use of up-to-date methods and ways of teaching.
4. A system for receiving feedback from graduates should be developed to monitor their progress in the chosen profession.

3.7 Standard 7. Collection, analysis and use of information for managing the educational institution

Compliance with the standard: ***full compliance***

Table 7 - Criteria to Standard 7

№	Subject of Evaluation	Mark
1.	Availability and effectiveness of the system for collecting and monitoring information about the study programme	A
2.	Participation of students and staff of the educational institution in collecting and analyzing information for managing the study programme	B
3.	The educational institution should have in place a unified effective information system on the basis of modern information technologies for managing the study programme	A

Analysis of the educational programmes' compliance with the standard:

The University has a well developed system for collecting and analyzing information necessary for developing and updating the study programmes. The main methods of obtaining information are: statistics data analysis, internal monitoring data, data on quality assessment of activities of teachers and students with their subsequent analysis (ranking); data on graduates' employment. All assessment procedures and monitoring are presented in the form of reports. The procedure of collecting feedback is regulated by the normative documents which rule the life cycle of the educational programme. Stakeholders are surveyed annually and statistical information is collected as soon as it becomes available. The students participate in regular surveys and questionnaires; their opinion is taken into account in the process of developing and improving the study programmes. The electronic environment of the educational institution supports the whole cycle of the educational programme: from registering applicants to their graduation from Minin University.

Achievements:

1. The HEI has in place a multi-functional centre which deals with issuing various documents. The centre uses a "single window" system to address the teachers' and students' queries.
2. There is a system for collecting information on the implementation of study programmes.
3. A project office has been established in order to improve the programme management.

Recommendations:

1. It is recommended that a board of trustees be established, which should involve the key employers, representatives of the local authorities and social partners.
2. The work on the development of the regional cluster should be continued.

3.8 Standard 8. Public information

Compliance with the standard: ***full compliance***

Table 8 - Criteria to Standard 8

№	Subject of Evaluation	Mark
1.	Effective use of the official website of the study programme for its quality enhancement	A
2.	Publication of complete and accurate information on the study programme and its achievements on the official website of the educational institution and mass media	A
3.	Publication of objective data on the employability of graduates	B
4.	Integration in the environment, interaction of the educational institution with different professional associations and other organization including those from abroad	B

Analysis of the educational programmes' compliance with the standard:

The official website of Minin University is the major source of information. The website has the version for visually impaired persons as well as versions in English, Spanish and Chinese languages. In the framework of the Internet-Award EAPU-2017 the website of Minin University was awarded the best university website in Russia and CIS countries. The information provided on the website is unbiased, accurate and regularly updated.

Minin University has in place special services, which provide information support of the University's activities and maintain cooperation with foreign partners.

Achievements:

1. The University website www.mininuniver.ru is content-rich and up-to-date.
2. Minin University is the center of the regional cluster of HEIs, and it supports a number of professional associations.
3. Minin University plays an important role in the region, implements the "Education" national project, develops and implements regional projects.

Recommendations:

1. It is recommended to publish more information on the activities of the regional cluster on the University website.
2. It is recommended to continue providing post-graduate support of Minin University graduates.

3.9 Standard 9. On-going monitoring and periodic review of programmes

Compliance with the standard: ***substantial compliance***

Table 9 - Criteria to Standard 9

№	Subject of Evaluation	Mark
1.	Documented procedures of monitoring and periodic review of study programmes should be in place	A
2.	Availability of a feedback mechanism for students, employers, branch ministries and departments (key stakeholders in employment) in the process of monitoring and periodic review of a study programme	B
3.	Effectiveness of procedures for monitoring and periodic review of a study programme (enhancement of programmes)	B

Analysis of the educational programmes' compliance with the standard:

Study programmes are annually revised. All changes and amendments are properly documented and introduced upon the Rector's approval. All changes and amendments are published on the official website of the University. There is also a well-established mechanism of cooperation between the University and employers. Their feedback is taken into consideration in study programme design. Every year the University prepares a report on its activities and makes it available to the general public and stakeholders. The University hosts research and methodological conferences, round table discussions, project sessions. As a result of on-going monitoring and periodic review the study programmes are regularly revised and updated.

Achievements:

1. There is well-established feedback mechanism between the participants of the educational process (meetings with students, project sessions, discussions).
2. The study programmes are reviewed in compliance with the standards, legional demand, national and global tendencies.
3. There are mechanisms at the University, which help take into account students' interests and demands. One of such mechanism is the academic course "Strategies of personal development". Students are also granted the opportunity to develop new competencies.

Recommendations:

1. It is recommended extend the involvement of students and employers in study programmes design.

3.10 Standard 10. Cyclical external quality assurance of study programmes

Compliance with the standard: ***full compliance***

Table 10 - Criteria to Standard 10

№	Subject of Evaluation	Mark
1.	Periodic review of a study programme	A
2.	Availability of a corrective actions programme to follow up the results of external evaluation of study programmes	A
3.	Consideration of the results of previous procedures of external evaluation when conducting subsequent external procedures	A

Analysis of the educational programmes' compliance with the standard:

Minin University participates in the procedures of external quality assurance of its study programmes. These procedures include annual monitoring of HEIs' effectiveness, self-evaluation, state accreditation, professional-public accreditation. The University emphasizes the importance of external assessment procedures implemented by the national and international ranking agencies.

Achievements:

1. Minin University publishes annual reports, which ensure the independent assessment of the University's activity.
2. Project management makes it possible to plan the activities of the University, pace the timing and intensity of its development taking into consideration the existing progress.
3. Corrective actions are implemented as a result of every assessment.

Recommendations:

1. It is recommended to continue promoting Minin University in national and international rankings.

4. 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 that:

1. The content of the educational programmes should include issues of preservation and translation of traditional national pedagogical culture, ethics and preservation of national identity.
2. The system of translation and continuity of the best practices on formation of the internal quality system at the University should be formed.
3. The work on forming the system of management of the life cycle of the educational programmes should be continued with the account of new standards.
4. The forms of external independent evaluation of students should be extended (procedures of external independent evaluation, external review, etc.).
5. The work on enhancing international cooperation and academic mobility of students should be continued.
6. The work on recognition of the document on education in the country and abroad (DiplomaSupplement) should be continued. The students should be informed about recognition of the diploma abroad.
7. The directions of joint participation of Russian and foreign students in the events of different levels should be extended.
8. International academic exchange of students and teachers should be enhanced.
9. It is recommended that foreign specialists should be more actively involved in the delivery of the study programmes.
10. It is necessary to increase the number of places in the dormitories for foreign students.
11. Measures should be undertaken for creating a better infrastructure for special needs students.
12. The work on establishing a new educational ecosystem and innovation educational environment should continue in order to make a better use of up-to-date methods and ways of teaching.
13. A system for receiving feedback from graduates should be developed to monitor their progress in the chosen profession.
14. It is recommended that a board of trustees be established, which should involve the key employers, representatives of the local authorities and social partners.
15. The work on the development of the regional cluster should be continued.
16. It is recommended to publish more information on the activities of the regional cluster on the University website.
17. It is recommended to continue providing post-graduate support of Minin University graduates.
18. It is recommended extend the involvement of students and employers in study programmes design.
19. It is recommended to continue promoting Minin University in national and international rankings.

5. CONCLUSION

Based on the self-evaluation report analysis, documents and data submitted the External Review Panel has come to the conclusion that the cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» **fully complies** with the standards and criteria of public accreditation of the National Centre for Public Accreditation.

The Panel recommends that the National Accreditation Board accredit the cluster of educational programmes «Pedagogical Education» (44.04.01), «Psychological and Pedagogical Education» (44.03.02, 44.04.02), further education programmes «Pedagogy and Psychology of Preschool Education», «Pedagogical Education: Elementary School Teacher» delivered by Minin University for **the period of six years**.

ANNEX A

SCHEDULE OF THE SITE VISIT OF THE EXTERNAL REVIEW PANEL

Time	Activity	Participants	Venue
April 16, Tuesday			
8.30	Arrival at the University		1, Ulianova Str.
08.30 — 10.30	First meeting of the External Review Panel		Room 330, 1, Ulianova Str.
10.30 — 11.30	**Meeting of the ERP with the University administration and people responsible for accreditation**	Rector, Vice-Rectors, people responsible for accreditation, ERP	Conference hall (Room 209), 1, Ulianova Str.
11.30 — 13.00	Tour of the University (visiting classrooms, library, etc.)	ERP	1, Ulianova
13.00 — 14.00	Lunch		University café, 1, Ulianova Str.
14.00 — 15.00	**Meeting with Dean, Deputy Dean and Heads of structural subdivisions**	Dean, Deputy Deans, ERP	Room 427, 1, Ulianova Str.
15.00 — 15.30	Work with documents	ERP	Room 330, 1, Ulianova Str.
15.30 — 16.30	**Meeting with Heads of Departments, Deputy Heads**	Heads of Departments, Deputy Heads, ERP	Room 427, 1, Ulianova Str.
16.30 — 17.00	Internal meeting of the Panel	ERP	Room 330, 1, Ulianova Str.
17.00 — 18.00	**Meeting with representatives of professional community**	Employers, ERP	Room 427, 1, Ulianova Str.
18.00 — 18.30	Internal meeting of the Panel	ERP	Room 330, 1, Ulianova Str.

Time	Activity	Participants	Venue
April 17, Wednesday			
9.45	Arrival at the University		1, Ulianova Str.
10.00 — 11.00	**Meeting with teachers**	Teachers, ERP	Room 427, 1, Ulianova Str.
11.00 — 11.30	Internal meeting of the Panel	ERP	Room 330, 1, Ulianova Str.
11.30 — 12.30	**Meeting with students**	Students, ERP	Room 427, 1, Ulianova Str.
12.30 — 13.00	Internal meeting of the Panel	ERP	Room 330, 1, Ulianova Str.
13.00 — 14.00	Lunch		University café, 1, Ulianova Str.
14.00 — 15.00	**Meeting with students (further education programmes)**	Students, ERP	Room 427, 1, Ulianova Str.
15.00 — 15.30	Work with documents/ attending classes (optional)	ERP	Room 330, 1, Ulianova Str.
15.30 — 16.30	**Meeting with graduates**	Graduates, ERP	Room 427, 1, Ulianova Str.
16.30 — 18.00	Work with documents	ERP	Room 330, 1, Ulianova Str.
April 18, Thursday			
8.45	Arrival at the University		1, Ulianova Str.
09.00 — 12.00	Internal meeting of the Panel: discussion of preliminary results of the site visit, preparation of the oral report of the panel	ERP	Room 330, 1, Ulianova Str.
12.00 — 13.00	**Closing meeting of the External Review Panel with the representatives of the University**	ERP, University administration, Heads of the Graduate Departments, teachers	Conference hall (Room 209), 1, Ulianova Str.
13.00 — 14.00	Lunch		University café, 1, Ulianova Str.
	Departure		

ANNEX B

THE SCALE OF ASSESSMENT PARAMETERS OF A STUDY PROGRAMME

№	Standards	Assessment of the study programme			
		Full compliance	Substantial compliance	Partial compliance (needs improvement)	Non-compliance
1.	Policy (goals, development strategy) and quality assurance procedures of a study programme	*			
2.	Design and approval of programmes	*			
3.	Student-centred learning, teaching and assessment	*			
4.	Student admission, support of academic achievements and graduation	*			
5.	Teaching staff	*			
6.	Learning resources and student support	*			
7.	Collection, analysis and use of information for managing the educational institution	*			
8.	Public information	*			
9.	On-going monitoring and periodic review of programmes		*		
10.	Cyclical external quality assurance of study programmes	*			