

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION
OF HIGHER EDUCATION
«MININ NIZHNY NOVGOROD STATE PEDAGOGICAL UNIVERSITY»
FACULTY OF PSYCHOLOGY AND PEDAGOGY



APPROVED

Rector of Minin University

A.A.Fedorov

(signature)

" 01 " March 20 19 .

SELF-EVALUATION REPORT
OF THE CLUSTER OF EDUCATIONAL PROGRAMMES
IN THE FIELDS OF STUDY:

«Psychological and Pedagogical Education»
(44.03.02, 44.04.02),
«Pedagogical Education» (04.04.01)

Dean of the Faculty of Psychology and
Pedagogy

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Nizhny Novgorod, 2019

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INTRODUCTION

Nowadays the importance of the quality of training is increasing due to the modernization of the national education system. The purpose of this report is to estimate the compliance of the cluster of educational programmes in the fields of study "Psychological and Pedagogical Education" (44.03.02, 44.04.02), "Pedagogical Education" (44.04.01) and professional retraining programmes of Psychological and Pedagogical Education of the Federal State Budgetary Educational Institution of Higher Education "Minin Nizhny Novgorod State Pedagogical University" with the requirements of the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) of the European Association for Quality Assurance in Higher Education (ENQA) in the following spheres:

- policy and strategy of education quality assurance;
- system of development, approval, monitoring and improvement of the educational programmes;
- process of admission, training, assessment and recognition of students' achievements;
- faculty competence;
- sufficiency and availability of educational resources and student support system;
- information management system; informing the public about the education quality;
- internal and external monitoring procedures of the educational programmes.

Self-evaluation is a necessary preliminary stage of an external expertise of the educational programmes. Its purpose is to estimate the compliance of the quality of training of the graduates of the accredited educational programmes with the standards and criteria of the international professional and public accreditation of the National Centre for Public Accreditation.

The content, level and quality of training of graduates, the content of the accredited educational programmes and the conditions of their implementation are analysed, the strengths and weaknesses of educational activities are identified, the dynamics of the development of the educational programmes, the state of the building infrastructure, equipment and facilities and the compliance of the quality of training of graduates with the requirements of the Federal State Educational Standard of Higher Education are assessed in this self-evaluation report.

I GENERAL INFORMATION

Federal State Budgetary Educational Institution of Higher Education "Minin Nizhny Novgorod State Pedagogical University" (hereinafter referred to as Minin University, the University) is licenced by the Federal Service for Supervision in Education and Science to provide educational services as to implement various educational programmes of different types of education, levels of education, professions, specialties, fields of study and types of further education.

The founder of Minin University is the Russian Federation in the name of Ministry of Science and Higher Education. The documents constituting the organizational and legal framework for Minin University's activities and implementation of the educational programmes are presented on the university website (<https://mininuniver.ru/sveden/document>).

Minin University was founded in 1911 as Nizhny Novgorod Teacher Institute. In 2011 the university was named after Kozma Minin by a decree of the Government of the Nizhny Novgorod region. The detailed information is available at <https://mininuniver.ru/about/history>.

The general management of Minin University is entrusted to the Academic Council.

The rector of Minin University is Alexander Fedorov, Doctor of Philosophical Sciences, Professor.

Minin University takes an active part in innovation processes at the federal and regional levels. It was a participant in the federal project "Modernization of teacher education" (2014-2017), which was highly appreciated by the founder. The rector of Minin University is a member of the Federal Educational and Methodical Association for Pedagogical Education and a member of the expert group of the national project "Education".

Six faculties conduct Minin University's educational activities; they educate about 9,000 students in 22 fields of higher education and 1 specialty of secondary professional education. The university also provides training for scientific teaching personnel in 12 areas of postgraduate education.

The structure of Minin University is presented at <https://mininuniver.ru/about/guide>.

The Faculty of Psychology and Pedagogy, implementing accredited educational programmes in fields of study 44.03.02 "Psychological and Pedagogical Education" (baccalaureate level), 44.04.01 "Pedagogical Education" (master's programme) and 44.04.02 "Psychological and Pedagogical Education" (master's programme), is headed by Natalia Demidova, Doctor of Pedagogical Sciences, associate professor. The governing body is the Faculty council.

The Faculty of Psychology and Pedagogy was organized on the basis of the Psychological and Pedagogical Faculty, unites 4 departments, implements eighteen bachelor and master's degree programmes. Hundreds of professionals, which are in demand in educational institutions, social care organisations, as well as in private centres and services providing help to children and families or / and supporting individual and professional development of a person, graduate every year (<https://mininuniver.ru/training/psychology-pedagogy>).

Minin University educational activity is carried out on the basis of the Federal Law "On Education in the Russian Federation" № 273-FZ dated December 29, 2012, the state license and certificate of state accreditation issued by the Federal Service for Supervision in Education and Science, Federal State Educational Standards of Higher Education, Professional Standard of a Teacher, the Charter of the Federal State Budgetary Educational Institution of Higher Education "Minin Nizhny Novgorod State Pedagogical University" and Minin University legal documents defining certain aspects of its activities. All work documents of the faculty departments and the Institute for Lifelong Learning are compiled in accordance with the nomenclature approved by the Minin University Academic Council and confirmed by the rector.

The Department of Psychology and Pedagogy of Preschool and Primary Education, which is headed by Natalia Belinova, Candidate of Pedagogical Sciences, associate professor, is responsible for the educational programmes in the fields of study 44.03.02 and 44.04.02 "Psychological and Pedagogical Education" and professional retraining programmes (<https://mininuniver.ru/training/psychology-pedagogy/preschool-primary-education>); the Department of General and Social Pedagogy, headed by Elena Ilaltdinova, Doctor of Pedagogical Sciences, associate professor, is responsible for the educational programmes in the fields of study 04.04.01 "Pedagogical Education" (<https://mininuniver.ru/training/psychology-pedagogy/general>); the Department of Practical Psychology, headed by Elena Kochneva, Candidate of Psychological Sciences, associate professor (up to the year 2019 – Tatyana Knyazeva, Doctor of Psychological Sciences? Professor, Head of the Regional Department of the Federation Psychologists of Education of Russia) is responsible for the educational programmes in the fields of study 44.04.02 "Psychological and Pedagogical Education" (<https://mininuniver.ru/training/psychology-pedagogy/classical-practical>).

Table 1 – General information on educational institution

Full name of the educational institution	<i>Federal State Budgetary Educational Institution of Higher Education "Minin Nizhny Novgorod State Pedagogical University"</i>
Founders	<i>Russian Federation, Ministry of Science and Higher Education of the Russian Federation</i>
Year of foundation	1911
<i>Current accreditation status</i>	
Location	<i>1 ul. Ulyanova, Nizhny Novgorod, Russian Federation, 603005</i>
Rector	<i>Alexander Fedorov</i>
License	<i>series 90Л01 № 0009429 reg. № 2357 dated 30.08.2016, permanent</i>
State accreditation	<i>Certificate of State Accreditation: series 90A01 No. 002465 reg. № 2342 dated 14.10.2016, valid till 17.01.2020</i>
Number of students	<i>8994, among them: Full-time 4898 Part-time 4096</i>

Table 2 – Information on educational programmes undergoing accreditation

Educational programmes	44.03.02 Psychological and Pedagogical Education, specialization – Psychology and Pedagogy of Preschool Education 44.03.02 Psychological and Pedagogical Education, specialization – Psychology and Pedagogy of Primary Education 04.04.01 Pedagogical Education, specialization – Business Pedagogy 04.04.01 Pedagogical Education, specialization – Educational Innovation 04.04.01 Pedagogical Education, specialization – Design of Educational Environment 04.04.02 Psychological and Pedagogical Education, specialization – Crisis Psychology 04.04.02 Psychological and Pedagogical Education, specialization – Psychological and Educational Development Programmes to Support Primary Education 04.04.02 Psychological and Pedagogical Education, specialization – Psychological and Pedagogical Support of the Development of a Child’s Individuality 04.04.02 Psychological and Pedagogical Education, specialization – Preschool Education Management Psychological and Pedagogical Education, retraining programme – Pedagogy and Psychology of Preschool Education Psychological and Pedagogical Education, retraining programme – Teacher Education: Primary School Teacher
Level of training / standard period of study	Undergraduate programmes / 4 years Master degree programmes / 2 years Professional retraining / 9-10 months
Structural subdivisions (head)	Faculty of Psychology and Pedagogy (Natalia Demidova, Doctor of Pedagogical Sciences, Associate Professor) Institute for Lifelong Learning (Svetlana Sotkina, Candidate of Geographical Sciences, Associate Professor)
Major departments (heads of major departments)	Department of General and Social Pedagogy (Elena Ilaltdinova Doctor of Pedagogical Sciences, Associate Professor) Department of Psychology and Pedagogy of Preschool and Primary Education (Natalia Belinova, Candidate of Pedagogical Sciences, Associate Professor) Department of Practical Psychology (Elena Kochneva, Candidate of Psychological Sciences, Associate Professor) Institute for Lifelong Learning (Svetlana Sotkina, Candidate of Geographical Sciences, Associate Professor)
Date of the site visit	April 16-18, 2019
People responsible for public accreditation of the educational programmes	Ekaterina Sedykh, Candidate of Pedagogical Sciences, Associate Professor, Director of Centre for Education Quality Management Natalia Demidova, Doctor of Pedagogical Sciences, Associate Professor, Dean of the Faculty of Psychology and Pedagogy

Table 3 – Student Enrolment for Programmes (Control Figures)

Educational Programmes	2016	2017	2018
44.03.02 Psychological and Pedagogical Education (undergraduate programme)	50+20 (full-time) 26+40 (part-time) 0+40 (part-time, on the basis of secondary professional education)	50+20 (full-time) 40+40 (part-time) 0+40 (part-time, on the basis of secondary professional education)	48+12 (full-time) 30+50(part-time) 0+40(part-time, on the basis of secondary professional education)

Educational Programmes	2016	2017	2018
44.04.01 Pedagogical Education (master degree programme)	25+4 (full-time)	37+6 (full-time)	37+6 (full-time)
04.04.02 Psychological and Pedagogical Education (master degree programme)	10+2 (full-time) 0+30(part-time)	20+4 (full-time) 0+30(part-time)	35+6 (full-time) 0+30(part-time)

II COMPLIANCE WITH THE STANDARDS OF THE PROFESSIONAL PUBLIC ACCREDITATION OF THE NATIONAL CENTER FOR PUBLIC ACCREDITATION

STANDARD 1. Policies (goals, development strategy) and quality assurance procedures of the educational programmes

Availability of a documented inner quality assurance system providing continuous enhancement of quality in accordance with the developmental strategy of the educational institution

Minin University is one of the leading pedagogical universities in the country and a regional base higher school in the field of pedagogical, pedagogical and psychological, defectological, humanitarian education, education in the fields of culture, art and physical culture.

The mission of Minin University is 'Higher school of Pedagogy: from personal success to national development'

The mission and objectives of Minin University are presented on the university website <https://www.mininuniver.ru/about/strategiya-razvitiya-2023>.

The university has initiated and successfully implemented a development strategy for 2013–2023. The main trends in the university evolution are expressed in 12 strategic initiatives that make up the quality educational platform:

<https://www.mininuniver.ru/about/strategiya-razvitiya-2023>

- step to profession;
- teacher of the future;
- clinical practice centres;
- partnership without boundaries;
- international standard;
- E-learning environment;
- Educational Methodical Association;
- R&D: 1-2-3;
- higher school of social initiatives;
- patronage;
- management accounting;
- HR: personnel quality management.

The mission of the Faculty of Psychology and Pedagogy is the formation of a regional scientific and educational centre for psychological, pedagogical and defectological sciences, education and practice, ensuring the generation of interaction between teachers, students, network partners in accordance with the concept of regional socio-pedagogical cluster development.

Considering the development strategy of the university, the faculty has singled out the leading target areas for its development for the 2018-2023 period:

- formation of a unified scientific and educational environment of psychological, pedagogical and defectological sciences, education and practice for the implementation of an effective system of management of educational programmes;

- integration of digital education patterns in the logistics of the implementation of educational programmes;
- formation of the modern landscape of the scientific and educational environment of the faculty;
- development and implementation of a dynamically sustainable model of the organization of research activities of the teaching staff and the students of the faculty, taking into account network interaction and international cooperation;
- support of fundamental and applied research of scientific schools and their promotion at the federal and international level;
- implementation of the educational concept of the university and the student orientation to professional activities;
- introduction of effective networking mechanisms;
- participation of the faculty in the programmes of international cooperation in the system of academic mobility, joint development and research projects.

The internal quality assurance system that ensures continuous improvement of the education quality at Minin University in accordance with its development strategy is provided by the university's system of strategic and regulatory documents (<https://mininuniver.ru/svedenia/document>) and quality management system.

The project "International standard" is being implemented as part of the strategy. Its goal is to maintain and improve the quality of teacher education (https://www.mininuniver.ru/images/docs/buklet_otchet14.pdf).

Minin University's Centre for Education Quality Management conducts on a regular basis a cyclical assessment of teachers' activities, students' rating and monitors students' satisfaction with the educational process (<https://www.mininuniver.ru/scientific/quality-education/ckmo>).

The system of internal independent assessment of education quality is provided by a complex of regulatory documents that guarantees the systematic participation of all the university departments in the processes and procedures of the internal quality assurance system.

The continuous cycle of improvement of the university activities is ensured by the teacher's and student's rating systems, monitoring of education quality (<https://www.mininuniver.ru/scientific/quality-education/rating>; <https://www.mininuniver.ru/scientific/quality-education/stud-rating>).

The university quality culture is supported by scientific developments and research in this area (<http://book.mininuniver.ru/>), the teachers' participation in seminars and conferences on quality issues.

Four current accreditation experts are working at the university at present. The director of the Centre for Education Quality Management is the assessor of the European Foundation for Quality Management (EFQM).

In the year 2018 the university representatives took part in the international conference "Completing a New Era of Quality Assurance in Higher Education – What Can We Expect from the Future?" held by the Agency for Accreditation of Curriculum Programmes (ASIIN), Berlin, Germany.

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

Minin University regularly holds public reports on the implementation of its strategy, which allows all stakeholders to participate in the discussion of the results of university's activities and planning of future projects (<https://www.mininuniver.ru/about/strategiya-razvitiya-2023>). Employers, educational experts, representatives of the Ministry of Education and other social partners take part in these events.

Stakeholders' opinions are taken into account during the educational programme elaboration.

The Centre for Strategic Planning annually surveys students and teachers about their satisfaction with the educational process, the Centre for Education Quality Management monitors students' satisfaction with the educational process. Survey results are used for making changes to the educational programmes.

Employers' representatives participate in the work of the final state attestation. The chairman of the final state attestation is chosen annually from among the faculty members of other universities or employers.

Regulations on the conduct of the final state attestation for undergraduate and graduate programmes in Minin University are presented on the university website (<https://www.mininuniver.ru/scientific/education/docs/ump>).

The rules and procedures for internal quality control are set by the regulatory documents of Minin University (https://www.mininuniver.ru/attachments/category/31/Положение_о%20системе%20внутренней%20независимой%20оценки%20качества%20образования.pdf).

Participation of all structural units of an educational institution in quality assurance processes and procedures

The University's quality management system covers all structural units of the University. The internal quality guarantees are:

- a unified IBM Notes document management system that controls the delivery and distribution of documents;
- the system of normative regulation of the University activities including regulatory documents on all its main processes (Appendix 2).

The framework for all the structural units is documented; there are unified job descriptions for all categories of academic staff and the University employees.

Nowadays a network for electronic services, integrating the database of the all University units is being developed to improve the quality. The quality of the educational process is supported by the electronic educational environment and educational resources.

The educational process is monitored and guided by services and the University units (Entrant Affairs Committee, Career Guidance Centre, Department of Scientific Research, Academic Office, Multifunctional Centre, and others) (<https://www.mininuniver.ru/about/guide>).

Transparency and objective assessment of students' educational activities are achieved through the University's Learning Management System Moodle (<https://edu.mininuniver.ru/>).

Conclusions on standard 1:

Good practice:

- the documented missions and goals of the educational programmes are successive to the missions and strategies of the University and the faculty and aimed at ensuring the quality of graduate training;
- stakeholders are actively involved in the design and implementation of the quality policy, different methods are used to ensure the quality of the educational process;
- the internal quality system is described in detail, provides continuous quality improvement in accordance with the strategy of the educational organization.

Areas for improvement:

- further improvement of the quality of activities, participation in international communities in the field of quality, the use of the latest assessment and measurement tools are required;
- all stakeholders' more active involvement in the implementation of the quality policy through the mechanism of interaction (Board of Trustees) is needed on a regular basis.

STANDARD 2. Design and approval of programmes

Availability and accessibility of clearly defined, documented, approved and published goals and objectives of a study programme and planned learning achievements and their correspondence to the mission, goals and objectives of the educational institution

The missions of educational programmes are coordinated with the University mission (see Standard 1). The educational programmes and professional retraining programmes are implemented in accordance with the strategy of the University.

Missions of undergraduate programmes are focused on the creation of an integrative educational environment that combines methodological, scientific, theoretical and methodical foundations for psychological and pedagogical activities in preschool and primary education and ensures the quality and effectiveness of the development of general cultural and professional competencies, graduates' personal qualities, realization of their creative potential, competitiveness in primary education in accordance with the personal needs, needs of society, family, the State.

Missions of master's programmes include focus due to lifelong education concept on students' professional and personal development by improving

their research, analytical and practical skills in the field of pedagogy and psychology in order to develop a competitive personality in the professional field in the interests of regional excellence education at all levels, in public and private spheres.

Complementary education programmes are aimed at creating an educational environment that ensures the effectiveness of the development of students' professional competencies and personal qualities, realization of their creative potential in the field of preschool education in accordance with the needs of the region.

Implementation of each master's programme of Minin University is focused on the particular tasks of improving the practice of a specific socio-educational sphere in the region based on in-depth research and analysis of its condition and needs. For example, the programme "Business Pedagogy" involves graduates' achievement of such educational achievements that will enable them to build an educational process on the basis of modern adult learning theory taking into account employers' needs and goals.

The information about the goals and objectives of the educational programmes, graduates' qualifications, competencies, terms of mastering, planned results, attestation forms, teaching staff, as well as the curriculum are presented on the University website (<https://www.mininuniver.ru/svedenia/education>).

Information about professional retraining programmes is available in the site section "Institute for Lifelong Learning" (<https://www.mininuniver.ru/training/retraining>).

Availability of procedures for design, approval and adjustment of an educational programme (including expected learning achievements) with the account of the development of science and industry, and also with the consideration of stakeholders' opinions (administration, teaching staff, students, employers)

The design, approval and adjustment of an educational programme are described in the relevant Regulation of Minin University (<https://www.mininuniver.ru/scientific/education/docs/ump>), of a supplementary education programme – in the Regulation on the development and implementation of a supplementary vocational programme (<https://www.mininuniver.ru/scientific/education/docs/ump>).

Educational programmes are developed on the basis of federal state educational standards of higher education in the relevant fields of study, considering the needs of the regional labour market, the requirements of federal executive bodies and relevant industry employers. At least two representatives of stakeholders are among educational programme developers.

Educational programmes are approved by the rector on the basis of the decision of the Academic Council of the University, which includes the University key staff, deans of the faculties, representatives of other categories of employees and students of the University. Educational programmes are annually updated, taking into account the development of science, technology, culture, economy, technology and social sphere. Results of various surveys of

employees and students are always considered for educational programme adjustment. The University has established an Expert Council to assess the quality and effectiveness of educational programmes. New educational programmes undergo the procedure of their quality assessment, educational programmes implemented for at least one year - evaluation of their effectiveness. The Expert Council consists of the Vice-rector for educational and methodical activity, the head of Academic Office, the head of the Department for financial and economic relations, experts from among prospective employers of graduates of the assessed educational programme and experts from among scientific and pedagogical staff in accordance with the field of study. Quality assessment and effectiveness evaluation are one of the elements of the internal system of quality assessment of the University educational activities and student training.

The Expert Council is guided in its activities by the Regulation on the Expert Council for assessment of the quality and effectiveness of educational programmes – undergraduate and graduate programmes (<https://www.mininuniver.ru/scientific/education/docs/ump>).

Consideration of the requirements of professional standards (if available), of labour market, of national qualification framework descriptors in the educational programme

The requirements of professional standards are taken into account in the development of educational programs, including the development of module programmes. This is reflected in the Regulation on the module program implemented according to the educational programmes of higher education (<https://www.mininuniver.ru/scientific/education/docs/ump>).

The basis for the development of module programmes is the Federal state educational standards of higher education, professional standards and educational programs in the fields of study.

The Federal state educational standards of higher education sets requirements to the level of graduate training, specifying the objectives of higher education as the expected results formulated in the language of competence.

The list of formed competencies is agreed with the requirements that prospective employers impose on the University graduates (qualification requirements).

Educational results, formulated in the development of educational programmes and module programmes, establish the correspondence between the competencies of the Federal state educational standards and labour activities of the Professional standard.

It should be noted that the educational programme design is carried out on the basis of educational results. The educational result is an integrative characteristic of a student's achievements, which they must demonstrate after graduation. As for vocational educational programmes, the content of educational results is determined by job requirements, as well as the requirements of universal academic knowledge on which higher education is based. In addition, the educational result is due to the logic and hierarchy of cognitive processes that form the basis of the educational process and the psychological structure of activity.

Conclusions on standard 2:

Good practice:

- educational programmes are formulated in accordance with the mission, goals and objectives of the educational organization;
- discussion of the progress and results of the educational process, labour market problems and employers' requirements is regularly held through various activities: participation in professional associations' activities, organization of round table meetings, expert councils, conferences, project sessions;
- procedures for the development and approval of educational programmes are regulated and described in detail in the normative documents of the University; the system of educational programme development is focused on educational results and requirements of professional standards.

Areas for improvement:

- an increase in employers' activity in devising the themes of theses is required;
- widespread adoption of the service of postgraduate support to the University practice is needed.

STANDARD 3. Student-centred learning, teaching and assessment

Consideration of needs of diverse groups of students and a possibility to create individual learning routes

When implementing educational programmes, the University considers needs of various groups of students in several formats: setting individual learning schedules, providing academic leaves, if necessary.

Regulation on the organization of studies on the individual curriculum is published on the official website of the University (https://mininuniver.ru/sveden/files/28_Pologhenie_ob_individualnom_grafike_obucheniya_v_Mininskom_universitete_30.08.2017.pdf).

The Learning Management System of Minin University (<https://ya.mininuniver.ru/>) allows students to study disciplines at their own pace, make a plan of research activities on the subject of interest, helps them get additional information and provides opportunities for additional consultation with their teacher. When setting the schedule, the University takes into account students' wishes, for example, graduates have classes mainly in the evenings to combine their studies with employment. There is a possibility of remote communication with teachers. Students of supplementary education courses have an opportunity to influence the compilation of a schedule due to their needs.

The undergraduate joint educational programme "Psychological and Pedagogical Education" (44.03.02.) is implemented in a network form together with Nizhny Novgorod Provincial college. According to it, college graduates have an opportunity to get higher education at Minin University under an accelerated educational programme studying in accordance with an

individual curriculum. Currently, 26 students are being trained under this program.

The educational needs of students with disabilities are provided in accordance with the federal state educational standards. The conditions for implementing inclusive education are available at Minin University. The University is working on the organization of barrier-free architectural environment. The educational process is carried out with help of distance learning technologies combined with traditional forms. The University provides an opportunity for students with disabilities to study on an individual schedule in accordance with adapted educational programmes, having exams and tests in a distance form. In particular, special conditions for education of students with disabilities include: accessibility to the University buildings; availability of specially equipped sanitary and hygienic facilities for the disabled; availability of adapted educational programmes with help of remote technologies and special technical means; equipped classrooms for group and individual remedial classes, etc. The University has created a regional resource centre, the purpose of which is accumulation, dissemination and development of innovative technologies for scientific, methodological and technical support for the promotion of an inclusive form of education in Russia (<https://rumc.mininuniver.ru/>).

Use of methods encouraging students to take an active part in educational process creation

The use of various teaching methods is an essential prerequisite for the implementation of educational programmes. Teaching process involves presentation of the material through lectures but most of the time is devoted to active teaching methods (this can be seen in the curriculum). A group method suggests conducting classes in lecture and practical forms, seminars, colloquiums. An individual method is implemented through the fulfilling of individual tasks, messages, reports, writing course works and a thesis.

One of the effective methods of stimulating students' activity is the practice of "educational events", implemented by teachers in various academic disciplines.

The project "A Freshman's Diary" on the University website is aimed at adapting first-year students to new educational environment - <https://mininuniver.ru/student/dnevnik-pervokursnika>.

Moreover, project activities are widely used in teaching practice. The University pays great attention to the formation of the educational environment that allows it to organize various forms of students' work. Over the past year, a number of project classrooms have been put into operation, zones of independent work for students have been organized, and the library complex has been modernized.

The University appreciates and supports the practice of joint scientific research of teachers and students through students' participation in grant research programmes, publications of joint scientific articles in magazines of various levels of recognition.

The use of interactive forms of learning contributes to development of students' critical thinking: creating a problem situation – "brainstorming".

When delivering lectures, a teacher asks problematic questions that enhance students' knowledge or personal experience. Students' queries at lectures and discussions that do not violate the general course of presentation of the material by the teacher are welcomed.

The formation of "change management teams", i.e. a group of young professionals who participate in the processes of the development and renewal of a particular school, is an interesting practice. Municipal Autonomous Educational Institution Secondary School № 118 of Nizhny Novgorod served as a pilot site.

Use of clearly defined criteria and objective assessment procedures of learning achievements/competences of students corresponding to the expected learning achievements, goals of the educational programme and their purpose (diagnostic, formative or summative assessment)

The student activity evaluation system is governed by the Regulation on the Rating System for Assessing the Quality of Students' Training: https://www.mininuniver.ru/images/docs/polojenia-ob-organizacii-ych-processa/37.%D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%B8%D0%B5%D0%BE%D1%80%D0%B5%D0%B9%D1%82%D0%B8%D0%BD%D0%B3%D0%BE%D0%B2%D0%BE%D0%B9%D1%81%D0%B8%D1%81%D1%82%D0%B5%D0%BC%D0%B5%D0%BE%D1%86%D0%B5%D0%BD%D0%BA%D0%B8%D0%BA%D0%B0%D1%87%D0%B5%D1%81%D1%82%D0%B2%D0%B0%D0%BF%D0%BE%D0%B4%D0%B3%D0%BE%D1%82%D0%BE%D0%B2%D0%BA%D0%B8%D0%BE%D0%B1%D1%83%D1%87%D0%B0%D1%8E%D1%89%D0%B8%D1%85%D1%81%D1%8F_01.09.2017.pdf. According to it, students' rating for each discipline is calculated within 100 points per semester. The distribution of points in the rating system for assessing students' quality of training is provided with the use of a 100-point scale, since the adoption of the European Credit Transfer and Accumulation System (ECTS) for the comparability of systems of result evaluation is provided due to the transition to a two-level system of higher education and the introduction of credits in the educational process. Students' rating on a discipline is formed on the basis of an assessment of quality of students' performance in all types of activities provided by the curriculum. The rating system allows to evaluate independent and extracurricular work of students and to accrue additional points for research work as well as to register separate violations of students' performing discipline.

Teachers introduce a rating plan for a discipline to students at the beginning of the course. Rating plans are presented in the Learning Management System Moodle.

The University implements students' rating, which makes it possible to comprehensively assess the activities of the latter during the semester.

Rating of students' activities is governed by the Regulation on the Student's portfolio of achievements (dated 04.04.2018) https://www.mininuniver.ru/attachments/article/207/%D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%B8%D0%B5%D0%BE%D1%80%D0%B5%D0%BD%D0%BA%D0%B8%D0%BA%D0%B0%D1%87%D0%B5%D1%81%D1%82%D0%B2%D0%B0%D0%BF%D0%BE%D0%B4%D0%B3%D0%BE%D1%82%D0%BE%D0%B2%D0%BA%D0%B8%D0%BE%D0%B1%D1%83%D1%87%D0%B0%D1%8E%D1%89%D0%B8%D1%85%D1%81%D1%8F_01.09.2017.pdf.

[% D1% 82% D1% 84% D0% BE% D0% BB% D0% B8% D0% BE% 20% D0% B4% D0% BE% D1% 81% D1% 82% D0% B8% D0% B6 % D0% B5% D0% BD% D0% B8% D0% B9% 20% D1% 81% D1% 82% D1% 83% D0% B4% D0% B5% D0% BD% D1% 82% D0% B0 % 20% D0% 9C% D0% B8% D0% BD% D0% B8% D0% BD% D1% 81% D0% BA% D0% BE% D0% B3% D0% BE% 20% D1% 83% D0 % BD% D0% B8% D0% B2% D0% B5% D1% 80% D1% 81% D0% B8% D1% 82% D0% B5% D1% 82% D0% B0.pdf.](#)

The portfolio of students' achievements is a set of documents representing a set of a student's individual achievements in various fields of activity (educational, research, social, cultural, creative and sport activities). The portfolio complements the main measuring tools of assessment adopted at Minin University, and makes it possible to take into account not only the level of students' professional competence, but also the level of their comprehensive self-realization in the educational environment. Students start forming their portfolio from their first year of study and keep doing it during the whole period of study at Minin University. Its formation is completed together with students' graduation; the results can be used in the employment process. The portfolio structure is presented on the website of the University <https://mininuniver.ru/student/elektronnoe-portfolio-obuchayushchikhsya>. An access to students' portfolios can be provided to the stakeholder upon request.

Information about the educational programmes, criteria and procedures for assessment of learning achievements/competencies, about examinations, tests and other types of control

All students have an opportunity to get acquainted with an educational programme, assessment criteria and procedures. The documents regulating this sphere are available on the University website. Teachers responsible for implementation of educational programmes conduct optional classes "Strategies of personal and professional development" to get freshmen adapted to the educational process and assessment procedures, help them choose their path in the educational process. Procedures for assessing student performance are governed by the following documents: Regulation on the acquisition of educational programmes according to an individual curriculum, including through accelerated learning; Regulation on the procedure of formation of optional and elective courses; Regulation on the rating system of assessment of the quality of student training; Regulation on internal independent assessment of the quality of students training at Minin University; Program of final state certification. During their studies, students can use methodological recommendations for writing a thesis, research work, practical training.

Students' rating results are submitted for discussion of the Academic Council of the University, the Faculty Council. Scholarships are granted on the basis of this rating.

Before starting programmes of professional retraining the University holds a meeting to provide students with all the necessary information about the educational programme, criteria and assessment procedures of their learning achievements.

Use of procedures of independent assessment of learning achievements

The University has developed and implemented a procedure for independent assessment of learning achievement, regulated by the following documents:

– Regulation on the internal independent assessment of the quality of student training at Minin University –

[https://www.mininuniver.ru/images/docs/polojenia-ob-organizacii-ych-processa/11. %D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%B8%D0%B5 %D0%BE %D0%B2%D0%BD%D1%83%D1%82%D1%80%D0%B5%D0%BD%D0%BD%D0%B5%D0%B9 %D0%BD%D0%B5%D0%B7%D0%B0%D0%B2%D0%B8%D1%81%D0%B8%D0%BC%D0%BE%D0%B9 %D0%BE%D1%86%D0%B5%D0%BD%D0%BA%D0%B5%D0%BA%D0%B0%D1%87%D0%B5%D1%81%D1%82%D0%B2%D0%B0%D0%BF%D0%BE%D0%B4%D0%B3%D0%BE%D1%82%D0%BE%D0%B2%D0%BA%D0%B8 %D0%BE%D0%B1%D1%83%D1%87%D0%B0%D1%8E%D1%89%D0%B8%D1%85%D1%81%D1%8F.pdf](https://www.mininuniver.ru/images/docs/polojenia-ob-organizacii-ych-processa/11.%D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%B8%D0%B5%D0%BE%D0%B2%D0%BD%D1%83%D1%82%D1%80%D0%B5%D0%BD%D0%BD%D0%B5%D0%B9%D0%BD%D0%B5%D0%B7%D0%B0%D0%B2%D0%B8%D1%81%D0%B8%D0%BC%D0%BE%D0%B9%D0%BE%D1%86%D0%B5%D0%BD%D0%BA%D0%B5%D0%BA%D0%B0%D1%87%D0%B5%D1%81%D1%82%D0%B2%D0%B0%D0%BF%D0%BE%D0%B4%D0%B3%D0%BE%D1%82%D0%BE%D0%B2%D0%BA%D0%B8%D0%BE%D0%B1%D1%83%D1%87%D0%B0%D1%8E%D1%89%D0%B8%D1%85%D1%81%D1%8F.pdf);

– Regulation on the system of internal assessment of the education quality –

[https://www.mininuniver.ru/attachments/category/31/%D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%B8%D0%B5 %D0%BE%D0%B2%D0%BD%D1%83%D1%82%D1%80%D0%B5%D0%BD%D0%B5%D0%B9%D0%BD%D0%B5%D0%B7%D0%B0%D0%B2%D0%B8%D1%81%D0%B8%D0%BC%D0%BE%D0%B9%D0%BE%D1%86%D0%B5%D0%BD%D0%BA%D0%B8%D0%BA%D0%B0%D1%87%D0%B5%D1%81%D1%82%D0%B2%D0%B0%D0%BE%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0%D0%BD%D0%B8%D1%8F.pdf](https://www.mininuniver.ru/attachments/category/31/%D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%B8%D0%B5%D0%BE%D0%B2%D0%BD%D1%83%D1%82%D1%80%D0%B5%D0%BD%D0%B5%D0%B9%D0%BD%D0%B5%D0%B7%D0%B0%D0%B2%D0%B8%D1%81%D0%B8%D0%BC%D0%BE%D0%B9%D0%BE%D1%86%D0%B5%D0%BD%D0%BA%D0%B8%D0%BA%D0%B0%D1%87%D0%B5%D1%81%D1%82%D0%B2%D0%B0%D0%BE%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0%D0%BD%D0%B8%D1%8F.pdf)).

An independent assessment is made on a regular basis each semester.

Students actively participate in external procedures for independent assessment of learning achievement, for example, the Federal online exam in the field of vocational education, professional contests and competitions. Undergraduate and graduate students are members of the teams of Minin University in Olympiads in pedagogy and take an active part as contestants and organizers of the all-Russian student Olympiad "Foresight-pedagogy" (<https://mon-vsso.ru/events/320>), which is held at Minin University by the order of the Ministry of Science and Higher Education of the Russian Federation.

Once a year, Minin University holds a comprehensive examination of readiness for professional activities for undergraduate students to determine the compliance of their actual educational results with social and personal expectations of the degree of readiness for teacher career. This exam serves as one of the elements of the quality management system and a form of independent assessment of students' learning achievements, in which prospective employers' representatives participate.

Assessment tasks used during mid-term and end-of-course assessments are reviewed and approved by representatives of organizations

and enterprises the business of which corresponds to the speciality of educational programmes, or teaching staff of other educational organizations. It is also possible to use assessment tasks thought up by other educational institutions and organisations (including experts).

Availability and effectiveness of appeals procedure and procedures for dealing with students' complaints

Students can express their opinion on the organization of the educational process in various forms: by direct appeal to the Dean of the Faculty or the Head of the Department (depending on the question), asking the rector via the official site (<https://www.mininuniver.ru/student/online>). The effectiveness of this can be confirmed by the statistics of students' appeals: in 2018 there were 17 messages, in 2017 – 35, in 2016 – 27. The total number of appeals is 79. Each was examined, and a detailed answer was given.

Procedures and reasons for appeals on marks are described in detail in such documents as: the Regulation on the current control of student performance; the Regulation on mid-term and end-of-course assessment; the Regulation on the final state attestation. The regularity and transparency of these procedures make it possible to avoid teacher-student conflicts.

The Academic Council Ethics Committee and the Disciplinary Committee supervised by the Vice-rector for Administrative Affairs are established at the University in order to resolve problematic situations relating to ethical issues and violations of internal rules of procedure and the University housing policy.

Student-teacher confidence-building and mutual respect happens through the system of corporate interaction: joint educational and cultural events are organized (the University has a student theatre, joint scientific and research projects are implemented). The range of events is wide; one can find them in the news section on the main page of the University website.

Conclusions on standard 3:

Good practice:

- procedures for assessing the formation of students' competencies have been developed and documented;
- the use of point-rating system during mid-term, end-of-course and final assessment makes it possible to control the quality of learning;
- a learning management system has been created and is successfully functioning, providing students with the necessary information about the course and content of the educational process, allowing them to solve problems quickly.

Areas for improvement:

- more active participation of students in various external quality assessment procedures (Olympiads, competitions, etc.) is required;
- further improvement of the educational and barrier-free environment is needed.

STANDARD 4. Student admission, support of academic achievements and graduation

Systematic carrier guidance work targeted at the recruiting and selection of applicants

The University is focused on the enrolment of motivated and well-educated applicants. Career guidance system development takes priority over other activities of the University (project "Step to profession").

Educational and competitive events for prospective students are regularly organized, which allows to attract the most talented applicants and guide school-leavers in choosing their future field of study (<https://mininuniver.ru/entrant/meropriyatiya-dlya-shkolnikov>). The University site has a constantly updated and easily navigated section for applicants (<https://mininuniver.ru/entrant>), the University open days are held several times a year, such projects as an online open day and the University virtual tour are launched on the site. Schoolchildren have an opportunity to attend such events of the University as Olympiads, artistic, scientific and sporting competitions, courses, etc., get acquainted with the University traditions and student life. The "Unified State Exam Calculator" allows applicants to choose an educational programme according to subjects they are going to have unified state exam in (<https://mininuniver.ru/entrant/calculator>).

To pick out talented applicants, the University annually holds Olympiads for schoolchildren and organizes the activities of the pupils' learned society "Evrika".

The University has established links with educational organizations of the region within the socio-educational cluster to disseminate information on career guidance. Nowadays, 17 associations of teachers of the Nizhny Novgorod region (+1 in 2018), 52 Minin University experimental sites (in 2018 -11, +20) and 3 regional innovation sites (+2 in 2018) keep working.

The University's partner network includes more than 300 organizations (+15 in 2018). Such coverage allows the University to enrol students for supplementary education, interact directly with customers on the design of content modules and monitor educational needs of organizations of the region.

5 specialized psychological and pedagogical classes were opened in Nizhny Novgorod and the region (+3 in 2018).

Minin University has developed the project "Regional HR-Designer" as part of the federal project "Universities as centres for creating innovation environment", which includes the service "Country of Professionals" (for schoolchildren of 8-9 forms) and the methodology of creating of the "Map of students' educational and professional achievements". This resource aims to cater to all the universities of the region and serves as a new solution to changing of the entire career guidance system in the region.

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

Admission of applicants to undergraduate and graduate programmes is carried out on a competitive basis. All procedures are governed by the Rules for admission of students (<https://mininuniver.ru/entrant/docs>). The document is posted on the University website and information boards of the selection committee. The site also contains materials about the terms of application period, enrolment rate of prior years, granting of special rights for admission, admission tests and information on the hostel provision.

In addition to academic qualifications (the results of the unified state exams), when selecting candidates the University may also take into account an entrant's individual achievements, which add some points to the applicant's rating. To get extra points the prospective student is to provide documents confirming their individual achievements. Enrolling undergraduates, the University grants points for the following individual achievements:

- a status of the champion and prize-winner of the Olympic games, Paralympic games and Deaflympic games, world champion, European champion, winner of the world championship, European championship in sports included in the program of the Olympic games, Paralympic games and Deaflympic games;
- a golden badge of the all-Russian sports complex "Ready for Labour and Defence";
- a high school certificate with honours or diploma of secondary vocational education with honours;
- volunteer activities;
- participation in contests and other intellectual and artistic competitions, sports events held to pick out and support individuals who have shown outstanding abilities and results of the participation;
- participation in the Geographic dictation held at Minin University;
- participation in the city scientific-practical conference in the framework of the pupils' learned society "Evrika".

The maximum total number of points awarded is 10.

The effectiveness of the procedure for admission to the graduate programmes is determined by a comprehensive examination, which includes not only testing, but also the provision of a portfolio with information about the applicants' individual achievements, including:

- copies of diplomas of winners and laureates of professional contests, competitions of scientific and project works;
- letters of gratitude and certificates confirming scholarships and grants coming from external organizations (ministries, departments, funds);
- copies of inserts to diplomas of higher education, diplomas, certificates and other documents certifying the level of English language proficiency;
- a list of scientific and / or educational publications, reports at Russian and international scientific conferences for the last 3 years;
- an employment record;
- an essay reflecting an applicant's interest in the educational program and their expectations from the learning process.

This approach to admission provides priority opportunities to the most interested and focused on research applicants with practical experience.

In the Russian Federation the recognition of education and (or) qualifications obtained in a foreign state is carried out on the basis of the federal law № 273-FZ "On education in the Russian Federation", dated December 29, 2012. In accordance with part 1 of article 107 of the Law, recognition of foreign education is carried out in accordance with the international treaties of the Russian Federation governing the recognition and establishment of equivalence of foreign education, and the legislation of the Russian Federation. Holders of foreign education recognized in the Russian Federation are granted the same academic rights as holders of relevant education received in the Russian Federation.

Minin University Regulation № 20, dated August 30, 2017 (<https://www.mininuniver.ru/images/docs/polojenia-ob-organizacii-yh-processa/20.pdf>) describes the procedures for receiving (transferring) students from other educational institutions, recognizing qualifications, terms of study and prior education.

If there are vacancies, a student can be transferred from another educational organization to Minin University to study with or without changing of the educational programme, the education form (on the account of the State Budget resources and or paid education form), the level of engagement (full-time or part-time). If the number of people willing to transfer to an educational programme exceeds the number of available vacancies, the transfer is carried out in accordance with the decision of the attestation commission established on a competitive basis at the relevant faculty.

Transfer to Minin University is carried out if a student has an education required for mastering of the chosen educational programme, even if it was received abroad. The student expelled in connection with the transfer provides a document on previous education received in a foreign country together with a certificate of recognition of foreign education.

The student's transfer to Minin University from another educational organization with or without changing of the educational programme or \ and the education form, the level of engagement, takes place if the student's personal application has been approved by the relevant dean and the student has passed all the necessary assessment.

Systematic work to support students' progression

High quality of students' educational results and top level of their professional training is achieved by the integration of educational and research activities. Undergraduate and graduate educational programmes are aimed at the formation of graduates' basic research competencies and initiative qualities according to modern educational standards. The processes of designing the structure and content of educational programmes are based on the ideas of interaction of higher education with academic science, network partners (educational organizations, institutions of social and psychological orientation, etc.). The Russian Academy of Education, Immanuel Kant Baltic Federal University, Moscow Pedagogical State University and International University Global Coaching are among them.

A multi-dimensional mechanism for the implementation of students' scientific and educational activities is supported by different structures: experimental sites, regional innovation sites in various municipal preschool educational institutions, the research laboratory "Makarenko's Pedagogy", scientific-educational centre "Violence and Child Abuse Prevention", the studio of interactive training sessions on psychology, the training workshop "SANDART - the-art at your fingertips", psychological and pedagogical classes at schools of Nizhny Novgorod and Bor.

Students present the results of their research at international, All-Russian and regional forums, conferences (for example, the annual all-Russian conference on preschool and primary education, the regional conference "Socium as a factor in pre-schoolers' environmental education" (supported by the Ministry of Ecology and Natural Resources of the Nizhny Novgorod Region) and Olympiads (for instance, the all-Russian Olympiad on preschool education among university and college students). The all-Russian conference "My professional start-up" is held annually at the University. Every year, students of Minin University take prizes in the regional competition of students' research works.

Students are included in the project working groups for grant programme implementation (for example, the Russian Humanitarian Scientific Fund's grant research № 15-06-10575 "Study of the environmental and personal factors of adolescent bullying" was realised in 2015-2017; the Russian Foundation for Basic Research grant programme № 9-013-00749/19 "The study of the theoretical foundations for the development of pupils' eco-oriented activity in cultural landscape" is being realised at the moment).

Supervised by teachers, students participated in various scientific events held outside the University (for example, in the nomination "Pedagogy" of the contest of scientific works "Creativity in life, art, profession", dedicated to the 55th anniversary of the Belgorod State Institute of Arts and Culture; the all-Russian student Olympiads: in pedagogy (Saransk) - 1st grade diploma in the contest "Teacher recognition", 1st grade diploma in the contest "I am an organizer", 1st grade diploma in the contest "Sounding a part of a film: teaching interpretation", 3rd grade diploma in the contest "Pedagogical eloquence", 3rd grade diploma in the contest "Didactic analysis of the lesson"; in psychological and pedagogical education "Psychological and pedagogical aspects of intercultural interaction in the educational environment" (Moscow) - 3rd grade diploma in the individual standings at the theoretical stage, 3rd grade diploma at the practical stage; in pedagogy "Pedagogical Start" (Kirov) - 3rd grade diploma in the nomination "Professionalization", 2nd grade diploma in the nomination "The teacher is a profession of the future", 3rd grade diploma in the nomination "Interpretation"; in the Pedagogical Olympiad of the all-Russian student forum "Professions and professionals of the future" - 2 3rd grade diplomas in the individual standings; in the international student contest of pedagogical skill "Step into the profession" (Saratov) - diplomas in the nominations "Mastery of development of ideas of interhemispheric approach in education", "Unlimited horizons of communication", "Respect for man in the history and history of man and mankind").

In 2018 Minin University became the organizer of the all-Russian student Olympiad in pedagogy "Foresight Pedagogy".

Recognition of higher education qualifications obtained in the RF and abroad (Diploma Supplement)

The University has developed all the necessary documentation regulating the registration and issuance of educational documents, including European Diploma Supplement. There is currently no practice of issuing the latter.

Participation of students in mobility programmes

Students' participation in mobility programs is provided by the International Affairs Office. In particular, the following activities were implemented in the year 2018:

- vacation educational-cultural studies: Anhui Normal University (China), Xi'an Fanyi University (China), Hong Kong Institute of Education (China), Embassy School (UK);

- joint educational programmes: Shandong University of Technology (China), Anhui Normal University (China), Xi'an Fanyi University (China), Taraz State Pedagogical University (Kazakhstan), Karoli Gaspar University (Hungary);

- programmes of teacher exchange: Anhui Normal University (China), Jinan Foreign Language School (China);

- internships for teaching staff and administrative staff: Shandong University of Technology (China), Open World Programme at the Library of Congress (USA), Technische Universität Braunschweig (Germany), Fulbright (USA);

- internships for students, postgraduates and young scientists: "Work and Travel" (USA), "Kilit Global Tourism" (Turkey), "Voluntary social year" (Germany), Au-Pair (Germany), School for Young Scientists (Hong Kong);

- professional development courses: Anhui Normal University (China), Hong Kong Institute of Education (Hong Kong), Technische Universität Braunschweig (Germany).

Work on adaptation of foreign students is constantly carried out, foreign language courses for teachers and students of the University are conducted on a regular basis.

Within the framework of the educational programmes undergoing accreditation, academic mobility is represented by students' participation in vacation studies of the Chinese language and culture (CCS, China, Anhui Normal University) and having students from Taraz State Pedagogical University (Kazakhstan).

Conclusions on standard 4:

Good practice:

- the career guidance system is focused on the entrant and allows them to design their individual trajectory of professional development;

- the informational and learning environment of the University provides complete and accessible information about the fields of study, educational programmes, admission requirements and competitive entry tests;

– the system of support students' academic performance is legislatively guaranteed.

Areas for improvement:

– further improvement of the level of foreign language proficiency of scientific and pedagogical staff and students for the implementation of international cooperation projects is required;

– the expansion of international relations for the development of academic mobility of graduates and undergraduates, the development of joint research programs is needed.

STANDARD 5. Teaching staff

Sufficient level of the teachers' qualifications (scientific degrees, scientific ranks, awards in the professional field, state honours; published textbooks and study guides)

The teaching staff involved in the implementation of the cluster of educational programmes undergoing accreditation is formed of highly qualified teachers with scientific degrees and ranks.

The implementation of the educational programmes is provided by three departments:

1. the Department of Psychology and Pedagogy of Preschool and Primary Education, headed by Natalia Belinova, Candidate of Pedagogical Sciences, Associate Professor.

2. the Department of Practical Psychology, headed by Elena Kochneva, Candidate of Psychological Sciences, associate professor (up to the year 2019 – Tatyana Knyazeva, Doctor of Psychological Sciences, Professor, Head of the Regional Department of the Federation Psychologists of Education of Russia), which was formed by the mergence of the Department of Classical and Practical Psychology and the Department of the Organisational and Social Psychology due to the optimization of the organizational structure of the faculty in the year 2017.

3. the Department of General and Social Pedagogy, headed by Elena Ilaltdinova, Doctor of Pedagogical Sciences, Associate Professor).

The teaching staff involves 58 employees (43 units), including full-time academic staff, internal and external part-timers, among them there are 39 Candidates of Sciences (32.25 units) and 10 Doctors of Sciences (6.75 units).

24 employers are involved in the implementation of the undergraduate and graduate programmes, among them there are headmasters, directors of nursery schools, heads of establishments providing additional education and the Ministry of Education, Science and Youth Policy of the Nizhny Novgorod Region's employees.

Department personnel, including full-time, part-time and non-staff employees, meets the regulatory requirements of the Federal State Educational Standard of Higher Education. Among the members of the staff of the Department of Practical Psychology 15.8% of the teachers have Doctoral degrees, 73.7% – Candidate Degrees. Among the members of the staff of the Department of General and Social Pedagogy 37.5% of the teachers have

Doctoral degrees, 43.8% – Candidate Degrees. Among the members of the staff of the Department of Psychology and Pedagogy of Preschool and Primary Education 10% of the teachers have Doctoral degrees, 70% - Candidate Degrees.

The average age of the faculty staff is 46.3 years, which roughly corresponds to the average age of the University one.

The proportion of the number of young scientists (without a degree – up to 30 years, candidates of science – up to 35 years, doctors of science – up to 40 years) in the total number of academic staff is:

- the Department of Practical Psychology – 13.6%;
- the Department of General and Social Pedagogy – 27.3%;
- the departments of Psychology and Pedagogy of Pre-school and Primary education – 5%.

Recognition of the teachers' achievements in the field of science is reflected in the awards received at various levels:

- the diploma of the winner of the international contest "Education in Russia: the present and the future" (N. Ivanova);
- the diploma of the winners of the all-Russian contest "Best Scientific Article" in the nomination "Psychological sciences" (L. Morozova, A. Kadasheva, E. Kochneva, D. Zharova);
- the diploma of the winner of the all-Russian contest "Seraphim teacher" (F. Povshednaya);
- the diploma "For merits in areas of national education development" of the all-Russian contest of scientific and pedagogical staff and teams "Golden Department of Russia" (Department of General and Social Pedagogy);
- the diploma of the winners of the all-Russian innovative public competition "The best textbook and monograph" (L. Morozova, E. Kochneva);
- the diploma of the winner of the international competition for scientific cooperation "Constellation" in the nomination "The best innovative project" (D. Zharova);
- 1st degree diploma in the nomination "The best textbook" of the international contest "The Best Psychology Book" (T. Chirkova) for the textbook "Methodological Foundations of Psychology: A Manual for Practical and Seminar Classes for Students of Psychological Faculties".

In the year 2018, the medal of the Russian Academy of Education "To young scientists for achievements in science" was awarded to S. Frolova, Candidate for Pedagogical Sciences, Associate Professor of the Department of General and Social Pedagogy. E. Slepenskova received a diploma of the Scientific Council on the problems of history of education and pedagogical science of the Department of Philosophy of Education and Theoretical Pedagogy of the Russian Academy of Education for significant contribution to the development of the history of pedagogy and education.

In the year 2017, A Frolov, Doctor of Pedagogical Sciences, Professor, scientific consultant of the Research Laboratory "Makarenko's Pedagogy", S Aksenov, Candidate of Pedagogical Sciences, Associate Professor of the Department of General and Social Pedagogy, Researcher of the Research Laboratory "Makarenko's Pedagogy"; E. Ilaltdinova, Doctor in Pedagogical Sciences, Head of the Department of General and Social Pedagogy, Head of the Research Laboratory "Makarenko's Pedagogy" conferred the governmental

awards in the field of education for the series of works "A.S. Makarenko. School of life, labour, education: a textbook on history, theory and practice of education".

Compliance of the teachers' specialties, scientific degrees, scientific ranks and / or work experience with the specialization of the educational programme

Clear recruitment and competitive election procedures for a position at Minin University ensure that all the teachers have appropriate qualifications. All the teachers' scientific specialty corresponds to the specialization of the subjects taught. The University has implemented an effective contract for the teaching staff, which establishes the requirements for a teacher's research activity, professional development, educational and methodical activities. The University has introduced a teacher's effective contract, which regulates the requirements for a teacher's research, skills development, educational and methodical activities. The differentiated approach of the conclusion of fixed-term employment contracts (for a period of 1, 2 or 3 years) depending on the work results and potential of the concrete teacher is introduced on the basis of the analysis of the effective contract performance. Currently, the University is working on the formation of individual maps of a teacher's professional development.

The implementation of graduate and retraining programmes is provided by the leading scientists and the most qualified teachers of the University. The information about the teachers employed to implement the cluster of the educational programmes is presented on the University website (<https://mininuniver.ru/about/prepodavateli-i-sotrudniki>). The teachers participating in the programmes implementation are the members of the Bureau of the Scientific Council on the History of Education and Pedagogical Science under the Department of Philosophy of Education and Theoretical Pedagogy of the Russian Academy of Education, members of the Russian Association of Higher Education Researchers, members of the Board of International and Russian Makarenko Associations and other international and all-Russian professional scientific communities.

Not only the employers, representing the sphere of corporate training in enterprises, but also highly qualified specialists with international experience in conducting trainings, mentoring and coaching sessions, S. Zalavina, the administrative Director of "Globalcoaching" and E. Selezneva, the Director of "Intelligence-resources" take part in the implementation of the program "Business pedagogy".

Teachers' scientific activity, the implementation of research results in the educational process.

Teachers' scientific activity is implemented on the basis of the following studies:

– a systematic approach to the organization of work on the formation of teachers' professional competence as a resource for improving the education quality, directed by N. Belinova;

- educational innovations in personal and professional development of a modern teacher, directed by E. Ilaltdinova;
- age and potential opportunities for personality development in modern social risks environment, directed by T. Knyazeva;
- pedagogical gaming technologies in the development of speech of children of preschool age, directed by L. Krasilnikova.

The faculty takes an active part in the development of research projects of the federal and regional levels in the following areas:

- “The potential of A.S. Makarenko’s pedagogy”, directed by E. Ilaltdinova;
- “Protecting children from violence and abuse”, directed by L. Skitnevskaya;
- “Comprehensive support for children with disabilities in the conditions of the implementation of the Federal State Educational Standard” directed by S. Kashtanova.

Faculty members are involved in a number of projects sponsored by federal grants and government contracts (Appendix 3).

Summer school programme Go East DAAD was organised by E. Ilaltdinova and T. Pakina.

Every year the teachers enter into about 30-40 contracts for the purpose of research, experiment, study or development, in which various organizations of the city and region act as customers; license agreements for the provision of the right to use electronic versions of teachers' monographs and textbooks are signed.

During 2014-2018 24 scientific and practical conferences of international and all-Russian levels were organized by the departments and held at Minin University, for instance, an international scientific and practical conference “The XXXII Session of the Scientific Council on the History of Education and Pedagogical Science” under the Department of Philosophy of Education and Theoretical Pedagogy of the Russian Academy of Education “Education and Socialization of Youth: the Potential of Historical and Pedagogical Knowledge in the Context of the Challenges of our Time” (2018).

The teachers made presentations at various and scientific conferences held outside the University, including abroad, for example, E. Ilaltdinova gave a report at an international conference of professionals and leaders in education in the Asia-Pacific region QS-APPLE 2018, held in Seoul.

The teachers of the departments have done 4 Candidate and 2 Doctoral dissertations on Pedagogical Sciences since 2014.

From 3 to 7 monographs and about 10 textbooks and teaching guides were annually published at Minin University printing office and Moscow publishing houses of Moscow. For example, T. Chirkova's monograph “Psychology of Destruction” was printed at the publishing house “INFRA-M Academic Publishing LLC”, O. Lebedeva and F. Povshednaya's monograph “Psychology and Pedagogy of the XXI Century: Theory, Practice and Perspectives”- at the publishing house of RUDN University, S. Frolova, E. Ilaltdinova and F. Povshednaya's monograph “Design of Learning Space of an Educational Organisation” - at the publishing house “Flinta”, T. Chirkova's textbook “Methodological Foundations of Psychology” - at the publishing house “INFRA-M Academic Publishing LLC”, N. Demeneva and N. Ivanova's

teaching guide "Personality Oriented Technologies in Primary School that Meet the Requirements of the Federal State Educational Standards" - at the publishing house "ARCTI".

About 80 articles were published annually in peer-reviewed scientific journals included in the list of journals in which the main results of dissertations for the degree of candidate and doctor of science should be published, about 200 - in the publications of the bibliographic database of scientific publications of Russian scientists "Russian science citation index"; 5-8 were indexed by the Web of Science database and 18-20-by the Scopus database.

Over the past year, the teachers of the departments got 11 certificates of registration of their electronic resources, 1 certificate - for electronic educational publication. 10 objects of copyright got protected by certificates of deposit and registration.

Testing of research results occurs at the University experimental sites https://mininuniver.ru/images/docs/umo/%D0%A0%D0%B5%D0%B5%D1%81%D1%82%D1%80%D1%8D%D0%BA%D1%81%D0%BF%D0%B5%D1%80%D0%B8%D0%BC%D0%B5%D0%BD%D1%82%D0%B0%D0%BB%D1%8C%D0%BD%D1%8B%D1%85%D0%BF%D0%BB%D0%BE%D1%89%D0%B0%D0%B4%D0%BE%D0%BA%D0%9D%D0%93%D0%9F%D0%A3%D0%B8%D0%BC.%D0%9A.%D0%9C%D0%B8%D0%BD%D0%B8%D0%BD%D0%B0_2018%D0%B3.pdf (Appendix 4).

The teachers publish the results of their research in leading Russian and foreign journals. (Appendix 5).

The University maintains the teachers' scientific activity recognizing their achievements in this field through the rating system.

Use of innovative teaching methods and advanced technologies

The teachers use both traditional and innovative methods and means of teaching in the educational process:

- various information resources and databases;
- electronic multimedia textbooks and manuals;
- methods based on the study of practice (case-studies);
- project technologies.

The logic of training specialists for the education sphere involves the formation of a special set of competencies, professional and personal qualities, which was defined in the logic of the theory of multiple intelligence as a phenomenon of "pedagogical intelligence". The formation of learning results in this target complex involves the use of a variety of methods and technologies to enhance every student's performance in the learning process. Case study, problem-based learning, research-based learning, learning by doing, learning by teaching, individual and group projects and discussions make up the basis of a combination of methods and technologies of the learning process structure.

Practical training at clinical practice centres of Minin University allows students to immerse themselves in the real activities of the educational organization, to study all its aspects in detail.

The use of advanced technologies in the educational process is also provided by the map of electronic services that makes it possible to organize

students' activities at completely new level (<https://mininuniver.ru/about/karta-elektronnykh-servisov-mininskogo-universiteta>).

In particular, the service "Pedagogical Map of the World" is designed for researchers, teachers and students studying the history and theory of pedagogy, modern education, educational technologies. Thanks to it, the multipolar world pedagogical space can be observed and analysed. Its use in the process of teaching a variety of pedagogical disciplines makes it possible to systematically analyse the pedagogical reality using blended learning.

The service for target education and contract employment is designed to support the life cycle of the teacher's profession at the stages of forecasting the region needs in the teaching staff, the student selection for the programme of target education and contract employment during their study at the University; post-graduate support for employed graduates of target education.

The learning management system of the University (<https://ya.mininuniver.ru/>) plays an important role in the organization of the educational process and allows for the organization of student-teacher rational interaction on a single electronic platform. The educational portal creates conditions for the implementation of the undergraduate and graduate programmes and programmes of supplementary education with the use of e-learning, exclusively or partially, and provides access to various electronic educational resources, which are in the public domain on the Internet or require authorisation.

Visiting lecturers from other educational institutions including those from abroad

In the year 2018, 13 foreign specialists from Israel, the USA, Belarus, Poland, Italy, Kazakhstan and other countries visited the University in the framework of the program "Visiting Professor"; 2 foreign specialists work full-time and 4 foreign specialists are undertaking long-term internships in different subject areas at the University. In the year 2019, an increase in number of foreign specialists, as part of the expansion of the University's international activities, under the programmes "Visiting Professor", Fulbright and according to exchange programmes with foreign partner universities is planned.

In the year 2018, Minin University took part in the Fulbright program for assistant teachers of English. 3 specialists undertake internship in the framework of this programme in the 2017-2018 academic year.

The University has been implementing the project "Public Scientific Lecture" for 5 years already, which implies reading lectures by leading scientists in various fields. In the year 2018, 16 specialists (Appendix 6) in the areas of pedagogy and psychology conducted such lectures.

Teachers' participation in joint international projects, internships abroad, academic mobility programmes

Within the framework of the cooperation agreement with Hong Kong Institute of Education (China), signed in September 2017, 5 representatives

of Minin University took part in the School of young scientists, where they presented their research, participated in open discussions, master classes, round tables and discussions on the development and trends of modern global education. Also in April 2018, the professors of Hong Kong Institute of Education conducted Advanced training courses at Minin University. The courses included a series of seminars on the following topics: "The Role of English in non-English-speaking communities" and "Strategies for teaching English as a medium of communication". The participants were presented with 18 strategies to develop their academic speaking and writing skills, as well as teaching English for special purposes. In the year 2019, the implementation of the joint graduate programme in English is planned to be started. In November 2018, the international conference "Strategic lines of development of inclusive higher education at the present time" was organized by the resource and educational methodological centre of Minin University. The conference was attended by 13 foreign participants from China, the USA, Germany, Finland, Kazakhstan, and Belarus. The participants discussed the most important and promising issues for the development of inclusive higher education. Generalization, presentation and dissemination of scientific and practical experience in the system of inclusive education were implemented.

Negotiations on the conclusion of cooperation agreements with universities of Poland, Hungary, Germany and the Czech Republic on the development of joint educational programmes, joint activities in the field of Philology, inclusive education, pedagogy and psychology, organization of summer and winter vacation schools, exchange of scientific and pedagogical staff for teaching a number of disciplines, short-term internships for research activities, etc. are being held.

The staff of Minin University takes part in international educational conferences, largest educational exhibitions, as well as in programs and associations, organized by partners in Russia and abroad:

- Russian-Chinese University Alliance of the Volga Federal District and the Upper and Middle Reaches of the Yangtze River: participation of the representatives of Minin University in the first Forum of the brain of Russian-Chinese University Alliance of the Volga Federal District and the Upper and Middle Reaches of the Yangtze River;

- Eastern European University Association: participation in the 7th Annual International Universities Networking Conference – IUNC Eurasia 2018;

- Eurasian Association of pedagogical universities;

- Erasmus Mundus Conference on Joint Programs: participation of the representatives of Minin University in seminars and conferences;

- Society for Russian-German meetings (Gesellschaft Für Deutsch-russische Begegnung) (Essen, Germany);

- Union of Chinese and Russian Pedagogical Universities

- Federal Agency for the Commonwealth of Independent States Affairs, Compatriots Living Abroad, and International Humanitarian Cooperation Rossotrudnichestvo: participation of the representatives of Minin University in educational exhibitions in Budapest (Hungary) and Bucharest (Romania), attendance of secondary schools and gymnasiums, where the Russian

language is studied, representation of Minin University at <https://russia.study/ru>;

- Russkiy Mir Foundation;
- Open World Programme at the Library of Congress (USA): participation of graduate students and administrative staff of Minin University in internships, during which they visited higher and secondary educational institutions of the United States with the aim of strengthening understanding and cooperation between Russia and the United States, exploring the political and public life of the United States, exchange of professional experiences and ideas with American colleagues, expansion of international cooperation with American educational institutions.

Since 2015, Advanced training courses for teachers and administrative and managerial personnel of Anhui Normal University (China) have been conducted under the program "Russian education system and management of educational organization in modern conditions" at Minin University. 20 members of scientific, pedagogical, administrative and managerial staff of Anhui Normal University take part in the program annually. Since 2015, more than 80 employees of Anhui Normal University have passed the course programme. The result of the programme implementation is the deepening of Russian-Chinese academic cooperation in the field of export of Russian education. The above mentioned supplementary education programme examines the theoretical and practical aspects of management of the educational organization and implementation of educational programmes, historical and cultural aspects of the development of the education system in Russia, etc. The courses include:

- visits to secondary schools of Nizhny Novgorod; the State budgetary institution of supplementary education Children's sanatorium-improving and educational centre "Lazurniy"; The children's improving and educational centre "Zvezdochka", State budget educational institution "Lucee-boarding school for gifted children"; institutions of supplementary education; partner universities of Minin University in Moscow;
- participation in master classes and seminars;
- visits to the museums of Nizhny Novgorod, the Nizhny Novgorod region and Moscow,
- acquaintance with the rich culture and history of Nizhny Novgorod and the Nizhny Novgorod region.

Advanced training courses for teachers and staff of Anhui Normal University under the program "Russian education system and management of educational organization in modern conditions" are implemented within the framework of the cooperation agreement between Anhui Normal University and Nizhny Novgorod Minin University, dated April, 23, 2014. Those who pass the course may qualify for government-issued certificate.

Successful development and implementation of modern methods and technologies of education in the educational process; high level of professionalism of Minin University teachers, taking an active part in a variety of scientific and research projects, enable Minin University to successfully implement the programme and share experiences with foreign colleagues.

System of financial and non-financial motivation of the teachers

The salary of the scientific and pedagogical staff of the University consists of the basic salary, compensation and incentive payments. In accordance with the regulation on bonuses (the establishment of incentive pay), bonuses are established in the form of nominations for the individual criteria for participation in targeted programmes, on the results of activities in the project lines and for the different results in the current activities.

The University has the rating system of estimation of efficiency of activity of scientific and pedagogical staff. At the same time, the rating indicators are formed on the basis of the key priorities of the University development, a number of the most important indicators are calculated according to the KPI system.

The number of teachers, to whom incentive payments are done according to the results of rating estimation of their activity equals to more than 72% of all faculty members of the University. The amount of incentive payments depends on the effectiveness and efficiency of the teacher in the educational sphere (development and implementation of online courses in the educational process, the publication of textbooks and teaching guidebooks, acting as experts in the activities of strategic partners of the University, etc.), the results of their contribution to the scientific, innovation and commercial activities of the University (scientific articles indexed in the Scopus and Web of Science databases, articles in journals, approved by the Higher Attestation Committee and / or with a high impact factor of Russian citation index; monographs; participation in grant programmes and contractual activities as a scientific supervisor or performer; organization of scientific conferences and seminars, etc.), for their participation in the activities of the University in the framework of networking and international cooperation (development and implementation of educational programmes in a network form, activities for the development of educational and methodical Association for pedagogical education of the Nizhny Novgorod region, the development of experimental and regional innovation sites, etc.).

The system of incentives in the form of diplomas and letters of appreciation of different levels is an element of non-financial motivation.

Availability and use of clear, transparent and objective criteria for: hiring the staff, including teachers from foreign educational institutions, appointment, promotion, dismissal; dismissal of the teachers with a low level of professional competence

The procedure for hiring employees is regulated by the Labour code of the Russian Federation, the Regulation on the procedure for filling positions of teachers belonging to the teaching staff (approved by the order of the Ministry of education and science of the Russian Federation dated July 23, 2015 №749), the Regulation on the procedure for filling positions of teaching staff and the procedure for teacher competitive selection (approved by the Academic Council on June 15, 2018, protocol No. 10), as well as the terms of the collective agreement.

Recruitment is handled by the HR Office. Persons applying for positions of the teaching staff must pass the competitive selection. The procedures for

hiring and competitive election to the position are regulated by the normative acts of the University. The procedure is open to external participants. The forms of documents on the election to the post and on the assignment of the scientific title are posted on the University website (<https://mininuniver.ru/about/council>).

At the moment, the University is developing a service for the selection of scientific and pedagogical staff, combining more than 5,000 vacancies in the labour market of the Nizhny Novgorod region into a single database.

Before signing the employment contract, the applicant gets acquainted with the Charter, Collective agreement, Internal Workplace Regulations, Regulation on the processing and protection of personal data of employees and students, Regulation on remuneration, job descriptions and other local acts directly related to employment (<https://www.mininuniver.ru/about/ofitsialnye-dokumenty>).

Hiring foreign teachers, the HR Office is guided by the relevant norms of the legislation of the Russian Federation. The regulation "On the Invited Professor" has been developed.

The management of the faculties and the University conduct a systematic analysis of the implementation of the educational process; the Centre for Education Quality Management collects data on the teachers' effectiveness in the semester. The results of the analysis are discussed at the faculty meetings, by the University management and Academic Council; organizational solutions aimed at improving the educational process are made.

In case of disputes between the University management and the teacher, the Disciplinary Committee under the guidance of the Vice-rector for administrative affairs has been established to ease tensions and resolve disagreement.

The Academic Council of the University appointed a Committee on labour disputes and ethics. The Committee is the primary body for consideration of individual labour disputes, ethics of relations arising between employees, between employees and the employer. The Committee considers individual labour disputes or their ethical aspects with the participation of University employees, as well as with the participation of persons previously engaged in employment relations with the University, and persons who have just applied to the University, in case of refusal of the University to conclude an employment contract with them.

The employees' legal rights and interests are protected by the Trade Union organization of the University.

System of the teachers' career development, advanced training and retraining

The University has approved and regularly updates the plan of the staff's advanced training, designed for a period of 3 years. Every year, the HR Department singles out teachers who need advanced training with the help of the 1C system. The data are included in the plan of financial and economic activities of the University; the teachers are invited to undergo training in leading scientific and educational organizations at the expense of the University.

170 people improved their skills in 2016, 283 - in 2017, 160 - in 2018. 100% of the University's teachers have undergone advanced training in information and communication technology programmes. Advanced training programmes in the sphere of the protection of labour are regularly conducted for the University staff; all employees are instructed on safety.

If it is necessary for a teacher to master any specific activities and undergo unscheduled professional development, they submit an application to the HR Department, which is later considered by the University management.

For example, teachers-psychologists are currently engaged in psychological practice and improve their skills, attending advanced training courses in the field of research in human psychology and psychophysiology, children's clinical psychology, positive psychotherapy, counselling children and their parents and mastering the latest technologies in the framework of forensic psychological examination, coaching counselling and other areas of applied psychology. The Institute of Lifelong Learning carries out continuous work on the development of the staff, organizing refresher courses and managing retraining programmes for the University staff. The Institute implements the following programmes:

- the use of information and communication technologies in professional activities (a modular programme that takes into account the requirements and changes taking place in the electronic educational environment);
- state and municipal management in educational organizations;
- technologies of education in the field of life safety at university and school;
- pedagogy and psychology of potentials of persons with disabilities in higher education;
- psychology and pedagogy of a higher education system.

The Institute of Lifelong Learning together with the faculties and other structural units of the University conducts seminars and conferences on the presentation of advanced, successful experience in the implementation of higher education programmes.

Conclusions for standard 5:

Good practice:

- the educational process according to the educational programmes of higher education is provided by highly qualified teachers engaged in teaching and research;
- the system of motivation of teachers to professional activity is formed on the basis of the rating assessment of teachers, which comes into correlation with the key performance indicators of the University;
- teaching is provided with a map of electronic services that makes the use of innovative methods and advanced technologies possible.

Areas for improvement:

- financial support for the organization of academic mobility of teachers is insufficient;
- increase in the share of online courses in the structure of educational programmes is needed;

– further improvement of the personnel management system is required.

STANDARD 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT

Provision of the educational programme with the material and technical infrastructure corresponding to the requirements of the work programmes of the disciplines (modern tools, equipment, computers, audiences, laboratories)

The University has the necessary infrastructure and permits to provide educational activities. Its land, buildings, structures and facilities are registered by the Federal Service for State Registration, Cadastre and Cartography as federal property. All the buildings and structures of the University have permits of the main Department of EMERCOM of Russia in the Nizhny Novgorod region (№132/132, dated May,11,2017) and the Federal Service for Supervision of Consumer Rights Protection and Human Welfare of the Nizhny Novgorod region (№1840422, dated March,14,2018). The University has 6 buildings, including 13588.7 square metres of the laboratory area to ensure the educational process.

The University comprises 30 lecture halls, 120 academic rooms for practical classes, 22 computer classes, 2 multifunctional centres, 48 laboratories, 4 project rooms, 19 workshops, a library, 5 reading halls, museums, an observatory, a planetarium, a media laboratory, 4 buffets, 2 canteens seating 340, 2 assembly rooms seating 261 and 141 and a medical centre. All the classrooms have modern furniture and necessary equipment. Sports building №4 meets all regulatory requirements and is used for basketball, volleyball practice. The University has 3 hostels with 153 rooms; the living area is 2578.5 square metres.

The sports camp "Veselyi Bereg" situated on the bank of the Gorky reservoir in Gorodetsky District operates for the University students and staff in summer.

The University has all the necessary equipment and various technical means ensuring effective implementation of the various events: acoustic systems, radio systems, power amplifiers, laptops with the necessary software, sets of musical instruments, and costumes for amateur groups. The University provides all the necessary conditions for staff members' performance and the students' studies maintaining the material resources of the University: the purchase of goods (services) is made from licensed organizations, providing quality certificates; scheduled inspections of work conditions and their compliance with the standards are carried out by specialists of the sanitary and epidemiological service; the students' living conditions in the hostels are improving.

Every year the living rooms are renovated and new furniture is purchased; the students' and staff members' safety is ensured by strict compliance with the requirements of the access regime.

Availability of up-to-date library and information resources for students, including those for independent study and research work.

The activity of the University fundamental library is aimed at facilitation of the information, educational and research processes and corresponds to the University development strategy.

The library funds are completed with literature on different specialities and all subjects of the implemented educational programmes in accordance with the requirements of the Federal State Educational Standards of Higher Education.

As at 1 January, 2019:

- a hard copy collection contains 586 102 copies, including 294 523 copies of teaching materials and 69 896 copies of pedagogical literature;
- an electronic fund (access to external subscription databases "University library online", "Urait", "Lan") comprises 151 828 copies;
- rare books fund (pedagogical literature) stores 301 book copies and 894 copies of pedagogical magazines.

The number of copies of editions on:

- preschool pedagogy are 7495 (printed) and 320 (electronic);
- primary pedagogy are 8708 (printed) and 293 (electronic);
- general pedagogy are 9674 (printed) and 349 (electronic).

The index of book procurement complies with the licensing standards and equals to 0.8-1.2 copies per student.

Every year the library provides 100% online access to multi-branch electronic databases containing educational and scientific literature, electronic versions of scientific journals: electronic library systems "University library online" (accessed since 2010), "Lan", "Urait", scientific electronic library "elibrary" (accessed since 2010). The mentioned electronic library systems correspond to the Federal State Educational Standards of Higher Education, are filled with relevant content and meet the requirements of a modern reader.

In the year 2018 the University signed contracts of prolonged action with the owners of open content, the national electronic library and the electronic library "Russian history", the access to them is provided from the computers installed in the halls of electronic resources of the University fundamental library.

In the year 2018 the rare books fund was established.

The fund literature in full-text version on all branches of science, including pedagogical science is available online at <http://vixliber@miniuniver.ru>.

All the departments of the fundamental library work in the network version of the programme of the automated information library system "MARK-SQL-1.20".

The readers are provided with complete information about the fundamental library resources by means of the University website. Since 1998, the scientific library has maintained an electronic catalogue, which contains more than 162,000 items and is available in the halls of electronic resources of the scientific library, as well as from all the University network computers and via the University website.

Availability of infrastructure that ensures the access to quality education for students with different opportunities and of different

age and contributes to the development of the socio-educational component of the educational process

The University has created the necessary conditions for the comprehensive development of students' potential. The general control over the implementation of extracurricular activities is carried out by the University Academic Council, the rector, the Student Council. The direct coordination and current control of extracurricular activities conducted by the faculties, departments and student associations is performed by the Vice-rector for networking and social partnership. The main structural unit which organizes, coordinates and implements educational activities is the Department of networking and social partnership. The faculties have deputy-deans in charge of educational work, the Institute of tutors for 1st year students (project "Tutorship"). The heads of the departments, the educational programme managers provide the unity of educational and learning process through classroom and extracurricular forms of activities conducted by the teachers and tutors of academic groups. Regular meetings and seminars are held to discuss current issues of extracurricular activities. The University has 40 student associations (in the year 2018 -3, +2). The first school of volunteer training was organized and volunteer books were introduced. More than 1,500 University students took part in volunteer projects.

The design and implementation of educational activities are carried out according to the plans of educational work of the University, faculties, departments, centres, and student associations in 10 project lines:

- innovations and technical creativity;
- youth entrepreneurship;
- culture and creativity;
- student information resources;
- preservation and development of cultural heritage of small towns and villages;
- volunteerism;
- sport and health;
- politics;
- education quality;
- historical and patriotic education;
- international cooperation.

Minin University is the only organizer of the Olympiad "I am a professional" in the Nizhny Novgorod region.

In the year 2017, 13 student projects were implemented within the framework of the educational Convention "Assistance - 2017". More than 150 students presented 34 projects in the course of the Convention in 2018.

Minin University's programme "Fundamentals of professional training of counsellors (educators) in children's health camps and centres" won the first prize in the nomination "The best training programme for counsellors, implemented at a pedagogical university". In the year 2018, the University organized the XV all-Russian Festival of student pedagogical squads "The captains of happy childhood" financed by the Federal Agency for Youth (2,300,000 roubles).

The anti-drug strategy and action plan have been developed and implemented since September, 2018.

Three performances were staged as part of the Student Creative Centre activities; the total number of participants of the Student Creative Centre activities increased by 30% compared to 2017.

The description of the University infrastructure for persons with disabilities is presented in standard 3.

Availability of a feedback system to assess the conditions and organization of the educational process

Monitoring of students' opinions on the conditions and organization of the educational process is carried out on a regular basis in accordance with the Regulation on the system of internal independent evaluation of the quality of education. Since 2018, the survey has covered 100% of students. The survey is implemented through Learning Management System of the University. Students of supplementary education courses leave their feedback on the content and organization of the educational process in the questionnaire at the end of the course. In addition, feedback is provided through the group curators, monitors, leaders and members of student associations.

The monitoring results are discussed at the rector's office, Academic Council; organizational solutions to improve conditions of student learning are made. Situational issues are dealt with by the University structural units as they arise.

Since 2016, a Students' council for quality of education has operated at the University. It passed the verification procedure in the Council for Youth of the Ministry of Education of Russia (record №034/16 in the Federal register of student bodies for the quality of education). The Council develops proposals to improve the quality of the educational process, taking into account the students' interests and needs, assists structural units in the organization and conduct of activities aimed at improving the quality of education.

Availability of accessible information about opportunities for academic mobility and its support system

Support for students on international academic mobility is provided at the University by the International affairs office, which coordinates activities with partner organizations in the field of joint educational initiatives. Information for students is open and accessible, located on the website of the University in the section "International activities" (<https://www.mininuniver.ru/scientific/international-activities>), students can get the necessary additional advice at the Office. The University students take part in foreign academic projects and internships:

- 9 students took part in the Work & Travel programme within the framework of cooperation with the International Exchange Centre for international student programs abroad in the summer of 2018;

- 10 students participated in internship programmes "Kilit Global Tourism" within the framework of cooperation with the Turkish travel company "Antares" in the summer of 2018.

Students had the opportunity to in-depth practice the use of a foreign language in the natural language environment, increased their level of intercultural competence while participating in these programs. The practical knowledge and skills gained during the internships are successfully used by

the students of Minin University in educational, professional and social activities.

In the 2017-2018 academic year, students and teachers of Minin University were given an opportunity to participate in scholarship programs in the following countries: Slovakia, Holland, Iceland, China, the UK, Italy, Hungary, Romania, the USA, Lithuania, Armenia, Germany, Austria, Slovenia, France, Norway, the Netherlands, South Korea, Vietnam, Serbia, Belgium, Azerbaijan, Kazakhstan, Finland, Poland, Sweden, Greece and India.

At the moment Minin University is teaching 347 international students from 30 countries. One of the hostels is fully adapted to ensure comfortable living conditions for foreign students' accommodation; work is being underway on a comprehensive modernization of the whole infrastructure.

The foreign students of Minin University are provided with information support on training, accommodation, registration; migration and visa issues; social and household support; monitoring of learning progress; foreign applicants are advised on admission to Minin University.

In order to stimulate informal contact between Russian and foreign students, promote international and intercultural communication, various cultural events are organized and held at Minin University. The foreign students actively participate in the events organized by the University, city, region, national and international organisations. In 2018, the foreign students took part in the following events:

- International festival of national cultures "In this big world" (Nizhny Novgorod);
- Training seminar "We are together" (organised by Ministry of education, science and youth policy of the Nizhny Novgorod region);
- Festival of student talent "Russkoye Slovo";
- City online project "Reading M. Gorky's works in different languages";
- Mini-football tournament among Turkmen citizens studying at universities of the Russian Federation.

For the purpose of adaptation of foreign students in Minin University The Russian language speaking club "Glagol'" was founded. The purpose of the club is to help foreign students in maintaining and developing their conversational skills in Russian. In addition, such meetings are designed to promote foreign students' better socialization in our country, their familiarity with the culture and traditions of multinational Russia.

Official versions of the site are being developed in foreign languages: English, Spanish and Chinese.

Conclusions on standard 6:

Good practice:

- the University has the necessary infrastructure to ensure the implementation of the educational programmes; the well-developed library system provides full access to information, educational and scientific databases; the rare books fund has been established;
- the system of social and educational work with students, showing positive results at the regional and national levels has been formed; Students' council for the quality of education has been established;
- the feedback system covers 100% of the students;

– the information environment for the students' participation in academic mobility programmes has been created.

Areas for improvement:

– increase in the number of places of accommodation for foreign students in the hostels is needed;

– further development of the infrastructure of the University, the formation of a new educational environment for a more active use of modern methods and means of teaching is required.

STANDARD 7. COLLECTION, ANALYSIS AND USE OF INFORMATION FOR EDUCATIONAL PROGRAMME MANAGEMENT

Availability and effectiveness of the system for collecting and monitoring information on the educational programme

The University has developed and is continuously improving procedures for collecting and processing information necessary for the development and updating of educational programmes. The main methods of obtaining information are: analysis of statistical data (a student contingent, student performance, monitoring indicators of the University, etc.); internal monitoring data (student satisfaction estimates, staff satisfaction estimates, questionnaires for employers, feedback from students of supplementary education courses, etc.); data on quality assessment of activities of the teachers and students with their subsequent analysis (ratings); data on graduates' employment. All assessment procedures and monitoring data take the form of written reports to enable the University management to use them in further activities.

The procedure of taking into account the data in the development of the educational programme is fixed in the regulations governing the life cycle of the educational programme.

Stakeholders are surveyed annually and statistical information is collected as it becomes available.

The development of the educational programme is reflected in the University electronic document management system (orders, position papers, etc.); the content of the programme and the process of its acquisition can be seen in the University learning management system.

Participation of the students and the staff of the educational organization in the collection and analysis of information for educational programme management

The students and staff are involved in the educational programme management through the work within the governing bodies of the faculty and the University (Faculty Council, Academic Council, etc.).

The project "Educational Process Modernization" implemented at the University plays an important role in involving the students and teachers in the educational programme management. Project teams, including educational programme managers, teachers and students develop and test new models of educational process organization and management.

As part of the project in 2018:

– modules of general cultural competences of project-oriented educational programmes of pedagogical specialization were developed (<https://ya.mininuniver.ru/education/module>);

– the Regulation on the manager of the educational programmes of higher education - undergraduate and graduate programmes (N^o 12, dated February, 16, 2018) was prepared;

– the report "The Model of Educational Programme Management at Minin University" was issued;

– the model of educational programme management, ensuring the sustainable development of the pedagogical system in modern socio-economic conditions and the model of management of the students' independent studies were tested.

As a part of testing of the model of educational programme management:

– the "Roadmap for the activities of an educational programme manager" has been developed;

– the electronic services "The Educational Programme Manager Support Service" (<https://edu.mininuniver.ru/course/view.php?id=24>) and "Professional Growth Profile" (https://ya.mininuniver.ru/npr_profile) have been created and operate in the learning management system of the University;

– the project session "New design of the educational programme" was held jointly with the employer (<https://mininuniver.ru/about/news/v-mininskom-universitete-sovmestno-s-kollegami-iz-qtrk-nizhnij-novgorod-obsudili-budushchee-programmy-prodyuserstva>) according to the rector's order N^o 495/01.2.14, dated August, 22, 2018);

– courses providing the organization of psychological and pedagogical support on students' individual educational trajectory design, carrying out monitoring and examination of this process, formation of students' project competences and representation of the results of students' project activities "Strategies of personal and professional development", "Social design" have been incorporated into curricula: (curricula and work programmes are published on the website of the University: <https://www.mininuniver.ru/sveden/education/#docs>).

Availability of a unified information network in the educational organization, its effectiveness, the degree of implementation of information technology in the educational programme management

The University's learning management system provides the entire cycle of the educational programme from entrants' registration to their graduation. The University has a multifunctional centre, which provides the issuance of certificates, passing of orders and other documents. Resolution of the students' and staff's issues operates as a single-window system.

The road map of creating a "Network for electronic services" (a Software package "Planius" (the curriculum) and the employee's accounts (control panel) have been developed and are being tested) has been developed and is being implemented. The electronic services "The Educational Programme Manager Support Service"

(<https://edu.mininuniver.ru/course/view.php?id=24>), "Educational programme profitability" and "Professional Growth Profile" for the teachers (https://ya.mininuniver.ru/npr_profile) have been created in the University's learning management system.

Conclusions on standard 7:

Good practice:

- the system for collecting and monitoring information is multidimensional and takes into account the views of all stakeholders;
- the employees' and students' opinions are taken into account in the system of project development to improve the educational programme management, projects have significant positive results;
- the University has a unified system of document management, uses a variety of accounting programs, and has established a multifunctional centre to resolve the students' and teachers' issues in a single window system.

Areas for improvement:

- the development of a unified information system that will combine all the information bases of the University (accounting, personnel, etc.) is required.

STANDARD 8. Public information

Effective use of the educational programme section on the official website for its quality enhancement

Minin University's official website <https://mininuniver.ru/>, the main source of information about the university, is regularly updated.

The site has a version for the visually impaired and information is available in English, Spanish and Chinese.

All the materials are presented in the easily recognizable corporate style of Minin University.

The site contains the most relevant and up-to-date information for all the participants of the educational process.

The initial page of the site provides links to special thematic sections.

The most popular are:

"For the entrant" contains comprehensive information describing the educational programmes, documents required for admission, information on Minin University open days, activities for schoolchildren, etc. (<https://mininuniver.ru/entrant>).

"Electronic information and educational environment" provides the access to the university multimedia environment, accompanying the educational process at all its stages and providing students and teachers with the necessary tools for interaction (<https://ya.mininuniver.ru/>).

"Information about the educational organization" is a site section containing all the necessary information about Minin University. The information is compiled in accordance with the requirements of the Federal Service for Supervision in Education and Science and standards of the state accreditation and presents main activities of the university (<https://www.mininuniver.ru/sveden/>).

"Activities" is a link to the other activities of the university (<https://mininuniver.ru/scientific>).

"Learning" – a section that provides the necessary information for students on the faculties, supplementary education (<https://mininuniver.ru/training>).

The site provides full information on the faculties and educational programmes with a description of the conditions of their implementation and the teachers.

The website of Minin University was recognized as the best among universities in Russia and the Commonwealth of Independent States in the contest "Internet award EAPU-2017" – <http://www.vgoroden.ru/novosti/sayt-minisnogo-universiteta-priznan-luchshim-sredi-vuzov-v-rossii-i-sng-id285395>.

Publication of complete and accurate information on the educational programme and its achievements on the official website of the educational institution and mass media

The high evaluation of the quality of programmes is also confirmed by the fact that since 2012 the programmes, implemented at Minin University, have been among the best educational programmes implemented by educational institutions of higher education of Russia, and are presented in the directory "Best educational programs of innovative Russia".

The year 2012 – Vocational Education and Training (051000.62).

The year 2013 – Philosophy (030101.65), Vocational Education and Training (050501.65), Psychology (030300.68), Psychology (030300.62), Theology (031901.65), Pedagogical Education (050100.62), Geography (050103.65), Mathematics (050201.65), Physics (050203.65).

The year 2014 – Pedagogical Education (44.04.01), Vocational Education and Training (44.04.04), Psychology (37.03.01), Theology (48.03.01), Physical Education (49.03.01), Philosophy (47.03.01).

The year 2017 – Psychology (37.03.01), Pedagogical Education (44.03.01), Psychological and Pedagogical Education (44.03.02), Special Needs (Defectological) Education (44.03.03), Vocational Education and Training (44.03.04), Pedagogical Education (44.04.01), Psychological and Pedagogical Education (04.04.02), Special Needs (Defectological) Education (44.04.03), Vocational Education and Training (44.04.04), Philosophy (47.03.01).

The series of educational programmes "Teacher's Day", prepared by Minin University together with the State Television and Radio Company "Nizhny Novgorod", is devoted to the disclosure of the features of the teaching profession and its popularization in society.

Student newspapers "Filonya", "Sportfaks", "Studencheskaya Pravda" come out regularly.

The teachers' and students' achievements, education news are published in the news section of the site in real time.

News videos depicting the University activities regularly broadcast in the media <http://vestinn.ru/news/society/84841/>.

Publication of objective data on the graduates' employability

The Institute of Lifelong Learning deals with the issues of the graduates' employment (<https://www.mininuniver.ru/scientific/job>). Information about events and vacancies is available on the University website.

Creation and maintenance of clinical practice centres in partner organizations is an innovative solution in promoting employment. This format makes the development of strategies for building a future graduate's professional career in accordance with the specialization of the programme possible, provides advanced employment and training of "change management teams". Minin University initiative "Clinical practice centres" was successfully tested and received public recognition (<https://www.mininuniver.ru/scientific/job/moj-professionalnyj-startap/proekt-klinicheskie-bazy-praktik>).

Graduates' information support is carried out through attracting them to participate in master classes and seminars from well-known business coaches on current topics within the framework of the HR -ward "Employer of the year" such as "Creative thinking as a method of increasing staff involvement", "Stress management for professionals", "How to change the opponent's point of view without a single argument", "How to find a dream job in a crisis, when one is not called for an interview or made redundant?" and others.

The University works closely with the portal RABOTA.RU, specialists of which conduct free seminars for graduates with the participation of leading HR-experts. Students, future graduates, are active participants of the regional interuniversity project "Job Fair at the Employers".

Over the past year, 305 applications from employers – enterprises, institutions and organizations of Nizhny Novgorod and the region and 875 applications for pedagogical and non-pedagogical vacancies were received.

According to the results of monitoring the activities of the centres for graduates' employment promotion, Student's employment and internship department of Minin University entered the top-20 of the all-Russian rating (16th place) of the structural units of higher education institutions, which confirmed the effectiveness of work to promote their graduates' employment, in 2016. Moreover, Minin University held a leading position on the criteria "The share of graduates employed in the region" (<http://vo.graduate.edu.ru/registry#/?year=2015>) among 12 higher education institutions of the Nizhny Novgorod region, which participated in the monitoring of the Ministry of education and science of the Russian Federation.

Integration in the environment, interaction of the educational institution with different professional associations and other organization including those from abroad

Minin University participates in the programme "Universities are the centres of social development of the region". The regional socio-pedagogical cluster, ensuring the implementation of the state policy in the field of lifelong learning in pedagogical, psychological, sports and humanitarian areas has been formed since 2013. Minin University has acted as a university centre for social development of the Nizhny Novgorod region and as a participant of the

priority federal project "Universities as centres of innovation space" since 2017. The purpose of the cluster creation is to increase the efficiency and competitiveness of Minin University and other educational organizations of the region, the development and strengthening of their human resources due to cooperation, networking, establishment of the processes of information exchange and resource sharing. The project is implemented in the form of collective management of the regional educational system with the participation of a specialized organization - cluster (Minin University) and specially created advisory bodies. Currently, the cluster includes 17 associations of teachers of the Nizhny Novgorod region (+1 in 2018), 52 experimental sites of Minin University (-11, +20 in 2018), 3 regional innovation sites (+2 in 2018), 5 specialized psychological and pedagogical classes in Nizhny Novgorod and the region (+3 in 2018). The University's partner network includes more than 300 organizations (+15 in 2018).

The report on the activities of the cluster is presented on the University website

(<https://www.mininuniver.ru/images/news/%D0%94%D0%BE%D0%BA%D1%83%D0%BC%D0%B5%D0%BD%D1%82%D1%8B%D0%B4%D0%BB%D1%8F%D0%BD%D0%BE%D0%B2%D0%BE%D1%81%D1%82%D0%B5%D0%B9/%D0%A0%D0%A1%D0%9F%D0%9A-2018.pdf>).

To attract foreign students, Minin University participates in international educational fairs and exhibitions in Russia and abroad, constantly developing partnerships with University graduates, and is also involved in Internet projects in order to expanding the "geography of recognition and representation" of the University such as StudyPortals (<https://www.studyportals.com/>); Uniagents (<https://www.uniagents.com/>); Eastern European University Association Study Platform (<https://www.eeua.ru/>); Education in Russia for Foreigners (<http://russia-edu.ru/>); Russia.study (<https://russia.study/en>); Keystone academic solutions (<https://www.academiccourses.ru/>).

Conclusions for standard 8:

Good practice:

– the University ensures the openness of its activities, timely and fully having information on its website in all major areas of activity; the site is informative and has a modern interface;

– the University is the core of the regional socio-pedagogical cluster, providing integration with the environment and the implementation of the state educational policy at the regional level.

Areas for improvement:

– the Chinese version of the site needs further improvement.

STANDARD 9. ON-GOING MONITORING AND PERIODIC REVIEW OF EDUCATIONAL PROGRAMMES

Documented procedures for monitoring, periodic evaluation and review of educational programmes

Educational programmes are reviewed annually. Changes and additions are made according to the decision of the Academic Council of the University and based on the Regulation on the procedure for the formation of the educational programme in the fields of study (<https://www.mininuniver.ru/scientific/education/docs/ump>).

All changes and additions are made in the form of amendments, which are approved by the University rector. The amendments are published together with the educational programme on the official website of the University.

The syllabuses are reviewed annually in relation to the content of the discipline, taking into account the development of science, technology, culture, economics, methodology and social sphere in accordance with the Regulation on the syllabus, implemented with accordance to educational programmes of higher education (<https://www.mininuniver.ru/scientific/education/docs/ump>). Changes and additions to syllabuses are introduced:

- according to the changes of the Federal State Education Standards of Higher Education in specialities or of other regulatory documents, including the University ones;

- when approving a new curriculum in the field of study / specialty;
- in case of significant changes to the syllabus.

The list of basic and additional literature is updated annually taking into account the new literature acquired by and published at the University.

Minin University has an Expert Council to assess the effectiveness of the educational programmes, implemented for more than one year. A decision on the need to review an educational programme is made at the meetings of the Expert Council.

Evaluation of the effectiveness of an educational programme is an element of the system of internal independent assessment of education quality and is conducted in accordance with the Regulation on the Expert Council for the evaluation of the quality and efficiency of the undergraduate and graduate programmes (<https://www.mininuniver.ru/scientific/education/docs/ump>).

Within the framework of the state accreditation, a survey on higher education programmes is conducted among students and teachers.

During the accreditation of the educational programme, the expert conducts:

- questioning of students on satisfaction with the quality of educational services;
- questioning of teachers on satisfaction with the conditions of the educational process.

The results of the questioning are attached to the report of the expert and are a monitoring procedure of the educational programme.

Availability of a feedback mechanism for students, employers, branch ministries and departments (key stakeholders) in monitoring and periodic review of the educational programmes

The University has a mechanism of interaction and feedback for employers, the main forms of which are:

- conclusion of contracts for students' practical training and traineeships. During practical training and traineeships, the heads of practice from the department interact with employers and take into account their opinion on the development of curricula, syllabuses, programmes of practical training and traineeships;

- involvement of employers' representatives in the work of the State certification commission, who express their opinion on improvement of curricula of the educational programme in their reports;

- employers' participation in scientific and practical student conferences, round tables, devoted to the consideration of current problems of science, education and the economy of the region and Russia. For example, the all-Russian scientific and practical student conference "My professional start-up" is annually held with the employers' participation;

- involvement of employers' representatives in student teaching, who take part in the department meetings and make their proposals for the development (adjustment) of curricula and syllabuses, programmes of practical training and traineeships, assessment tools fund, as evidenced by the relevant minutes of department meetings, as well as reviews and feedback on the educational programmes;

- monitoring of employers' feedback on the quality of graduates' training;

- caring out theses preparation at the employers' enterprises and organizations;

- involvement of employers in theses reviewing.

The system of interaction and feedback for employers, representatives of the labour market is based on contractual relations. In order to establish a feedback mechanism for employers, branch ministries and agencies (key stakeholders in employment), strategic cooperation and partnership agreements have been concluded.

Career events are held for future graduates within the framework of contracts concluded with the participation of potential employers (see Standard 8).

Heads of enterprises and organizations, as well as heads of HR-services (network partners, employers in the framework of targeted training, etc.) are interviewed to carry out surveys on stakeholders' satisfaction with the level of graduate training, as well as employers' views on higher education and requirements for graduate professional competence. Employment in the University as a whole is more than 85%.

Effectiveness of procedures for monitoring and periodic review of the educational programme (enhancement of programmes)

The design of educational programmes is updated annually as a result of their monitoring and periodic review. Thus, educational programme staffing has been improved (by involvement of highly professional lecturers – "visiting

professors”), new environmental solutions for the organization of the educational process have been formed, and the content of educational programmes (design based on professional standards) has been updated taking into consideration the opinion of employers and students over the past three years. These changes contribute to the achievement of the stated objectives of educational programmes, as evidenced by the results of the student's acquisition of educational programmes and proved:

- by the results of students' participation in Olympiads and professional competitions (Olympiad “Pedagogical hackathon”, WorldSkills championship and others);
- by graduates' marks on the state certification tests (about 80% of “excellent” and “good” marks);
- by the rate of employment in the field of study / specialty (more than 85% of graduates).

Conclusions on standard 9:

Good practice:

- the educational programmes meet regulatory requirements, take into account regional needs and are focused on the best national practices;
- the University implements an effective feedback mechanism for teachers and students;
- there are procedures for monitoring the effectiveness of the educational programme.

Areas for improvement:

- improvement of the feedback mechanisms for employers, branch ministries and departments, taking into account the changing needs of society, expectations, is needed;
- more active involvement of students and employers in the analysis of monitoring results is required.

STANDARD 10. PERIODIC EXTERNAL QUALITY ASSURANCE OF EDUCATIONAL PROGRAMMES

Periodic external evaluation of the educational programme

External evaluation of educational programmes is carried out in various ways. All programmes are subject to mandatory state accreditation procedures to establish compliance with the requirements of state educational standards. The quality of the programmes is evaluated by employers through their participation in the work of the State examination commission and expertise of the programme materials.

Employers have ample opportunities to participate in the external evaluation of the educational programme through the existing system of organization of all types of practices provided by the curriculum. Employers in the form of recommendations characterize the trainees and their level of preparation for solving professional problems in the course of undergraduate's and graduates' practice management. Employers' opinions become the subject of discussion at the conferences on practice, departments meetings and consideration towards the improvement of syllabuses.

In 2013, educational programmes "Philological education", "Psychological and pedagogical education", "Special (Defectological) education", "Vocational Education and Training (according to specialties)" passed the international professional-public accreditation for compliance with ESG-ENQA standards for a period of 6 years.

Minin University monitors and takes action to improve its position in the national and international rankings of different levels (Appendix 7).

Availability of a corrective actions programme based on the results of external evaluation of educational programmes

External expertise of the University activities is carried out in various ways: the procedure of state accreditation, public reports, participation in competitions, and development of competitive programmes.

A program of corrective and preventive actions is implemented taking into consideration the results of the external evaluation, consisting of amendments to the roadmaps of project implementation, discussions of the procedures of the educational programme improvement at the expert councils, department meetings, faculty council, involvement of independent experts for the evaluation of the introduction of new and refinement of existing procedures for monitoring, conducting project sessions.

Consideration of the results of previous external evaluation procedures when conducting subsequent external procedures

Minin University implements an open information policy. The strategic goal of the University is the transition from a project university to a public educational corporation. In this regard, the University develops and implements procedures to ensure the publicity and openness of the University activities. Regular external evaluation of activities is carried out through annual procedures of public reports to provide a high level of expert opinions on the part of regional and Federal partners. Each time after the discussions, corrective measures are carried out, allowing the University to become more effective. Information on public reports and the main strategic priorities is open and located on the University website (<https://www.mininuniver.ru/about/strategiya-razvitiya-2023>). Centre for strategic development of Minin University monitors the progress of the projects and posts all the necessary information in the electronic environment of the University to develop operational activities.

The Centre for strategic development of the University carries out analytical work on the study of the results of the evaluation of the educational programmes quality. Both the results of internal data and the results of external evaluation are taken into account, evaluation methods are analysed. The Centre for Education Quality Management summarizes and systematizes data on the teachers' development and students' achievements, defines The University development zones.

The results of the analysis are discussed by the University management; decisions are made to improve the activities.

Conclusions for standard 10:

Good practice:

- public reports are regularly held to provide high-level expert evaluation of the University activities;
- the progress made during the annual period is taken into account while planning new events for improvement of the University activities;
- the University implements project management that provides regular monitoring of activities, involvement of external experts in the evaluation and implementation of a set of project lines for educational programmes management.

Areas for improvement:

- the introduction of international practice of evaluation and review of the content of educational programmes is required;
- the formation of additional mechanisms of external quality assessment of educational programmes is needed.

III CONCLUSIONS

The analysis of the cluster of educational programmes in the areas of study "Psychological and pedagogical education" (44.03.02, 44.04.02) and "Pedagogical education" (44.04.01) has made it possible to draw the following conclusions.

The educational programmes of the cluster are fully documented and being developed in accordance with the mission and strategy of the University. The documents on educational programmes are available to all participants of the educational process and are posted on the website of Minin University. The programs are accredited by the state and meet all the requirements of the state educational standards.

The University has developed a system of project management, which ensures the renewal and development of educational programmes through the project of modernization of the educational process and annual public reports on the University activities, attracting great attention of the expert community.

There is a mechanism for periodic evaluation of educational programmes and the internal system of independent evaluation of the education quality has been formed as a comprehensive mechanism that makes it possible to take into account all stakeholders' views. The mechanism of a comprehensive exam of readiness for professional activity is of particular interest – it is taken by sophomores to ensure the involvement of the most talented and motivated students in the teaching profession. External independent evaluation of educational programmes is represented by a number of activities that take into account the students' achievements employers' opinions.

The system of selection and attraction of applicants provides high quality students, the site presents unique information products such as a university virtual tour, the "Unified State Exam Calculator", an online open day, allowing applicants to obtain information about educational programmes and make their choice consciously. A number of schools in the region have opened pedagogical classes; a joint educational training programme with Nizhny Novgorod Provincial College has been implemented.

Evaluation of students' achievements has clear and transparent criteria available for study in the Learning Management System of the University, the objectivity of student assessment is achieved by the rating system for the disciplines mastery; a portfolio of student's achievements has been introduced, making it possible to gain comprehensive information about them.

The teaching staff is highly qualified, the most experienced teachers, actively leading research activities, are involved in teaching graduate programmes, retraining programmes and programmes of supplementary education. The teaching staff improve their skills in a timely manner, conduct active research and participate in all-Russian and international scientific events. Public Scientific Lecture is an interesting experience for students and teachers, which allows them to get acquainted with the innovative developments in the field of pedagogy and psychology, to communicate with experts.

A sufficient level of graduates' competence is confirmed by a high percentage of employment.

Educational process is provided with necessary material and technical base, equipment, modern means of training. The map of electronic services should be noted as a set of unique developments of the University, making the educational process more dynamic and effective; the regional resource centre, providing educational organizations with methodological assistance in work with people with disabilities, is also worth mentioning.

Library resources for educational programmes are fully completed, there are subscriptions to electronic library resources, and the University provides students and teachers with the equipped areas for independent study and work. In addition, it is possible to use the unique editions of the rare books fund of the University library.

On the basis of the strategic priorities of the University the key performance indicators have been formed, according to which the teachers' activities and achievements are assessed. Thus, the implementation of the University's strategy is stimulated and continuous monitoring of the effectiveness of management decisions is conducted. Also, the system of collecting and processing information includes questioning of stakeholders, employers' feedback, and feedback from students of supplementary education courses. Currently, the work is underway to merge all information bases of the University into a network of electronic services.

The information about educational programmes, students' achievements, and the University news are published on the University website in a timely manner. The University implements an open information policy.

LIST OF APPENDICES

1. Achievements of the cluster of educational programmes in the fields of study "Psychological and Pedagogical Education" (44.03.02, 44.04.02) and "Pedagogical Education" (44.04.01)
2. The University regulatory documents aimed to ensure the quality of the educational programmes
3. Federal grant programmes and state contracts of the cluster of educational programmes in the fields of study "Psychological and Pedagogical Education" (44.03.02, 44.04.02) and "Pedagogical Education" (44.04.01) provided to the university in 2016-2018
4. Experimental sites for implementation of a cluster of educational programmes, undergoing the accreditation
5. Publications of the teachers engaged in teaching activities in the cluster of educational programmes in the fields of study "Psychological and Pedagogical Education" (44.03.02, 44.04.02) and "Pedagogical Education" (44.04.01) in 2018
6. The participants of the "Public Scientific Lectures" in 2018
7. Minin University performance in both Russian and international ratings

ACHIEVEMENTS OF THE CLUSTER OF EDUCATIONAL PROGRAMMES IN THE FIELDS OF STUDY "PSYCHOLOGICAL AND PEDAGOGICAL EDUCATION" (44.03.02, 44.04.02) AND "PEDAGOGICAL EDUCATION" (44.04.01)

1. The quality of the implementation of the educational programme

The maintenance of a high level of quality of educational programmes is carried out systematically and continuously. Projects to support the teachers' activities in the educational process, and projects that ensure the effective students' development, as well as a system of measures to improve the content of training are being implemented.

The high quality of the programmes is confirmed by the feedback from the graduates and employers, a high percentage of the graduate's employment, the students' awards in the field of study and social activities, the absence of complaints.

2. Ensuring the up-to-date content of education

The relevance of the content is provided by the annual update of educational programmes, coordinated work with the employers, involvement of the expert educational community in the development of the content of education and the use of the best Russian and foreign practices. The University is developing a system of projects aimed at improving the educational process; their results are being implemented in practice.

The University regularly monitors the satisfaction of various categories of participants in the educational process, carries out the questioning of employers and the students attending supplementary education courses, and uses the results to improve its activities.

3. Teaching staff (the teachers' competence)

The scientific and pedagogical staff, involved in the implementation of educational programmes, is formed from highly qualified teachers with scientific degrees and titles. The teachers do a lot of research work, regularly improve their professional skills, actively participate in all-Russian and international scientific events.

The University has implemented a system of effective employment contract, supported by a rating system of the teacher, which provides financial stimulation of teachers' activities and coordination of the actions aimed at the achievement of the University key performance indicators.

4. Independent assessment of the the students' learning achievement

Independent assessment of the students' learning achievement is carried out both within the University and with the involvement of external experts. The main mechanisms of internal independent assessment are: feedback from project managers, the results of the students' internal project

activities, a comprehensive examination of readiness for professional activity, the use of assessment tools funds validated by other organizations.

External procedures for independent assessment of the students' learning achievement are represented by the Federal online exam in the field of vocational education, the students' participation in professional competitions and contests. Undergraduate and graduate students are members of the teams of Minin University in Olympiads in pedagogy and take an active part as contestants and organizers of the all-Russian student Olympiad "Foresight-pedagogy", which is held at Minin University.

5. The demand for graduates (employment)

The demand for graduates in these fields of study is traditionally high and averages 82%. The issues on the graduates' employment are dealt with by the Institute of Lifelong Learning. Information about the events and vacancies is available on the website of the University.

The University implements joint programs and projects with the employer that promote graduate employment (the project "Regional HR-designer", providing a professional's career support during the entire period of labour activity), introduces the service of postgraduate education, carries out the project "Clinical practice centres", provides training of "change management teams". Being the center of the socio-pedagogical cluster, the University interacts with professional associations and communities, studying the needs of the labour market.

6. Teaching resources

The University has all the necessary material and technical base for the conduct of all kinds of classes. Nowadays, the University is implementing a large-scale project aimed at changing the design of the educational environment – modern zones for the students' independent studies are organized, the creation of a barrier-free environment is going on.

The educational programmes are provided with educational and methodical documentation and educational and methodical complexes on all academic disciplines; the content of the syllabuses is available on the University website. The University implements projects to improve the educational process and create educational materials of a new format. The library fund is fully completed in accordance with the requirements of the Federal State Education Standard.

7. Scientific activity

The scientific and pedagogical staff are actively engaged in scientific work: participate in conferences of all-Russian and international levels, publish the results of their research in the world ranking and leading Russian journals. Many teachers have been awarded for their achievements in the field of science. Every year, the teachers of the departments conclude about 30-40 contracts with the customers - various organizations of the city and region - on the implementation of research, as well as licensing agreements for the provision of the right to use electronic versions of the teachers' monographs.

8. Students' academic mobility

The students' participation in mobility programs is provided by the International Affairs Office.

The University students take part in foreign academic projects and internships. Thus, they have an opportunity to in-depth practice the use of a foreign language in the natural language environment; increase their level of intercultural competence while participating in these programs. The practical knowledge and skills gained during the internships are successfully used by the students of Minin University in educational, professional and social activities.

In the 2017-2018 academic year, the students and teachers of Minin University were given the opportunity to participate in scholarship programmes in the following countries: Slovakia, Holland, Iceland, China, the UK, Italy, Hungary, Romania, the USA, Lithuania, Armenia, Germany, Austria, Slovenia, France, Norway, the Netherlands, South Korea, Vietnam, Serbia, Belgium, Azerbaijan, Kazakhstan, Finland, Poland, Sweden, Greece and India.

9. International projects

The international relations development is one of the priorities of Minin University.

A range of measures is being implemented: vacation cultural and educational schools, joint educational programmes, teacher exchange programs, internships for foreign teachers, graduate and undergraduate students, refresher courses for teachers.

Traditional foreign partners are Anhui Normal University (China), Xi'an Fanyi University (China), Hong Kong Institute of Education (China), Shandong University of Technology (China), Taraz State Pedagogical University (Kazakhstan), Jinan Foreign Language School (China).

THE UNIVERSITY REGULATORY DOCUMENTS AIMED TO ENSURE THE QUALITY OF THE EDUCATIONAL PROGRAMMES

Nº	Type	Title	Dated
1	regulation	On the system of internal independent assessment of the quality of education at Minin University	April 19, 2018
2	regulation	On the electronic portfolio of students of Minin University	March 26, 2018
3	regulation	On the internal independent assessment of the quality of student training at Minin University	March 23, 2018
4	regulation	On the graduate students' research work	February 16, 2018
5	regulation	On the clinical practice centre	February 16, 2018
6	regulation	On the formation of the assessment tools fund for ongoing monitoring of the progress and mid-term and end-of-practice assessment of the students	February 16, 2018
7	regulation	On the practice of the students mastering the educational programmes of higher education	February 16, 2018
8	regulation	On the order of transfer, dismissal and restoration of the students of Minin University	August 30, 2017
9	regulation	On the order of implementation of educational programmes for persons with disabilities	August 30, 2017
10	regulation	On the acquisition of educational programmes of higher education according to the individual curriculum, including accelerated learning	August 30, 2017
11	regulation	On the individual curriculum at Minin University	August 30, 2017
12	regulation	On the order of organizing and conducting classes in the disciplines (modules) in physical culture and sport at Minin University	August 30, 2017
13	regulation	On the state final certification of the students mastering the undergraduate and graduate programmes	August 30, 2017
14	regulation	On the training of the graduate students	August 30, 2017
15	regulation	On the organization of the students' independent study	August 30, 2017

Nº	Type	Title	Dated
16	regulation	On the formation of the assessment tools fund for ongoing monitoring of the progress and mid-term and end-of-course assessment of the students	August 30, 2017
17	regulation	On the rating system for assessing the quality of the students' training	August 30, 2017
18	regulation	On the order of formation of the I educational programme in the field of study	August 30, 2017
19	regulation	On the syllabus of the discipline (module), implemented by undergraduate and graduate educational programmes	August 30, 2017
20	regulation	On the course papers (projects)	August 30, 2017
21	regulation	On the ongoing monitoring of the progress and mid-term and end-of-course assessment of the students mastering undergraduate and graduate educational programmes and programmes of the secondary professional education	August 30, 2017
22	regulation	On the curriculum development	August 30, 2017
23	regulation	On the order of externs enrollment, the intermediate and state final certification	August 30, 2017
24	regulation	On the organization of the educational process when combining various forms of education	August 30, 2017
25	regulation	On the creation and placement of open courses of Minin University	July 27, 2017
26	regulation	On the use of open courses in educational activities of Minin University	July 27, 2017
27	regulation	On the time norms	March 20, 2017
28	regulation	On academic mobility of undergraduate and graduate students, teachers and other staff	August 30, 2016
29	regulation	On the order and conditions of externs enrolment	August 30, 2016
30	regulation	On the procedure for granting maternity leave, parental leave and payment of allowances to the students	August 30, 2016
31	regulation	On the procedure for granting academic leave to the students	August 30, 2016

Nº	Type	Title	Dated
32	regulation	On the development of the programme of the professional module on the programs of training of mid-level professionals in specialties of secondary professional education	August 30, 2016
33	regulation	On the state final certification conducted with the use of e-learning, distance learning technologies	July 04, 2016
34	regulation	On the implementation of the regulations on the use of the "Antiplagiat.VUZ" system	April 03, 2015
35	requirements	For the management and design of the study schedules and dates of mid-term and end-of-course attestation for undergraduate and graduate programmes	August 30, 2017
36	instruction	Instructions for filling in, registration and issuance of certificates on the profession of the worker, the position of the employee	August 30, 2016
37	order	On the organization of work in software "Antiplagiat.VUZ" and the formation of a base of theses in the electronic library system	January 20, 2016
38	order	On monitoring the students' satisfaction with the educational process	Termly since 2016
39	order	On the survey of the first-year students of Minin University	Yearly since 2015

FEDERAL GRANT PROGRAMMES AND STATE CONTRACTS OF THE CLUSTER OF EDUCATIONAL PROGRAMMES IN THE FIELDS OF STUDY "PSYCHOLOGICAL AND PEDAGOGICAL EDUCATION" (44.03.02, 44.04.02) AND "PEDAGOGICAL EDUCATION" (44.04.01) PROVIDED TO THE UNIVERSITY IN 2016-2018

1. State contract for the performance of work (provision of services) on the project "Development of models for teachers' targeted training in the educational sphere "Education and Pedagogical Sciences" (№ 05.015.12.0014, dated June 17, 2016);

2. State contract for the performance of work (provision of services) on the project "Enhancing the skills of the teaching staff of educational institutions, organizations of supplementary education and pre-school educational organizations in the field of developing children's skills of safe participation in traffic" (№ 07.P61.11.0034, dated September 19, 2017);

3. State contract for the performance of work (provision of services) on the project "Enhancing the skills (including by means of modular courses) of the teaching staff of educational institutions, organizations of supplementary education and pre-school educational organizations in the field of developing children's skills of safe participation in traffic" (№ 07.P61.11.0008, dated May 07, 2018);

4. Russian Humanitarian Scientific Foundation grant programme "The study of environmental and personal factors of teenage bullying" (№15-06-10575) "The study of environmental and personal factors of adolescence bullying" for 2015-2017;

5. Russian Foundation for Basic Research grant programmes "Teaching talent: the pedagogical and psychological solutions" (№19-113-00024, (Protocol № 15 (212), dated December 20, 2018); "The study of the theoretical foundations for the development of pupils' eco-oriented activity in cultural landscape" (Contract № 19-013-00749, dated December 28, 2018).

EXPERIMENTAL SITES FOR IMPLEMENTATION OF A CLUSTER OF EDUCATIONAL PROGRAMMES, UNDERGOING THE ACCREDITATION

№	Theme	Educational organization	Scientific Supervisor
1	"Psychological and pedagogical technologies of children's early development in the conditions of supplementary education"	Municipal budgetary educational institution of supplementary education "Center for extracurricular activities"	Sidorina E.V., senior teacher of the Department of Practical Psychology
2	"Formation and improvement of psychological and pedagogical competencies necessary for the correction and harmonization of the educational process, in professionals and future teachers"	Municipal autonomous educational institution "Secondary School № 151 with in-depth study of certain subjects"	Shabanova T.L., Candidate in Psychological Sciences, associate professor of the Department of Practical Psychology
3	"Creating conditions for the formation of students as subjects of self-determination"	Municipal autonomous educational institution "Gymnasium № 184"	Fedoseeva T.E., Candidate in Psychological Sciences, associate professor of the Department of Practical Psychology
4	"Psychological and pedagogical support of universal educational actions of pupils of the 5th grade at the stage of continuity of primary and secondary education"	Municipal budgetary educational institution "Lyceum № 8"	Mamonova E.B., Candidate in Psychological Sciences, associate professor of the Department of Practical Psychology
5	"The system of work on the development of the social and personal sphere of children of preschool age"	Municipal budgetary pre-school educational institution "Kindergarten № 29"	Serebryakova T.A., Candidate in Psychological Sciences, associate professor of the Department of Practical Psychology

№	Theme	Educational organization	Scientific Supervisor
6	"Psychological and pedagogical conditions and subjective mechanisms of moral development of a senior preschooler"	Municipal autonomous pre-school educational institution "Kindergarten № 390"	Suvorova O.V., Doctor in Psychological Sciences, professor of the Department of Practical Psychology
7	"Development of the psychological foundations of a system-activity approach in primary education"	Municipal Independent Secondary General Education Institution № 186 "Author's Academic School", Nizhniy Novgorod	Gutsu E.G., Candidate in Pedagogical Sciences, associate professor of the Department of Psychology and Pedagogy of Preprimary and Primary Education
8	"Development and testing of pedagogical technology of preschool children's speech development in accordance with the Federal state educational standard of preschool education"	Municipal autonomous pre-school educational institutions "Kindergarten № 229 "Delphin"" and "Kindergarten № 52" Ladushki""; municipal budgetary pre-school educational institutions "Kindergarten № 447", "Integrated Kindergarten № 77" and "Kindergarten № 365"	Krasilnikova L.V., Candidate in Pedagogical Sciences, associate professor of the Department of Psychology and Pedagogy of Preprimary and Primary Education

PUBLICATIONS OF THE TEACHERS ENGAGED IN TEACHING ACTIVITIES IN THE CLUSTER OF EDUCATIONAL PROGRAMMES IN THE FIELDS OF STUDY "PSYCHOLOGICAL AND PEDAGOGICAL EDUCATION" (44.03.02, 44.04.02) AND "PEDAGOGICAL EDUCATION" (44.04.01) IN THE YEAR 2018

Articles indexed in the Web of Science database

Nº	Authors	Title	Journal	Year, Nº, pages
1	Skitnevskiy V.L., Grigoriyeva E.L., Podlubnaya A.A., Lebedeva I.V., Kulakova N.I., Balashova V.F.	Acrobatics as a Mean to Develop Ability and Coordination Skills in Children of Elementary School Age	Modern Journal of Language Teaching Methods	2018, Volume 8, Issue 5, pages 104-112
2	Yadryshnikov K.S., Bystritskaya E.V., Burkhanova I.Yu., Ivanova S.S., Stafeeva A.V., Vorobiev N.B.	Case-Technology Functions in College Student Vocational Training	Modern Journal of Language Teaching Methods	2018, Volume 8, Issue 3, pages 305-316
3	Knyazeva T.N., Semenova L.E., Chevachina A.V., Batyuta M.B., Sidorina E.V., Vasilyeva E.N., Petyukova O.N.	Perception of the Family as a Factor of Emotional Well-Being of Adolescents	Modern Journal of Language Teaching Methods	2018, Volume 8, Issue 3, pages 349-355

Articles indexed in the Scopus database

Nº	Authors	Title	Journal	Year, Nº, pages
1	Bicheva I.B., Khizhnaya A.V., Desyatova S.V.	Akmeological Foundations of Professional Development of Teachers of Preschool Education	Perspectivy Nauki i Obrazovania	2018, Nº 32(2), pages 48-53
2	Ivanova N.V., Minaeva E.V., Akpayev A.B.	Dynamics of Anti-Motivation of Educational Activity of Students of Pedagogical Universities	Perspectivy Nauki i Obrazovania	2018, Nº 33(3), pages 54-58

№	Authors	Title	Journal	Year, №, pages
3	Suneeva I.V., Sotova I.S., Khanova T.G.	Interactive Technologies of Interaction of Teachers with Family Families	Perspectivy Nauki i Obrazovania	2018, № 33(3), pages 232-236
4	Krasilnikova L.V., Vyalova N.V.	Use of Computer Games in the Development of Speech of Children of Preschool Age	Perspectivy Nauki i Obrazovania	2018, № 33(3), pages 217-225
5	Belinova N.V., Bicheva I.B.	Development of Professional Competences of Preschool Teachers in the Sphere of Formation at Children of Skills of Safe Participation in Traffic	Perspectivy Nauki i Obrazovania	2018, № 31(1), pages 44-48
6	Kolesova O.V., Tivikova S.K., Fokina E.I.	Implementation of a Communicative Activity Approach to the Development of Students' Speech	Perspectivy Nauki i Obrazovania	2018, № 33(3), pages 226-231
7	Konakova T.A., Vyalova N.V.	Artistic-Aesthetic Development of Children in Conditions of Participation to the National Art Works of the Native Territory	Perspectivy Nauki i Obrazovania	2018, № 33(3), pages 254-260

№	Authors	Title	Journal	Year, №, pages
8	Minaeva E.V., Ivanova N.V., Suvorova O.V., Sorokina T.M., Akpayeva A.B.	Examination of Learning Anti-Motives in Elementary School Students with Content Analysis Tools	Astra Salvensis	2018, Volume 6, pages 329-339
9	Kostina O., Simonova M., Belinova N., Kochneva E., Morozova L., Serebryakova T.	Emperical Understanding of the Problem of Value Orientations Students	Opcion	2018, Volume 34, № 85, pages 672-686
10	Belinova N.V., Bicheva I.B., Krasilnikova L.V., Khanova T.G., Khizhnaya A.V.	Developing Preschool Teachers' Professional Competencies with Regard to Forming Children's Safe Traffic Participation Skills	Espacios	2018, Volume 39, № 49
11	Minaeva E., Ivanova N., Suvorova O., Sorokina T., Akpayev A.	Examination of Learning Anti-Motives in Elementary School Students with Content Analysis Tools	Astra Salvensis	2018, Volume 6, pages 329-339
12	Belinova N.V., Bicheva I.B., Khanova T.G., Khizhnaya A.V., Kolesova O.V.	Features of Professional Ethics Formation of the Future Teacher	Espacios	2017, Volume 38, № 25

№	Authors	Title	Journal	Year, №, pages
13	Ivanova N.V., Minaeva E.V., Lapin N.I., Suvorova O.V., Mamonova E.B.	Specifics of the Dynamics of Educational Activity Motivation and Antimotivation in Students of a Pedagogical University	Espacios	2017, Volume 38, № 40
14	Ivanova N.V., Minaeva E.V., Lapin N.I., Suvorova O.V., Zhestkova E.A., Kolesova O.V.	Specifics of Determination of Antimotivation for Learning Activity in Prospective Teachers from Different Countries	Espacios	2017, Volume 38, № 25
15	Ivanova N.V., Minaeva E.V., Suvorova O.V., Mamonova E.B., Sorokoumova S.N., Gutko A.V.	Experience of Emotional and Physical Violence and Psychological Boundaries of Personality of Psychology Students	Espacios	2017, Volume 38, №56
16	Bystritskaya E.V., Burkhanova I.Yu., Ivanova S.S., Stafeeva A.V., Zhemchug Yu.S.	Models of Master's Degree theoretical research in Russia and the USA	Astra Salvensis	2018, Volume 6, pages 115-124
17	Frolova S.V., Ilaltdinova E.Yu.	The Problem of Ethical Norms in the Professional Image of the Teacher: A Comparative Analysis	Perspectivy Nauki i Obrazovania	2018, № 33(3), pages 74-78

№	Authors	Title	Journal	Year, №, pages
18	Arifulina R.U., Nikishin V.E., Meshchenkova A.V., Yugai L.A., Shlykova Yu.V.	Identification of the Degree of Adaptation of Children to the Conditions of Preschool Educational Organization	Perspectivy Nauki i Obrazovania	2018, № 33(3), pages 203-210
19	Bazarnova N.D., Afonina Yu.V., Pravdina O.V.	Model of Integration of the Subjects of the Educational Space of the Initial School	Perspectivy Nauki i Obrazovania	2018, № 33(3), pages 198-202
20	Bogorodskaya O.V., Golubeva O.V., Gruzdeva M.L., Tolsteneva A.A., Smirnova Zh.V.	Experience of Approbation and Introduction of the Model of Management of Students' Independent Work in the University	Advances in Intelligent Systems and Computing	2018, Volume 622, pages 115-124
21	Egorov Yu.S., Milov V.R., Kvasov A.S., Sorokoumova S.N., Suvorova O.V.	Formalization of Software Requirements for Information Systems using Fuzzy Logic	Journal of Physics: Conference Series	2018
22	Minaeva E.V., Ivanova N.V., Suvorova O.V., Sorokina T.M., Akpayeva A.B.	Examination of Learning Anti-Motives in Elementary School Students with Content Analysis Tools	Astra Salvensis	2018, Volume 6, pages 329-339
23	Kostina O., Simonova M., Belinova N., Kochneva E., Morozova L., Serebryakova T.	Emperical understanding of the problem of value orientations students	Opcion	2018, Volume 34, № 85, pages 672-686

№	Authors	Title	Journal	Year, №, pages
24	Shabanova T.L., Naumova I.V.	The Study of the Value Emotions of the Elderly in the Context of Social Adaptation to Old Age	Perspectivy Nauki i Obrazovania	2018, № 33(3), pages 287-291
25	Shabanova T.L., Orlyansky D.E., Pavlinova A.B.	Specificity of Professional Stress Symptoms in Teachers of Various School Types	Perspectivy Nauki i Obrazovania	2018, № 34(4), pages 246-250

In the year 2018 the teachers published 66 articles concerning these areas of study in the leading Russian journals approved by the Higher Attestation Commission.

THE PARTICIPANTS OF THE PUBLIC SCIENTIFIC LECTURES IN 2018

№	Lecturer's Name	Scientific Degree, Scientific Title, Profession	Organisation
1	Sidorkin Alexander Mikhailovich	Candidate of Pedagogical Sciences, PhD, Professor, Director of the Department of Educational Programmes of the Institute of Education	Federal state autonomous educational institution of higher education "National Research University – Higher School of Economics", Moscow
2	Romanov Yuri Vladimirovich	Deputy Director of the Institute of History and Politics	Federal State Budgetary Educational Institution of Higher Education "Moscow Pedagogical State University", Moscow
3	Boguslavsky Mikhail Viktorovich	Doctor of Pedagogical Sciences, Professor, corresponding member of the Russian Academy of Education, Head of the Centre of the History of Pedagogy and Education	The Federal State Budget Scientific Institution "Institute for Strategy and Theory of Education of the Russian Academy of Education", Moscow
4	Ulyashev Konstantin Dmitrievich	Head of the Laboratory of Pedagogical Innovations	Federal State Budgetary Educational Institution of Higher Education "Naberezhnye Chelny State Pedagogical University", Naberezhnye Chelny
5	Evseev Sergey Petrovich	Doctor of Pedagogical Sciences, Professor, corresponding member of the Russian Academy of Education, Head of the Department of Theory and Methods of Adaptive Physical Culture	Federal State Budget Educational Institution of Higher Education "Lesgaft National State University of Physical Education, Sport and Health, St. Petersburg", Saint Petersburg

№	Lecturer's Name	Scientific Degree, Scientific Title, Profession	Organisation
6	Rogacheva Elena Yurievna	Doctor of Pedagogical Sciences, Professor, Professor of the Department of Pedagogy, corresponding member of International Teacher's Training Academy of Science	Vladimir State University, Vladimir
7	Vayndorf-Sysoeva Marina Efimovna	Candidate of Pedagogical Sciences, Associate Professor, Professor of the Department of Technology and Vocational Training of the Institute of Physics and Information Systems, expert on information and communication technologies at the UN international telecommunication union, expert of the Institute for the Internet Development, Vice-President of "Profi-DO", honorary scientist of Europe	Federal State Budgetary Educational Institution of Higher Education "Moscow Pedagogical State University", Moscow
8	Minyurova Svetlana Aligaryevna	Doctor of Psychology, Professor, First Vice-rector-Vice-rector for Academic Affairs, Head of the Department of General Psychology of the Institute of Psychology	Ural State Pedagogical University, Yekaterinburg
9	Panov Viktor Ivanovich	Doctor of Psychology, Professor, Head of the Laboratory of Ecopsychology of Development and Psychodidactics, corresponding member of the Russian Academy of Education, full member of the International Academy of Psychological Sciences, corresponding member of the International Academy of Pedagogical and Social Sciences	The Federal State Budget Scientific Institution "Psychological Institute of the Russian Academy of Education", Moscow

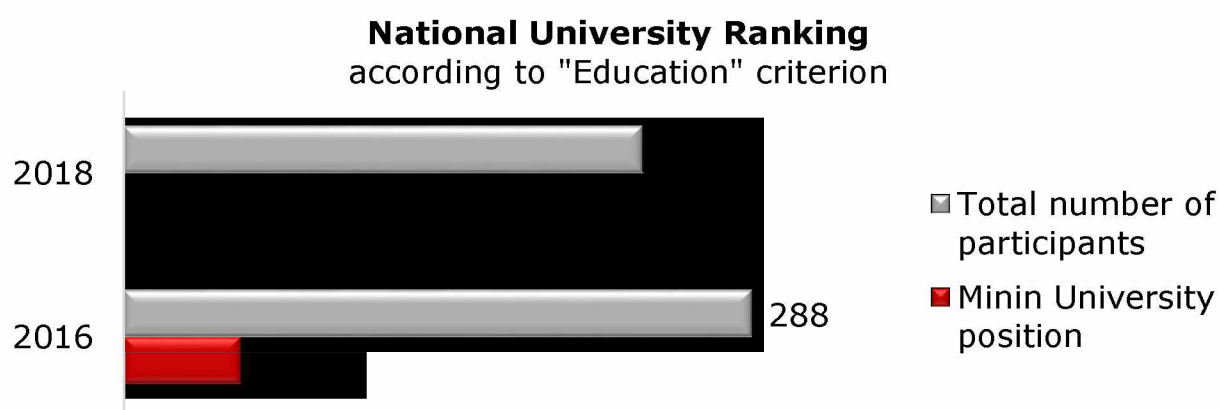
№	Lecturer's Name	Scientific Degree, Scientific Title, Profession	Organisation
10	Debra Fromm Faria	Associate Professor, head of the Department of Social Work	State University of New York College at Brockport, NY, United States
11	Bernd Ruschoff	PhD in Linguistics, Professor	University of Duisburg-Essen, Duisburg, Germany
12	Timo Ala-Vähälä	Managing Director, Researcher	The University of Jyväskylä, Finland
13	Karakulko Inna Leontievna	Candidate of Pedagogical Sciences, Associate Professor, Dean of the Faculty of Further Professional Education of the Institute for Advanced Studies and Retraining	Educational Institution "Belarusian State Pedagogical University named after Maxim Tank", Minsk, Belarus
14	Cecile Regner	Master of Arts, Vice President for Academic and Student Affairs	Roxbury Community College, the USA
15	Amina Mire	PhD, Assistant Professor of the Department of Sociology and Anthropology	Carleton University Ottawa, Canada
16	Turdalieva Sholpan Tursumbayevna	Candidate of Psychology, head of the Department of Special Pedagogy	Taraz State Pedagogical University, Taraz, the Republic of Kazakhstan

MININ UNIVERSITY PERFORMANCE IN BOTH RUSSIAN AND INTERNATIONAL RANKINGS

For several years Minin University has consistently been improving its performance in both Russian and international rankings. The University is a member of 10 national and international university ranking systems.

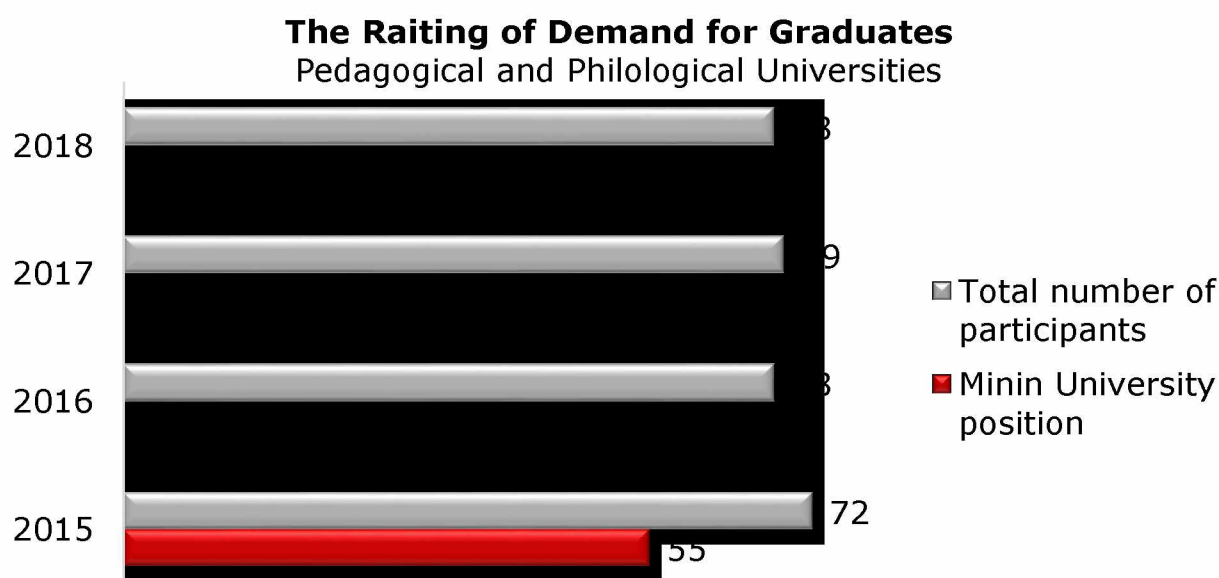
1. National University Ranking (Interfax Group Project):

- position 130 in the overall ranking (position 54 according to "Education" criterion, 813 points out of 1000) (288 participants) in 2018;
- position 169 in the overall ranking (267 participants) in 2017;
- position 106 according to "Education" criterion (238 participants) in 2016.



2. The rating of demand for graduates – 2018

- position 12 out of 68 among pedagogical and philological universities (<https://vid1.ria.ru/ig/ratings/Human-2018.htm>)



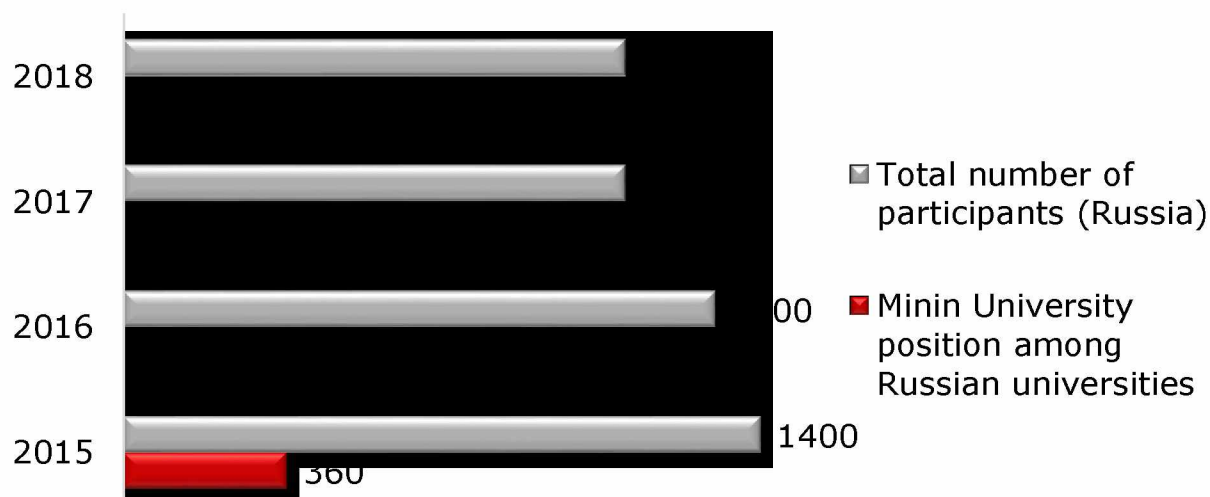
3. Monitoring of the quality of admission to universities - 2018 (Higher School of Education):

- position 138 in the overall ranking of universities (420 participants).

4. The “Webometrics Ranking of World Universities” – 2018

- position 261 among Russian universities (1172 participants);
- position 9473 in the overall ranking (more than 27,900 participants).

Webometrics Ranking of World Universities



5. GreenMetric World Rankings – 2018

- position 289 in the overall ranking (719 participants);
- position 10 among Russian universities (42 participants).

(<http://greenmetric.ui.ac.id/overall-ranking-2018/>)

In 2018, Minin University ranked first among 40 Russian universities-participants in terms of “waste management”, and also entered the top three national universities with a “green” transport policy.

Minin University is a member of the Association of Green Universities of Russia. The University has an active student association “Green Minin”, which held more than two dozen environmental events in 2018.

6. Round University Ranking – 2018¹

- position 779 in Financial Sustainability Ranking (783 participants);
- position 754 in International Diversity Ranking (783 participants);
- position 748 in Research Ranking (783 participants);
- position 769 in Teaching Ranking (783 participants).

7. U-Multirank university rankings

Minin University is one of 36 universities included in U-Multirank for Russian Federation (<https://www.umultirank.org/study-at/minin-nizhny-novgorod-state-pedagogical-university-minin-university-rankings/>).

Its overall profile shows top performance across various indicators, with excellent scores such as bachelor graduation rate, masters graduation rate,

¹ The source of information is the Clarivate Analytics database, which is also one of the information sources for the formation of CWUR (CenterforWorldUniversitiesRankings) and THE (TimesHigherEducationWorldUniversityRankings) ratings .

graduating on time (bachelors), graduating on time (masters) the proportion of bachelors, bachelor graduates working in the region, master graduates working in the region, income from continuous professional development.

8. QS World University Rankings

In 2018, the University became a contender for participation in the QS World University Rankings (BRICS and EECA) (<https://www.topuniversities.com/universities/minin-state-pedagogical-university-nizhny-novgorod>).