

# Decision of the FIBAA Accreditation Committee for Programmes



**98<sup>th</sup> Meeting on 26 February, 2016**

**Project Number:** 15/023  
**Higher Education Institution:** Tomsk State University  
**Study Programme:** Psychology of Health and Safety (Master)

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 7 (2) in conjunction with § 10 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programmes”, the study programme is accredited.

Period of Accreditation: February 26<sup>th</sup>, 2016 until the end of the summer semester 2021

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

Tomsk State University

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**Master study programme:**

Psychology of Health and Safety

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**Qualification awarded on completion:**

Master

# General Information on the study programme

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**Brief description of the study programme:**

The master's programme Psychology of Health and Safety is aimed at training of high-skilled specialists with deep knowledge of psychology of safety and mental health that are capable of solving the following professional tasks:

- psychological assistance to people experienced extreme and crisis situations;
  - development of diagnostic and rehabilitation programmes for PTSD and other psychological trauma-related problems;
  - psychological-acmeological support to specialists with hazardous occupation: psychological acmeological diagnostics, psychological preparation of specialists to occupation under the influence of extreme factors, occupational stress prevention, rehabilitation of specialists with extreme jobs;
  - theoretical studies and practical psychological correction of pathogenic behaviour and life-style;
  - designing the preventive and therapeutic programmes for stress-control and health protection and their promotion as a value-based orientation;
  - promotion of healthy life-style.
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**Type of study programme:**

master programme

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**Projected study time and number of ECTS points assigned to the study programme:**

2 years, 120 ECTS

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**Mode of study:**

full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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**Scope (planned number of parallel classes) and enrolment capacity:**

One class in each cohort

10 students

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**Programme cycle starts in:**

winter semester

start date: 1<sup>st</sup> september

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**Initial start of the programme:**

2011

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**Type of accreditation:**

Initial accreditation

# Procedure

A contract for the initial accreditation of the programme Psychology of Health and Safety (Master degree) was made between FIBAA and Tomsk State University (TSU) on April 6<sup>th</sup>, 2015. On July 1<sup>st</sup>, 2015 the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Carl Heese**

Catholic University of Eichstätt-Ingolstadt  
Professor for Quality Development and Evaluation  
in Institutions of Health Care and Welfare  
(Health Care Management, Welfare Work,  
Evaluation, Social Management, Quality  
Management)

**Prof. Dr. Gudrun Glowalla**

Euro-FH Hamburg University of Applied  
Science  
Professor for Business Psychology  
(Psychology, Business Psychology)

**Prof. Dr. Elena Khalevinskaya**

Plekhanov Russian University of Economics,  
Moscow  
Head of the Chair Customs Activity  
(World Economy, Finance)

**Andrea Lohmann-Haislah**

Federal Agency for Industrial Health and Safety  
Head of Department  
(Psychology, Business Consulting, Health and  
Safety, Health Protection, Organisational  
Psychology)

**Stefanie Henriette Fecher**

University of Erlangen-Nürnberg  
PhD student  
(completed: Organisational and HR Development  
(M.A.) at University of Erlangen-Nürnberg)

FIBAA project manager:  
Nora Winckel

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on November 10<sup>th</sup>/ 11<sup>th</sup> at the HEI's premises in Tomsk. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 12<sup>th</sup>, 2016. The statement on the report was given up on February 18<sup>th</sup>, 2016, it has been taken into account in the report on hand.

# Summary

The programme Psychology of Health and Safety offered by Tomsk State University fulfils the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on February 26<sup>th</sup>, 2016 and finishing at the end of the summer semester 2021. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

There are many criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme in the educational market (see Chapter 1.3.1),
- Transparency and documentation of admission procedure and decision (see Chapter 2.6)
- Integration of Theory and practice (see Chapter 3.1.3)
- Methods and scientific practice (see Chapter 3.1.6)
- Logic and plausibility of the didactical concept (see Chapter 3.3.1)
- Skills for employment/ Employability (see Chapter 3.6)
- Academic qualification of faculty (see Chapter 4.1.2)
- Pedagogical/didactical qualification of faculty (see Chapter 4.1.3)
- Student support by the faculty (see Chapter 4.1.6)
- Programme Director (see Chapter 4.2.1)
- Quantity, quality, media and IT equipment of teaching and group rooms (see Chapter 4.4.1)
- Access to literature (see Chapter 4.4.2)
- Programme Description (see Chapter 5.3.1)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

# Information

## Information on the Institution

Founded in 1878, Tomsk State University (TSU) is the oldest University in the Asian part of Russia. In 2010 it was granted a status of the National Research University and in 2013 it became one of the 15 Universities whose programme of international competitiveness aimed at becoming one of the world's 100 top universities won the support of the Russian Government. In 2015 TSU was evaluated by an international panel as one of the four best HEI within this excellence initiative. TSU includes 23 institutes and faculties, 3 research institutes, a Scientific Library and a Siberian Botanical Garden. The total number of students in 2014/2015 was 13902, the number of Professors was over 500, the number of Associate Professors – over 1000. For details please see the TSU website: <http://tsu.ru/english/>.

Resting upon a long tradition of psychological research in Tomsk, in 1997 the Faculty of Psychology was founded. Today, the Faculty is composed of 7 departments, 6 research laboratories, the Centre of social psychological education, the Psychological support service. Two doctoral dissertation councils work at the Faculty evaluating PhD and habilitation dissertations in the following subject areas: General psychology, Personality psychology, Psychology history; Social psychology; Developmental psychology, acemology; Clinical psychology; General pedagogics, pedagogics and education history. In addition, the Siberian Psychological Journal is published and the Siberian regional office of the Russian Teaching and Methodical Association for Psychology in higher education institutions functions at the Faculty.

Currently, TSU offers 165 master programmes in 49 areas. The Faculty of Psychology realises 11 study programmes composed of 4 bachelor programmes, one diploma programme and 6 master programmes.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk-Criterion)

The master's programme Psychology of Health and Safety is aimed at training of high-skilled specialists with deep knowledge of psychology of safety and mental health that are capable of solving the following professional tasks:

- psychological assistance to people experienced extreme and crisis situations;
- development of diagnostic and rehabilitation programmes for PTSD and other psychological trauma-related problems;
- psychological-acmeological support to specialists with hazardous occupation: psychological acmeological diagnostics, psychological preparation of specialists to occupation under the influence of extreme factors, occupational stress prevention, rehabilitation of specialists with extreme jobs;
- theoretical studies and practical psychological correction of pathogenic behaviour and life-style;
- designing the preventive and therapeutic programmes for stress-control and health protection and their promotion as a value-based orientation;
- promotion of healthy life-style.

Objects of professional activity of graduates of the master's programme are as follow: psychological mechanisms of human activity, mental processes, personality states and traits and their interconnection with objects and means of activity as well as with physical and social environment. Specific objects of professional activity are the level of mental health associated with a person's comprehensive development, its abilities and traits, adequate responses to external actions that are mainly determined by processes occurring in society: health and safety and their interdependence.

Upon completion of the study programme graduates should have general cultural competences (like ability to act in unusual situations and bear ethical and social responsibility for decisions, ability for abstract thinking, analysis and synthesis, ability to develop, realise and use creative potential), general professional competencies (like ability to guide a team and be tolerant towards social, ethnic, confessional and cultural differences, ability to solve conflicts, ability to communicate in native and foreign languages in the professional context etc.) and professional competences enabling occupation in research, teaching, psychological assistance and project activities.

### Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

|   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.1* Objectives of the study programme (Asterisk Criterion) |             |                              | x                          |                                    |      |

## 1.2 International orientation of the study programme design (Asterisk Criterion)

The master's programme has an international orientation concerning both the discipline contents and teaching strategies. It's documented in the curriculum containing a number of compulsory and optional disciplines taught in English.

As follows from the course syllabi, the programme integrates Russian and foreign approaches to the issues of safety and health, that's due to interpretation of health and safety as comprehensive social phenomena with multidimensional and many-sided structures and manifestations reflecting controversial interests of different social subjects. Almost every course unit stipulates for reading the foreign literature either in the original or in translation.

Besides, the academic staff and students take an active part in international forums and conferences with presentations of their research, teaching and project ideas (in 2015 conference participation in Japan, Italy, Norway, Spain and Great Britain). Master students are encouraged to undergo international study and research trainings on a voluntary basis, e.g. at the Maastricht University (the Netherlands) financed by Programme of Academic Mobility for TSU Students, participate in international projects carried out at TSU international laboratories for Cognitive Investigations and Behavioural Genetics and for Bio-Psychosocial Factors of Early Development.

Internationalisation is a strategic task of the University as a whole and the master's programme "Psychology of Health and Safety". Opportunities are connected with the development of all structures of the University. TSU became one of the leading higher education institutions of the country, whose Programme of International Competitiveness Enhancement and Potential was awarded with the highest grade by the Council on Competitiveness Enhancement of Leading Russian Universities.

### Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

|   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.2* International orientation of the study programme design (Asterisk Criterion) |             |                              | x                          |                                    |      |

## 1.3 Positioning of the study programme

There is no master's programme in Asian part of Russia that is comparable with Psychology of Health and Safety in terms of learning outcomes and study focus as well as qualification of the faculty, as found out by the programme director through online enquiry and discussions within the Russian Psychological Society. The only competitive programme is a master's programme of Moscow State University Clinical and Psychological Rehabilitation of cognitive

and emotional processes. However, the named programme focuses on pathologies and clinical therapy, while this programme is notable for a wider understanding of mental health and safety including social context and a broader range of capabilities, including distress prevention and treatment, psychological assistance to people with extreme jobs, forensic expertise etc. In addition, TSU doesn't compete with MSU in the educational market.

The study programme enjoys popularity from the very beginning which is confirmed by the growing number of applicants. Its cross-disciplinary character (between psychology, medicine and biology) attracts applicants with different academic backgrounds. This expansion is possible owing to common efforts made by TSU and Tomsk regional administration within the project "Study in Tomsk". In 2015 the programme has entered the professional education market of Kazakhstan, Kyrgyzstan, Turkmenistan and Mongolia. At the present time the Faculty of Psychology and TSU administrative bodies work out a strategy for positioning of the master's programme in the Maritime territory (Vladivostok region). 2013 TSU was reckoned among the best Russian HEIs, whose programmes for international competitiveness improvement received the highest grade from the international panel for increasing the Russian universities' competitiveness among academic centres in the world.

The programme's graduate employability is facilitated by curricular and optional research and practical trainings in the real economy and strategic partner organisations as well as by training of "custom-designed" specialists in compliance with employer demand (e.g. for Tomsk Research Institute of Balneology and Physiotherapy, Audio-psycho-phonologic centre "Potential" working on the basis of Alfred Tomatis method, TSU international laboratories for Cognitive Investigations and Behavioural Genetics and for Bio-Psychosocial Factors of Early Development). As to the study programme, cooperation with Tomsk branch of the Ministry of Emergency Situations has become a strategic nature which is reflected in increasing number of work placements and, accordingly, graduates become employed. Possible fields of occupation are:

- psychological assistance to people suffered from traumatic events (anti-crisis centres, centres for social security of people and family, centres for psychological assistance under the Ministry of Emergency Situations and the Ministry of Home Affairs, rehabilitation centres for children, rehabilitation centres for victims of violence, etc.).
- psychological support to people whose professional activity takes place in specific (complicated, unusual) and extreme conditions (departments of the Ministry of Defence, the Ministry of Home Affairs and the Ministry of Emergency Situations, enterprises of specific profile, enterprises with hazardous working conditions).
- professional services for organisations and companies, mass media in the sphere of psychological, information and personnel security (organisations and companies dealing with innovative technologies, television, broadcasting, information agencies, Internet mass media and others).
- information security of mass media, psychological safety of advertising, information and psychological security of society as a whole, organisations and companies (publishing houses, press services, advertising and PR-agencies, and others).
- research and teaching activities in educational and research institutions (research fellow in a laboratory, lecturer in psychology, safety and foundations of healthy life-style).

TSU strategic concept for 2013 – 2020 aims at gaining higher international competitiveness and entering the elite group of world's top 100 universities. It sees one of its missions in representing Russia in the global academic space and integrating its academic potential with that of the leading Russian and foreign centres of higher education and science. Developing fundamental and applied research is one of TSU's strategic priorities, with social and humanitarian knowledge and technologies singled out as one the five axes of University's development. International studies are explicitly mentioned as one of the priority areas for TSU's internationalization. TSU seeks to put special emphasis on the development of interdisciplinary education programmes like Psychology of Health and Safety, to promote the

international mobility of students, to increase the share of master students within the total number students. The study programme matches the priority line within the TSU strategic concept 2013-2010, that is “Social and humanitarian knowledge and technologies for economic and social modernization.

## Appraisal:

The panel experienced that the programme director thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. The attractiveness of the programme is determined by its uniqueness to Siberia, the Far East and the Russian North as well by the TSU special status.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates in various psychological areas are plausibly set forth.

The study programme with its interdisciplinary aspects and the internationalisation fits clearly into the overall strategic concept of TSU.

|       |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.3   | Positioning of the study programme   |             |                              |                            |                                    |      |
| 1.3.1 | Positioning of the study programme in the educational market                         |             | x                            |                            |                                    |      |
| 1.3.2 | Positioning of the study programme on the job market for graduates („Employability“) |             |                              | x                          |                                    |      |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept        |             |                              | x                          |                                    |      |

## 2. Admission

An applicant for the study programme must possess a bachelor's or a specialist's (diploma) degree in Psychology, Clinical Psychology, Medicine, Pedagogy or Biology. English language proficiency equivalent to B1 level or higher according to the CEFR is required in order to ensure the effective participation in courses taught in English. Certificates attesting English language proficiency must be enclosed to the applicant's portfolio.

The Entrance examination programme comprises two parts:

1. In the oral Psychology exam the applicant shall answer two questions of equal difficulty which aim to test his abilities to

- master the methodological principles and conceptual apparatus of general psychology;
- analyse the current problems and achievements in the field;
- conduct research in the field using relevant methodological tools.

During their preparation the applicants may make notes on examination sheet provided by the Attestation Commission. The whole procedure takes 90 and the applicant can reach 100 points (50 points for each question), the minimum threshold is 70 points.

- 50 – the answer is complete, it does not contain false elements and statements.
- From 40 to 50 – some non-important elements are omitted, there are no significant mistakes.
- From 30 to 40 – some significant elements are omitted and/or there are some significant mistakes.
- From 20 to 30 – the answer does not correspond to the question or is not given at all.

An applicant not meeting the minimum passing mark cannot be submitted for admission.

2. The interview (20-30 minutes in Russian language) is held in form of a conversation with members of the Attestation Commission. The interview aims to evaluate students' understanding of main research fields and practices in the sphere of psychology, clinical psychology; to ascertain erudition of an applicant and their interests in research fields of the master's programme "Psychology of Health and Safety"; to reveal motivation to future profession.

The answer of an applicant is evaluated in a range of 100 points according to the following scale, the minimum threshold is 50 points:

- From 70 to 100 – the answer is complete, it does not contain false elements and statements.
- From 50 to 70 – some non-important elements are omitted, there are no significant mistakes.
- From 20 to 50 – there are some significant mistakes.
- From 10 to 20 – the answer does not correspond to the question or is not given at all.

According to the results of entrance exams, the Attestation Commission forms the protocol of entrance (attestation) exams and builds rating lists of applicants and publishes them on the website of the Admission Committee of TSU. Rating lists contain the information on each student's total sum of points as well as provide the information on points awarded for each test (psychology exam and interview).

The Top 10 of applicants are enrolled in the programme without paying a tuition fee.

If the results are equal, the decision is based on applicants' portfolios demonstrating their research and educational achievements. If an applicant does not have enough points to study on state-funded basis, they can be admitted to the programme on the commercial basis. Minimum threshold in this case is 80 points.

The website for prospective students "Abiturient" provides the information on entrance examinations in all subjects, terms, open days, tutorials with deans of faculties, educational programme managers and the faculty and also the legal basis including national legislation.

The entrance examination schedule is published in advance both on the website of the Faculty of Psychology and on the TSU website for prospective students. The Attestation Commission

records students' answers and supplementary question in protocol of the meeting of the Attestation Commission. It openly announces the decision on the mark via TSU website for prospective students. The results of the exam and interview are announced at the end of the entrance examination and are published on the website of the Admission Office of TSU. Anyone who is interested in the results may also familiarize himself personally in the office. An applicant may appeal against the entrance examination results to the Appeal Committee in line with TSU Regulations on Appeal Committee. Final results of admission to the master's programme are presented on the website of the Admission Office in accordance with the requirements of the university. Those who want to know the reasons they failed should apply to the Appeal Committee to have a look at the protocol of the meeting of the Attestation Commission.

## Appraisal:

The admission requirements are defined and comprehensible. They are fully in line with formal Russian regulations for the entrance to Master programmes.

The selection procedure in general with the formal requirements (the oral psychology exam and the interview) ensures that qualified students are admitted. The level of English language skills, which is needed to participate successfully in the English language courses on an advanced level and to work with English literature and course materials, has to be proved.

Applicants can directly turn to the TSU Admission Office for clarification of specific questions, of personal aptitude, of career perspectives etc. A personal dialogue between applicants and the HEI is also provided by the Programme Director. The opening hours of the Admission Office and the availability of the University's staff by telephone and via e-mail are aligned with the needs of prospective students.

The admission procedure is described and documented in binding regulations and accessible on-site and on the University's web site. The admission decision is based on transparent criteria and is published on the web site too. If interested, applicants can examine paper documents as well. In addition, the admission decision contains detailed information on the results of the admission procedure.

|        |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1*   | Admission requirements (Asterisk Criterion)  |             |                              | X                          |                                    |      |
| 2.2    | Counselling for prospective students   |             |                              | X                          |                                    |      |
| 2.3*   | Selection procedure (if relevant)  |             |                              | X                          |                                    |      |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) |             |                              |                            |                                    | X    |
| 2.5*   | Ensuring foreign language proficiency (Asterisk Criterion)   |             |                              | X                          |                                    |      |
| 2.6*   | Transparency and documentation of admission procedure and decision (Asterisk Criterion)                              |             | X                            |                            |                                    |      |

## **3 Contents, structure and didactical concept of the programme**

### **3.1 Contents**

Two interrelated disciplines are of decisive importance for the programme's specialisation, notably Issues of Psychology of Safety: Research, Practical Application, Training of Specialists and Models and Levels of Individual and Public Health. Other compulsory and optional disciplines are aimed at providing students with competencies and skills in psychological research and practical application of theoretical and empirical findings in the field of health and safety. The programmes of practices train skills to prepare students for research, teaching and project activities as well as delivering psychological assistance, particularly to solve the new problems of "psychological" and "professional" health. At the same time, all the programme's components are logically and conceptually interconnected in terms of interpretation of personality as a person's comprehensive development in consideration of his potential and traits, adequacy of his responses to external actions.

All the disciplines are connected with different types of practice enhancing a professionally-oriented component of the programme (Teaching Practice, Pre-Graduation, Professionally-Oriented Practice, Project and Research Practice, Research Practice). The course contents and the programme's many-sided practical components are a serious basis for student theoretical and practical research and employability

The reappraisal of values in the modern society resulted in a new interpretation of safety issues. The principle innovation is understanding of safety as a system phenomenon, therefore a system approach to academic and practical examination of safety is required. Safety and safety levels strongly depend on both social factors and human health. In addition, the need for professional intervention has become more urgent: firstly, in emergency situations (when the cause of trauma is impersonal, e.g. natural catastrophe) and extreme situations (human and social caused situations); secondly, when working with people with "extreme jobs" associated with extreme working conditions (pilots, seamen, firemen, police officers, divers, astronauts, engine drivers, crane operators, drivers, power installation operators etc.). Since the reappraisal of priorities and approaches in interpretation of health and safety occurred and their emphasis shifted from the public interests to individual problems, science and practice are faced with the necessity of training appropriate specialists.

Just that field of a psychologist's professional activity is reflected in the programme name – "Psychology of Health and Safety". The compulsory and optional courses are aimed to graduate a specialist with both theoretical and practical skills to research and to provide psychological services in this sphere.

All the programme's disciplines provide students with theoretical and methodological knowledge which is considered as a basis for practical skills they acquire, which helps them to adapt to very likely changes in professional tasks and environment that they will face in the real economy and public sector. Thereby, theory is systematically interrelated with practical components throughout the curriculum. Thus, the compulsory and optional disciplines communicate up-to-date theoretical, methodological and practical knowledge of psychology of health and safety. In turn, the learning outcomes of 50% disciplines are aimed to prepare students for psychological assistance, teaching and project activities. The programmes of practical trainings (Research Practice, Professionally-oriented Practice, Teaching Practice, Pre-Graduation Practice, Project and Research Practice), make up 42% of the curriculum workload and complement the disciplines with both applied and theoretical knowledge as well as concrete technologies and techniques as they are organised in the real economy and public organisations.

Integration of theory and practice is also ensured by:

- The requirements of the Russian state standard (FGOS), namely the prescribed theory-practice ratio;
- Practice-oriented learning activities and practical lessons within the programme's theoretical module (M1 Disciplines). For example, the course unit "Laws of personal and professional development and multiplication of individual's potential and self-actualization through profession" within the discipline "Acme-Oriented Approaches to Research in Professional Activity" demands students to apply theoretical knowledge to solve practical problems, e.g. to make up a list of professional tasks; to design a "specialist model" in the selected occupational field; to distinguish between the psychological characteristics of the skilled and unskilled labour that helps to objectify the "specialist model"; to draw up an individual professional portfolio "I am a successful master student"; to analyse the external factors of individual and professional success and to find out what resources for professional development are available already now; to specify a standard set of professional qualities subject to one or another occupation field;
- Involvement of practitioners in the educational process;
- Case studies students have to solve in classes;
- A wide range of organisations to undergo a practical training or attend a lesson on a specific topic (Ministry of Emergency Situations, Tomsk office, Tomsk Research Institute of Balneology and Physiotherapy);
- Research-based education: the programme management and academic staff continually grows and expands the research facilities of the laboratories and departments, the research results are published in Russian and foreign peer-reviewed journals, there are members of organizing and programme committees of international scientific conferences on the issues of psychology of health and safety and scientific supervisors of habilitation theses among the staff.

Research and interdisciplinary representation of problems of health and safety in their theoretical and methodological aspects are based on the analysis of pure research in philosophy, political science, sociology, psychophysiology, social psychology. Being systemic objects in nature, health and safety are understood only in interdisciplinary research and international aspects. The educational programme accentuates the training of master students for the activity requiring trans- and interdisciplinary knowledge.

The programme is implemented with the support of ethical standards of psychologist's activity to strengthen students' professionalism, humanity of actions and respect of people who they work with by observing the principle of undiminished security, safety rule for the methods applied to a subject, rule of preventing wrong actions etc.

Since psychology as an academic discipline and an applied science deals with individuals and groups, ethical aspects are communicated in almost any course of the programme. Particularly, ethical aspects are emphasized by lecturers in courses that prepare students for psychological assistance, e.g. Theory and Practice of Distress Prevention, Psychological Support to Families and Children in Crisis Situations, Group and Individual Methods of Psychotherapy for PTSD.

Ethical aspects of the programme are based on legal normative documents, laws, decrees, recommendations that regulate the work of psychologist in the Russian Federation:

- UN basic regulations in the rights of personality, of the child;
- basic regulations for psychologists working in the sphere of social service;
- basic regulations on labour and management of personnel in organisation;
- basic regulations on occupational safety;
- basic regulations on licensing of individual professional activity, work in the sphere of social service (including practicing psychologists);
- documents regulating the work of psychologist in health services;

- legal and ethical basis of the work of practicing psychologists (e.g. The Statute of the Russian Psychological Society).

Besides, the Faculty of Psychology established the Ethics Committee providing control over lecturers and students following the ethical aspects in their research. Regulations for researchers and students are represented on the website, the document was compiled considering the following recommendations: Code of Human Research Ethics; The British Psychological Society; Guidelines for Minimum Standards of Ethical Approval in Psychological Research; The British Psychological Society; Report of the Working Party on Conducting Research on the Internet; Guidelines for Ethical Practice in Psychological Research Online; Conducting research with people not having capacity to consent to their participation; A Practical Guide for Researchers; Economic and Social Research Council Research Ethics Guidelines; The American Psychological Association's Ethical Principles for Psychologist and Code of Conduct; European Federation of Psychologists' Associations Meta-Code of Ethics; Ethics Code of Psychologist; the Russian Psychological Society.

The master's programme "Psychology of Health and Safety" guarantees the acquisition of methodological competences and abilities to do research. The fact is determined by the following issues:

1. Workload of disciplines reflecting the methodological guidelines of modern knowledge in psychology of health and safety;
2. Research work, where any research project is considered as "fundamental – applied research" depending on its goals and general field, therefore, it requires relevant methodological foundation. The Research theme is closely related with search for and processing of all types of available information in the field of research project. The important feature of most research theme is their connection to theory. Theme must be clearly stated within similar studies. Therefore, knowledge of relevant literature is an integral part; further studying of sources contributes to the formulation of theoretical and methodological ground of the research (defence of the abstract requires obligatory representation of goals, methodology and methods of the research).
3. Broad module of research practices (research, design and research, pre-graduation), a total workload of which is 39 credits (1404 hours). Practices encompass four semesters during which students work on the application of research methods.
4. Master students' optional participation in methodological seminars revealing new ideas about multi-dimensional psychological ontology that was developed by the researchers of the Tomsk Psychological School. Their works represent explanatory principles of possible study of problems of psychology of health and safety.

Exams are characterised by a variety of forms, have different forms of intermediate control, thus, providing sufficient quality of practical experience. There exist written test (e.g. test, course paper or essay) which develops analytical skills and research planning and implementation skills, oral examination and presentation/defense of working papers and projects to estimate the articulation skills and skills for formulating individual positions on the studied subject and their presentations, composing group essays and simulation games to promote teamwork and interactivity being in demand by employers.

The thesis is the final qualifying paper, its defence is included into final state attestation. Subjects of Master's Theses are determined by supervisors among the academic staff, are approved by the departments and correspond to research focus of the Faculty's laboratories: The students research work is carried out parallel to theoretical classes and is distributed over 4 semesters (6 CP, 3 CP, 6 CP and 9 CP for Research Practice, respectively) to ensure that students stay focused on their subject during the whole period of study and accomplish their projects in proper time as well as to favour students' mobility. Terms of completion of separate sections of the thesis are determined by a student's individual research plan. The Pre-

Graduation Practice is designed to let students test their hypotheses in the practical contexts, get feedback from specialists on research results and finish their theses.

## Appraisal:

In the view of the panel the curriculum adequately reflects the qualification objectives in the field of Psychology of Health and Safety. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of practical research enable students to acquire additional competences and skills according to their individual interests. The basic educational master's programme Psychology of Health and Safety presents a document set, worked out and confirmed by the HEI taking into account the requirements of the labour market as well as of the Russian State Educational Standard for Higher Education and its recommendations concerning the programme design. Thus, the study programme meets the requirements of the Russian state standard of higher education for master programmes as well as requirements of the QF EHEA for the second cycle qualification (master's level).

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

|   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.1 Contents  |             |                              |                            |                                    |      |
| 3.1.1* Logic and conceptual coherence (Asterisk Criterion)          |             |                              | X                          |                                    |      |
| 3.1.2* Rationale for degree and programme name (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 3.1.3* Integration of theory and practice (Asterisk Criterion)      |             | X                            |                            |                                    |      |
| 3.1.4 Interdisciplinary thinking                                    |             |                              | X                          |                                    |      |
| 3.1.5 Ethical aspects   |             |                              | X                          |                                    |      |
| 3.1.6* Methods and scientific practice (Asterisk Criterion)         |             | X                            |                            |                                    |      |
| 3.1.7* Examination and final thesis (Asterisk Criterion)            |             |                              | X                          |                                    |      |

## 3.2 Structure

|  |  |
|--|--|
| Projected study time   | 2 years  |
| Number of Credit Points (CP)                                 | 120 ECTS   |
| Workload per CP  | 36 academic hours (one hour = 45 minutes)  |
| Number of modules  | 3  |
| Time required for processing the final thesis and awarded CP | Research work (4 semester) – 24 CP, 864 h<br>Pre-graduation practice – 9 CP, 324 h<br>Defence of Master's Thesis (Final State Attestation) – 6 CP, 216 h |
| Number of contact hours                                      | 600 h  |

The module structure of the study programme is shown in the following illustration:

| 1 <sup>st</sup> Semester                                    |                             |    |    |    |                |                  |  |  |                                       |
|---|-----------------------------|----|----|----|----------------|------------------|--|--|---------------------------------------|
| Title of Module / Course Unit                               | Credit Points per Semester* |    |    |    | Workload       |                  | Method of Teaching<br>i.e. lecture course, seminar | Form and Duration of Examinations**                        | weight of exam related to final grade |
|   | 1.                          | 2. | 3. | 4. | Hours in Class | Hours Self-Study |  |  |                                       |
| <b>Disciplines</b>  | <b>24</b>                   |    |    |    |                |                  |  |  | <b>24 / 120</b>                       |
| Methodological Problems of Psychology                       | 2                           |    |    |    | 22             | 50               | L/S  | Presentation / Written Test                                |                                       |
| Planning of Theoretical and Empirical Research              | 3                           |    |    |    | 22             | 86               | L/S  | Course Paper / Oral Examination                            |                                       |
| Qualitative and Quantitative Research Methods in Psychology | 2                           |    |    |    | 22             | 50               | L/S  | Course Essay / Written Test                                |                                       |
| Scientific Schools and Theories in Modern Psychology        | 4                           |    |    |    | 34             | 110              | L/S  | Course Paper / Oral Report / Oral Examination              |                                       |
| Branches of Psychology and Psychological Practice           | 3                           |    |    |    | 22             | 86               | L/S/T  | Presentation / Oral Examination                            |                                       |
| English   | 2                           |    |    |    | 22             | 50               | T  | Portfolio / Written Test / Presentation / Group Discussion |                                       |
| History and Methodology of Science: General Problems        | 2                           |    |    |    | 22             | 50               | L/S  | Course Paper / Written Test                                |                                       |
| Methodology and Techniques of Project Activities            | 4                           |    |    |    | 34             | 110              | L/S  | Course Essay / Project Presentation / Oral Examination     |                                       |
| <b>Optional Disciplines***</b>                              | <b>2</b>                    |    |    |    |                |                  |  |  |                                       |
| Academic Writing in Psychology                              | 2                           |    |    |    | 22             | 50               | L/S  | Written Case Solution                                      |                                       |

|  |           |           |           |           |            |             |   |                 |
|--|-----------|-----------|-----------|-----------|------------|-------------|---|-----------------|
| Psychological Aspects of Organisation's Personnel Safety                                 | 2         |           |           | 22        | 50         | L/S         | Course Essay / Written Test   |                 |
| <b>Practical Training and Research</b>   | <b>6</b>  |           |           |           |            |             |   | <b>6 / 120</b>  |
| Research Practice****  | 6         |           |           |           | 864        | T           | Colloquium / Presentation / Research Report                                   |                 |
| <b>2<sup>nd</sup> Semester</b>   |           |           |           |           |            |             |   |                 |
| <b>Disciplines</b>   | <b>21</b> |           |           |           |            |             |   | <b>21 / 120</b> |
| Teaching of Psychology in Higher and Further Education                                   | 3         |           |           | 22        | 86         | L/S/T       | Project Work / Group Presentation / Written Examination                       |                 |
| Statistical Methods in Psychology  | 2         |           |           | 22        | 50         | L/S/T       | Written Test  |                 |
| English  | 2         |           |           | 22        | 50         | T           | Portfolio / Written Test / Presentation / Group Discussion                    |                 |
| Psychology of Behaviour in Extreme Situations  | 3         |           |           | 22        | 86         | L/S         | Group Discussion / Written Tests / Oral Examination                           |                 |
| Issues of Psychology of Safety: Research, Practical Application, Training of Specialists | 4         |           |           | 34        | 110        | L/S         | Course Essay / Project Presentation / Oral Examination                        |                 |
| Psychological Models of Safe Behaviour   | 2         |           |           | 22        | 50         | L/S         | Course Essay / Written Test   |                 |
| Theory and Practice of Distress Prevention   | 2         |           |           | 22        | 50         | L/S         | Course Paper / Presentation   |                 |
| Models and Levels of Individual and Public Health  | 3         |           |           | 22        | 86         | L/S         | Course Essay / Presentation / Written Examination                             |                 |
| <b>Practical Training and Research</b>   | <b>9</b>  |           |           |           |            |             |   | <b>9 / 120</b>  |
| Project and Research Practice  | 6         |           |           |           | 216        | T           | Expert's Report / Project Presentation  |                 |
| Research Practice  | 3         |           |           |           | 108        | T           | Colloquium / Presentation / Research Report                                   |                 |
| <b>3<sup>rd</sup> Semester</b>   |           |           |           |           |            |             |   |                 |
| <b>Disciplines</b>   | <b>12</b> |           |           |           |            |             |   | <b>12 / 120</b> |
| English  |           | 3         |           | 22        | 86         | T           | Portfolio / Written Test / Presentation / Group Discussion / Oral Examination |                 |
| Forensic Psychological Examination   |           | 2         |           | 22        | 50         | L/S         | Project Paper / Case Solution   |                 |
| English for Presentations in Professional Activity                                       |           | 2         |           | 22        | 50         | T           | Portfolio / Course Essay / Presentation                                       |                 |
| <b>Optional Disciplines</b>  |           | <b>5</b>  |           |           |            |             |   |                 |
| Methods of Psychological Support in Crisis and Extreme Situations                        |           | 2         |           | 22        | 50         | L/S         | Portfolio / Course Paper / Written Test                                       |                 |
| Psychological Support to Families and Children in Crisis Situations                      |           | 2         |           | 22        | 50         | L/S         | Group Discussion / Oral Test  |                 |
| Group Supervision of Professional and Personal Promotion                                 |           | 1         |           | 12        | 24         | L/S         | Group Discussion / Oral Test  |                 |
| Shaping the Safe Urban Environment   |           | 1         |           | 12        | 24         | L/S         | Project Presentation / Written Test   |                 |
| Foundations of Military Psychology   |           | 2         |           | 22        | 50         | L/S         | Course Paper / Presentation / Written Test                                    |                 |
| Group and Individual Methods of Psychotherapy for Post-Traumatic Stress Disorder         |           | 2         |           | 22        | 50         | L/S         | Course Essay / Presentation / Written Test                                    |                 |
| <b>Practical Training and Research</b>   |           | <b>18</b> |           |           |            |             |   | <b>18 / 120</b> |
| Teaching Practice  |           | 6         |           |           | 216        | T           | Teaching Report / Oral Test   |                 |
| Professionally-Oriented Practice   |           | 6         |           |           | 216        | T           | Applied Research Report /   |                 |
| Research Practice  |           | 6         |           |           | 216        | T           | Colloquium / Presentation / Research Report                                   |                 |
| <b>4<sup>th</sup> Semester</b>   |           |           |           |           |            |             |   |                 |
| <b>Disciplines</b>   |           | <b>6</b>  |           |           |            |             |   | <b>6 / 120</b>  |
| Business Communication in English Language   |           | 2         |           | 22        | 50         | T           | Course Paper / Presentation   |                 |
| Acme-Oriented Approaches to Research in Professional Activity                            |           | 2         |           | 22        | 50         | L/S         | Course Paper / Project Presentation / Written Test                            |                 |
| <b>Optional Disciplines</b>  |           | <b>2</b>  |           |           |            |             |   |                 |
| Effective Analytical Work with International Information Sources                         |           | 1         |           | 12        | 24         | T           | Portfolio / Course Paper / Abstract   |                 |
| Submission of Research Results for International Publications                            |           | 1         |           | 12        | 24         | T           | Report / Presentation   |                 |
| Philosophy of Science in the 20th Century  |           | 1         |           | 12        | 24         | L/S         | Course Paper / Written Test   |                 |
| Communication in the International Professional Networks                                 |           | 1         |           | 12        | 24         | T           | Portfolio / Presentation  |                 |
| <b>Practical Training and Research</b>   |           | <b>18</b> |           |           |            |             |   | <b>18 / 120</b> |
| Pre-Graduation Practice  |           | 9         |           |           | 324        | T           | Colloquium / Presentation / Research Report                                   |                 |
| Research Practice  |           | 9         |           |           | 324        | T           | Colloquium / Presentation / Research Report                                   |                 |
| <b>Final State Attestation</b>   |           | <b>6</b>  |           |           |            |             |   | <b>6 / 120</b>  |
| Defence of Master's Thesis*****  |           | 6         |           |           | 216        | T           | Master Dissertation Presentation  |                 |
| <b>**</b>  | <b>30</b> | <b>30</b> | <b>30</b> | <b>30</b> | <b>600</b> | <b>3720</b> |   | <b>120</b>      |

As for the application of the European Credit Transfer and Accumulation System (ECTS), the main elements of the ECTS-system have been used: the implementation of ECTS Points and characteristics of the educational workload. A Diploma Supplements has been introduced as well. ECTS-Points are assigned to all main types of educational work of a student:

All modules have been described in module syllabi enclosing learning outcomes and acquired competencies of the subject, contents, examination forms, and a list of obligatory and recommended literature. The mastering of each specific course is usually terminated by an examination.

Requirements for the volume and structure of the programme are defined in the document the Statute of Federal State Autonomous Educational Institution of Higher Education "National Research Tomsk State University" approved by the Decree No564 of the Ministry of Education and Science of the Russian Federation on May, 20, 2014; normative base of TSU for organising learning process.

The educational programme is designed so (modular structure, regressive in-class workload) that master students can complete a period of study at other HEI, which can be recognized by TSU if there are no substantial differences in terms of the learning outcomes. For instance, two master students studied at the University of Maastricht in 2014/15 due to the framework cooperation agreement between two universities. After that both students successfully defended their master's theses in Tomsk.

The students' weekly total workload in the programme does not exceed 54 academic hours (40,5 hours) including all kinds of classroom and extracurricular (independent) work. The total weekly workload in class does not exceed 24 hours. Feasibility of workload is also provided by the structure of curriculum according to which number of disciplines and contact hours gradually decreases in each semester. Thus, there are eight compulsory disciplines and one optional in the first semester; eight compulsory disciplines in the second semester; three compulsory and three optional disciplines in the third semester; two compulsory disciplines and two optional in the fourth semester. Such a regressive workload provides much more time for research work and practices and enhances academic mobility in the third and fourth semesters.

The Federal Law "On Education of the Russian Federation", the Statute of Tomsk State University, more than one hundred years of experience in training students, humanitarian orientation of academic staff involved in the realisation of the master's programme guarantee equality of sex and non-discrimination. Statistics shows that, on average, 85.5% of students of the programme are women. Students with disabilities are provided with special support and study conditions beginning with the admission procedure. For instance, a visually impaired student successfully graduated from the master's programme in 2014. Due to measures of individual support he was actively engaged in group projects; materials and system of exercises were specially adapted; he was supported in practical trainings and extracurricular activities (the student became a member of the Russian National Paralympic Team).

Since students from Kazakhstan study in the programme, they are guaranteed with equality of rights and opportunities (no tuition fees, accommodation, scholarship, participation in projects and grants etc.). Besides, foreign students are provided with reserved places in a new modern hostel; they are offered Russian language courses and provided additional tutorials.

## Appraisal:

The programme consists of modules and assigns ECTS-Points per module on the basis of the necessary student workload. The programme structure with its uniform distribution of ECTS-Points over the four semesters helps students to reach the defined learning outcomes. The study programme is designed in a way that students' mobility is ensured. Practical research modules are part of the programme and integrated in such a way that ECTS-Points can be acquired. The module syllabi provide detailed descriptions of intended learning outcomes and information according to the ECTS Users' Guide (e.g. type and level of course unit, number of ECTS-Points, name of lecturer, assessment methods, etc.). The amount and quality of the recommendations of relevant literature is satisfying.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

|        |   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2    | Structure   |             |                              | X                          |                                    |      |
| 3.2.1* | Modular structure of the study programme (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 3.2.2* | Study and exam regulations (Asterisk Criterion)               |             |                              | X                          |                                    |      |
| 3.2.3* | Feasibility of study workload (Asterisk Criterion)            |             |                              | X                          |                                    |      |
| 3.2.4  | Equality of opportunity                                       |             |                              | X                          |                                    |      |

### 3.3 Didactical concept

The programme requires the realisation of the competence approach, which presupposes use of active and interactive forms of classes in learning. Most syllabi provide didactic conceptions for realising the disciplines:

- Contextual learning – the conception is considered as a condition for the development of complete structure of master student’s future professional activity during their study. For example, within the frame of the discipline “Group and Individual Methods of Psychotherapy for Post-Traumatic Stress Disorder” master students are offered to perform the tasks in dyads in the following way: one student of a dyad starts the task (e.g. defines the problem and class of tasks to find the solution), another student completes the task (suggests a diagnostic programme). A dyad form of work allows a master student to demonstrate personal activity in defining and achieving goals.
- Problem-oriented learning – the conception has a humanitarian and technological recourse determined by designing creative learning tasks that enhance sensibility of cognitive process and enhance common activity of students. For example, within the frame of the discipline “Methods of Psychological Support in Crisis and Extreme Situations” master students define problem situations, cognitive obstacles and barriers in solving them. Cognitive activity is oriented to transitions from concrete to abstract, from fact to hypothesis, from unknown to known, to test on practice, from abstract again to facts. Problem situation is designed on the basis of: analysis of modern science and practice; programme content of materials and inter-subject relations; professional functions; spheres of professional activity; operational composition of professional actions.
- Project-based learning – the conception reflects ideas of humanistic approach in education and presupposes joint solution of the problem with the application of necessary knowledge from different fields to gain real and considerable result. Thus, within the frame of the discipline “Issues of Psychology of Safety: Research, Practical Application, Training of Specialists” master students design group and individual

projects. Basic requirements of the use of project-based method are: a problem/task having research and creative significance and requiring integrative knowledge and search for solution; practical, theoretical, and in-formative significance of supposed results; master students' independent work.

- Game-based learning – the conception consists in complex socio-cultural phenomenon provoking collective thinking; imitated managerial games and modeling of different real situations and processes are widely used.
- Case method – learning material is delivered in form of micro-problems, and knowledge is acquired due to students' active research and creative activity in designing a solution. A sample case of the discipline "Models and Levels of Individual and Public Health": "An official finds it difficult to communicate and work with customers due to stress and tired-ness accumulated during his/her working day; it leads to stressful situations." Offer a system of actions aimed at recovering the energy during the day and preventing the chronic fatigue syndrome.
- Learning through discussion – the conception is dialogical – as a form of learning organisation and as a means of work with the content of learning material, therefore, its essence is referred either to direct result – development of critical thinking, or "indirect result" – formation of the culture of communication and discussion. Discussion is considered one of the important forms of educational activity that enhances students' initiative and develops their reflexive potential.

Using active learning methods in learning process guarantees achievement of effective formation of different competences, especially, ability to communicate, to solve problems of interpersonal and intercultural interaction; ability to work in a team being tolerable of social, ethnic, religious and cultural differences; ability for self-organisation and self-education; ability to solve common tasks in professional activity; ability to provide psychological assistance to individual, group and organisation using traditional methods and techniques.

Active participation of students in performing practical tasks, discussions, and involvement of specialists in these forms of work allow students to improve their awareness, to develop professional interest and to form conscious attitude to the definition and solution of professional tasks.

The master's programme is provided with teaching and learning material and organisational documentation for all disciplines (syllabi, teaching and learning material for independent work, methodological materials, electronic courses, etc.). Students are offered with electronic courses based on the platform "Moodle" that serve as teaching and learning material for independent work. Students' independent work is designed for extended studies of the experience in solving research and practical tasks in psychology of health and safety This implies the analysis of foreign sources and presentation of modern research models.

All lecturers actively use presentations, the Internet and other electronic resources in teaching. They draw students' attention and increase the effectiveness of lessons.

Each master student is provided with no less than one learning and one teaching and learning printed and/or electronic version of material for each discipline included in the educational programme. Learning materials are regularly updated by the academic staff and must be approved by the Didactical Commission. The quality of the learning materials is also assessed by colleges from partner universities in the form of academic reviews on textbooks written by the faculty as well as by students through both course evaluation surveys and programme evaluation surveys.

Since the start of the programme master students have actively participated in research and educational events regularly held by visiting lecturers. Their contribution forms an integral part of the didactic conception of the educational programme. They introduce branches, different in their scientific and practical content, related to problems of psychology of health and safety. Participation in such educational events helps master students broadening their scientific

horizon, getting deeper understanding of the subject field of psychology of health and safety, increasing their competitiveness.

## Appraisal:

The didactical concept of the programme is described, plausible and oriented not only at the attainment of major professional qualification objectives, but also at shaping students' skills of communicating, solving problems of interpersonal and intercultural interaction and working in a team being tolerable of social, ethnic, religious and cultural differences. It allows for the application of different teaching and learning methods and promotes the students' ability for self-organisation and self-education; ability to solve common tasks in professional activity and ability to provide psychological assistance to individual, group and organisation using traditional methods and techniques. Thus the panel came to the view that the didactical methods are systematically derived from the study programme objectives and perfectly fit with the intended learning outcomes especially through the project- and game-based learning.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required Master level. They are user-friendly and encourage students to engage in further independent studies. The materials are electronically accessible for the students or available in the University's libraries.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. Student assistants are currently not involved in teaching.

|  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.3 Didactical concept   |             |                              |                            |                                    |      |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion) |             | X                            |                            |                                    |      |
| 3.3.2* Course materials (Asterisk Criterion)                                 |             |                              | X                          |                                    |      |
| 3.3.3 Guest lecturers  |             |                              | X                          |                                    |      |
| 3.3.4 Lecturing tutors   |             |                              |                            |                                    | X    |

## 3.4 Internationality

Acquisition of intercultural and international competences and skills is one educational goal of the programme and is highly supported by the Faculty of Psychology and the University. Thus, in 2014, the Centre of Academic Mobility of Undergraduate and Post-Graduate Students of TSU was transformed into the Centre of Academic Mobility of TSU encompassing academic mobility of students and academic staff by designing and implementing legal normative documents regulating mechanisms of financing and organising academic mobility of undergraduate and post-graduate students and academic staff.

To increase graduates' proficiency in English and international employability, e.g. through developing their international communication and presentation skills, the following courses are part of the curriculum: English, Business Communication in English Language, English for Presentations in Professional Activity, Communication in the International Professional Networks and Submission of Research Results for International Publications. These courses are mostly delivered in the form of tutorials aimed at training the competences in organisation of international research and psychological practice, presentation and publication of research results in international journals and effective communication with(in) international psychological associations. Besides, some topics of the theoretical disciplines Issues of

Psychology of Safety: Research, Practical Application, Training of Specialists and Acme-Oriented Approaches to Research in Professional Activity are delivered in English.

Almost every course unit stipulates for reading the foreign literature either in the original or in translation. The teaching strategy is guided by the noted Russian and foreign scientists and the learning activities are guided by the advanced international teaching methods like problem-oriented teaching, project work, case-study etc..

Participants of the programme are prepared for the activity in intercultural environment. For example, some staff members made advanced trainings in leading universities of Italy, Belgium, Turkey, Great Britain, the USA, the Netherlands, Germany etc. and share their experience and knowledge with students. Master students have a wide range of optional possibilities to gain international experience: international internships within academic mobility at the University of Maastricht (the Netherlands); participation in international projects within the International Laboratory for Cognitive Investigations and Behavioural Genetics, Biopsychosocial Factors of Early Development.

The factors facilitating the internationalisation are as follows: foreign lecturers and lecturers with significant professional experience and international experience in research and education and their participation in the educational process; sufficient level of foreign languages of lecturers realising the programme; participation of lecturers and master students in international events and workshop on supervision and development of world class laboratories, two of which are based on the Faculty of Psychology.

The programme is aimed at internationalisation of students. It is connected with multinational composition of the Russian Federation (students from the Republic of Buryatia and the Republic of Tyva graduated from the programme), with increasing popularity of the programme in Siberia (students from Kemerovo, Barnaul, Novosibirsk learn the programme), with expansion of contacts with CIS countries (Kazakhstan, Kyrgyzstan, Turkmenistan). To make the programme more interesting for foreign applicants, entrance examination via teleconference has been introduced and already tested in 2015.

One of the important measures for strengthening internationalisation is the activity of the University within the frame of the project "Study in Tomsk" organised by the Administration of Tomsk Region. The project aims to enlarge educational space. It provides new either educational or research space (studies of problems of health and safety in regions) and leads to the development of new extensive knowledge (including its cross-cultural aspect). Thus, faculty members made a number of poster presentations of the study programme in Kazakhstan, Kyrgyzstan and Turkmenistan in 2014-15.

## Appraisal:

International and intercultural contents are an integral part of the curriculum. Students are thus prepared for the work in the international psychologist scene or to compete in an international research environment. The programme contains English language courses on an advanced professional level and accompanying course materials as well as English literature, which is used for the teaching of international contents.

The international composition of the student body corresponds to the programme concept. Due to the fact that the teaching language in the programme is mainly Russian, the strategy of attracting mostly students from neighbour countries where Russian language is common too, appears reasonable. By reason of the interviews with the students and the lecturers during the on-site visit the panel came to the conclusion that the language courses and the proportion of foreign language materials are sufficient for promoting the achievement of the study programme's objectives. However the panel recommends to strengthen the active language competence of the students by discussing the English literature.

The faculty does not include foreign teachers. But the Russian lecturers have good experience in teaching abroad and/or working in an international context to promote the acquisition of international competences and skills as well as the active English.

|  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.4 Internationality   |             |                              |                            |                                    |      |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 3.4.2 Internationality of the student body                                   |             |                              | X                          |                                    |      |
| 3.4.3 Internationality of faculty  |             |                              | X                          |                                    |      |
| 3.4.4 Foreign language contents  |             |                              | X                          |                                    |      |

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Master students multi-functional competences are associated with the ideology of conceptual and innovative potential of the competence approach (BEP). The concept consists in understanding the importance of getting not only professional qualification but more extensive competence which helps coping with numerous problems and working in a team.

The programme is oriented to define key competences required for master students' successful life. The BEP and syllabi of disciplines aim to develop:

- competences related to individual as a personality, subject of activity and communication;
- competences related to social interaction of individual with social sphere.

Formation of multi-functional competences reflects the expectations and goals of the educational programme. In particular, syllabi of disciplines aim to reach the goals using humanitarian technologies (contextual learning, problem-based learning, project-based learning, game-based learning, case method, learning through discussion).

In general, all these techniques serve to form complete fully-fledged structure of the educational activity containing goal-motivation, conceptual model of actions, hypothesis-forecast, programme of actions, executive part and reflection based on the subject's evaluation of their own actions and actions of others. For example, in the context of "Psychological Safety of Educational Environment" of the discipline "Issues of Psychology of Safety: Research, Practical Application, Training of Specialists" presupposes round tables with representatives of education bodies. Lecture is organised according to the programme of actions, it corresponds to goals of the discipline and allows master students to trace the logic of scientific cognition, to think logically, to give critical evaluation to postulates and conclusions, to highlight important issues, to give reasonable conclusions. They develop adherence to their principles and habits to solve carefully professional tasks. Realisation of the round table is based on the following principles: work of a group of people acting as hosts and participants; communication in the form of interaction between participants; interaction includes speeches, listening to speaker, use of non-verbal expressive means; orientation to achieve learning goals. Besides, students get deep knowledge in studied issues. There are provided: activation of thinking and behaviour; increase in motivation; activity in discussions; actualisation of individual standpoint; mutual influence and interaction of master students leading to obligatory exchange of experience; increase in interest to elements of learning in conditions of higher involvement into the process; revelation of individual, intellectual, behavioural skills and abilities in pulse mode of work.

Master students take part in the project "Psychological Environments" aimed at increasing psychological culture of students with topics like "Contact! Stay in contact! (effective communication skills)"; "Understand me: School of Communication (reading of non-verbal signs, methods of persuasion)"; "How to become a good interlocutor"; "How to overcome fear

and confusion of face-to-face communication and public speaking”; “Conflicts and their resolution”; “I am a star” (training for confident behaviour); “Self-management for a student: what does it mean to be successful?“. Psychological support for professional self-determination of senior students and master students is realised within the project “Career Start-Up” (joint project of TSU and Tomsk Regional Resource Centre) with topics like “Effective self-presentation”, “Interview skills”, “Public speaking skills”, “Self-management”.

## Appraisal:

Through various methods the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in the study programme. This is documented in the course syllabi and corresponds with the didactical concept of TSU (see chapter 3.3). The acquisition of further multidisciplinary competences, such as self-management, leadership skills and broad contextual knowledge, is ensured.

|      |   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.5* | Multidisciplinary competences and skills (Asterisk Criterion) |             |                              | X                          |                                    |      |

## 3.6 Skills for employment / Employability (Asterisk Criterion)

The orientation of the programme to the labour market is proved through:

- the positioning of the programme on labour market (Relationship Management System “TSU – strategic partners (companies and organisations)”);
- representation of the programme, graduates’ competences, overview of types of activities, which graduates are trained for on the basis of electronic communicative platform “Corporate University”;
- intermediate interaction between TSU and companies of the real sector of economics, service industry and formation of TSU stock of orders;
- assistance by finding profile employment in companies – strategic partners (training of master students to order of employers – Tomsk Research Institute of Balneology and Physio-therapy; Audio-psycho-phonological Centre “Potentsial” (“Potential”) International Research Laboratories: for Cognitive Investigations and Behavioural Genetics; Biopsychosocial Factors of Early Development;
- monitoring of existing fields of cooperation of faculties, departments of the University with companies, and their updating and development;
- involvement of practicing specialists (second employment at departments; part-time basis; supervision of students’ final qualifying papers, reports on practices; work in State Ex-amination Commissions, teaching and learning commissions of faculties, etc.);
- analysis of open database of enterprises-employers of Siberian Federal District, Russia, CIS and other countries, Tomsk companies);
- close cooperation with graduates of the Faculty of Psychology working on the portfolio of the programme (involvement into educational activity, joint research projects, creation of the group in social networks and so on);
- development of students’ abilities to find a job (theory and practice integration, development of multi-functional competences and skills). For example, within the discipline “Acme-Oriented Approaches to Research in Professional Activity” master students analyse labour market, describe a profile of potential professional career (self-marketing of psychologist in the sphere of psychology of health and safety), master means of self-advertising (business cards, CVs, application letters, announcements about their service, reference letters). Within the frame of the training, there is a lesson

“Techniques of Effective Communication in Image Impression”. One of the tasks of the course unit is to write a CV “I am a successful psychologist” following the main principles: brevity, clarity, activity (use of energetic verbs denoting activity), selectivity (only relevant information), and honesty. Master students explain their choice of CV according to the following criteria: structure of CV, sequence of information and accents of data included in CV (chronological CV; functional CV; combined CV, and functional-chronological CV);

- interaction with the Centre for Employment Assistance to Graduates, which conducts regular studies in labour market demand on highly qualified specialists and effectiveness of employment of graduates. According to the Centre, more than 83% of TSU graduates are employed in their major; most part of graduates work in Siberia.
- due to lecturers with practical experience (24% of the faculty) and continual collaboration with the real sector, students master up-to-date techniques, methods and know-hows of applied psychology used by practitioners to solve concrete problems of mental health and safety. In classes students deal with real cases the faculty members had/have to solve in the professional context.
- learning outcomes of 50% of the disciplines offered by the programme are linked to practical psychological assistance and expertise,
- The module 2 “Practical Training and Research” makes up 42% of the workload.

## Appraisal:

The promotion of employability, given by the application orientation of the programme, integration of theory and practice, the training of research and of soft skills, runs as a common thread of the study programme through all its modules. The panel is in no doubt that graduates of the programme will be employable in the described work fields. Moreover the programme offers the possibility to actively apply the acquired skills in the envisaged areas of work and to develop them further. In the view of the panel the combination of practical research and theoretical approach (see also chapter 3.1) with the cooperating enterprises and organisations is convincingly oriented towards meeting the anticipated requirements of the dynamic job market. The programme management also makes use of the results of graduate evaluations.

|      |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.6* | Skills for employment / Employability (Asterisk Criterion) | x           |                              |                            |                                    |      |

## 4 Academic environment and framework conditions

### 4.1 Faculty

The faculty consists of 20 full-time and five part-time lecturers and guarantees that both the academic standards and the requirements of professional practice are satisfied. The percentage of lecturers holding a PhD degree is 100%.

TSU verifies the qualifications of the faculty members by means of an established procedure: all the academic positions are to be filled through a multilevel competitive selection, and at least every 5 years faculty members have to undergo a professional career examination according to clearly established criteria. Specific measures for the further qualification of the faculty members are implemented too, especially concerning didactical competences and information and communication technologies in the teaching process, e.g. research stays abroad.

A whole number of lecturers publish their research results in international peer-reviewed journals. The lecturers of the study programme are members of dissertation councils evaluating PhD and habilitation dissertations. All the lecturers conduct research in line with research areas of respective departments and laboratories (the research areas of the Department of Genetic and Clinical Psychology are as follow: Psychology of health under normal and extreme conditions, personality psychology in health and disease considering the contemporary quality of life etc). For instance, 5 faculty members were given grants in the D.I. Mendelejev research project competition. A whole number of research projects of faculty members were given public grants in 2013-2015.

The programme's lecturers have many scientific publications indexed in different citation databases.

In terms of pedagogical and didactical qualification of the faculty specific measures for the further qualification of the faculty members are implemented: Every faculty member is required to improve their professional skills and acquire new qualifications regularly as a prerequisite for making a work contract and its prolongation. The most popular programmes under the faculty members were "Moodle distance learning system in the department's educational process", "Supervision" and "Planning and organisation of students' self-study".

Faculty members teaching in the master's programme have various awards granted on account of outstanding teaching and excellent research or for their textbooks and e-learning programmes. Didactical competences of the faculty are also assessed by students through course evaluation surveys and programme evaluation surveys

24% of the programme's academic staff is currently employed as managers and principal officers at organisations operating in the fields that correspond to the programme's qualification profile. Several members of the academic staff have practical business experience in psychotherapy and counselling, patient rehabilitation, coaching, business counselling, psychological expertise etc. and use it in their teaching activities by organisation of practical trainings in the real sector and communication to students of up-to-date techniques, methods and know-hows of applied psychology used by practitioners to solve concrete problems of mental health and safety.

The programme is realized in cooperation with various departments. Furthermore the didactical council of the Faculty of Psychology meets regularly to discuss didactical concepts and common research strategies for the programme. Since the Department of Genetic and Clinical Psychology is responsible for the qualification profile of the graduates, its head holds an enlarged session of the Department at the end of each academic year to discuss the current programme development. The goals of these meetings are group evaluation of the programme developments as compared with the previous year (changes in number and geography of applicants, partnerships and cooperation, student academic and individual success); need for

curricular changes results of students' evaluation of particular course units, the overall quality of the study programme and their factual workload; interaction problems between lecturers; making demands towards the administrative staff etc. After each question on the agenda is discussed, a group decision is made (by voting if needed) and responsibilities to implement changes are distributed. All decisions are recorded by the secretary and have binding character

Members of all departments conduct joint research and teaching projects. They also participate in scientific forums of different types and work at research laboratories of the Faculty of Psychology. Moreover, the laboratory for psychology of health puts an emphasis on cooperation between lecturers, PhD and master students.

The faculty offers for the students weekly office hours to give advice and support to them. The information about lecturers' office hours is available on the information boards of the Faculty of Psychology and of the related departments, on the website of the Faculty of Psychology as well as in the department's group at the Russian most popular social network service "Vkontakte". They are also available before and after the lessons, offering tutorials and additional counseling during the pre-graduation practice, pre-defence and defence of the master's thesis. In addition the administrative staff gives advice on organisational and technical issues during daily office hours and during regular meetings of the master students conducted by the programme's director. The usual contact via Email between staff, students and lecturers is given.

## Appraisal:

The structure and number of teaching staff correspond with the programme requirements and ensure that the students reach the intended qualification objectives. A cross-linking matrix shows the availability of the required capacity to implement the programme. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualifications of the faculty not only correspond to the requirements and objectives of the study programme. The panel had insight in the lecturer's CVs and came to the conclusion that the academic qualification of the faculty is outstanding. First and foremost this is reflected in the amount of scientific publications of the lecturers in the programme which is highly above average.

The same applies to the staff's pedagogical/didactical qualifications which are proved by very impressive awards granted on account of the quality of teaching and excellent evaluation results.

Measures for the further qualification of the faculty members are implemented by using, among others, the services of the TSU Institute of Distance Learning. Travel grants and exchange programmes provide possibilities of going abroad and participate in international conferences.

The practical business experience of the faculty corresponds to the requirement of the programme too. In particular, the lecturers are closely linked with the Administration of Tomsk Region and thereby with internationally acting companies.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Different meetings of the Chairs, the Departments, the Faculty and of all those teaching in the programme take place regularly.

As affirmed by students of the TSU during the on-site visit, the counselling of students by teaching staff is intensive. Student support is an integral part of the services provided by the

faculty. The lecturers are available for the students outside the specified office hours as well and e-mails are answered fairly quickly. Hence, the students are “fully content” with the support they receive.

|          |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1      | Faculty  |             |                              |                            |                                    |      |
| 4.1.1*   | Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)                                    |             |                              | X                          |                                    |      |
| 4.1.2*   | Academic qualification of faculty (Asterisk Criterion)   |             | X                            |                            |                                    |      |
| 4.1.3*   | Pedagogical / didactical qualification of faculty (Asterisk Criterion)   |             | X                            |                            |                                    |      |
| 4.1.4    | Practical business experience of faculty   |             |                              | X                          |                                    |      |
| 4.1.5*   | Internal cooperation (Asterisk Criterion)  |             |                              | X                          |                                    |      |
| 4.1.6*   | Student support by the faculty (Asterisk Criterion)  |             | X                            |                            |                                    |      |
| 4.1.7(*) | Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) |             |                              |                            |                                    | X    |

## 4.2 Programme management

The director of the programme is also head of the Department of Genetic and Clinical Psychology, the functions are as follow:

- Design of the master’s programme concept;
- Organisation of the admission procedure and enrolment in the programme on a competitive basis;
- Creating the basic learning conditions in line with the Russian state educational standard (FGOS);
- Definition of the personnel, methodology, material and technical facilities needed to keep the programme running;
- Development of the curriculum and programme’s contents;
- Supervision of master students’ individual plans of study;
- Organisation of the educational process;
- Forming the student groups to participate in the research projects of the Faculty’s laboratories (research practice is an indispensable part of the study programme);
- Coordination of cooperation between the departments involved in the programme;
- Ensuring all types of practical training;
- Making contracts with organisations operating in the real economy on organisation of all types of practical training;
- Informing about the programme’s educational strategies. That are, for example, voluntary service, advanced trainings, scientific events, professional communication with PhD students, Science Show Room “PsyGalaxy”, acme game “My professional path” aimed to draw up students’ own educational and professional route.
- Coordination of programme evaluation procedures.

The programme director’s tasks are as follow:

- to inform master students about the qualification objectives, conditions and features of occupation in the field of psychology of health and safety;
- to further students’ understanding of issues of psychology of health and safety among other branches of knowledge and related professions;

- to create favorable study conditions to support students in their individual and professional success during the period of study at TSU;
- to engage students in the professional psychological community to further exchange of experience and familiarization with future professional activities.

The administrative staff is available during the working week daily from 9.00 to 17.00. Dean's office assistants are responsible for the current control of students' academic performance and daily operations of the office and for the timetable, diplomas and transcripts. An IT specialist is responsible for the maintenance of the web site and IT facilities like wireless, computer classes and IT equipment of the laboratories. Besides, every department involved in the programme has a department assistant responsible for keeping the minutes of Department meetings, the protocols of State Examination Commission's sessions, the maintenance of Department libraries. For effective communication with teachers and students the opportunities of electronic ser-vice-support, e.g. the websites of TSU and the Faculty of Psychology, social network services, cloud services Dropbox and Yandexdisk, are used.

TSU offers the academic and administrative staff opportunities for continuous professional development by means of the advanced training programmes of the TSU Institute of Distance Learning, programmes for academic mobility and research facilities of the laboratories. The administrative staff sees itself as a service provider for master students and teachers, since the programme's two core processes are research and teaching.

Teachers and students are included in the decision-making processes through participation in sessions of the Academic Council of the Faculty of Psychology, the Didactical Council of the Faculty of Psychology, in department meetings, staff meetings, meetings with master students, and by one-to-one counselling as well.

## Appraisal:

The panel came to the view that the programme director is the stimulus of the programme well supported by lecturers and administration staff. Based on the interviews with the programme director, the staff and the students the panel is highly impressed by the sincere way in which the programme director successfully manages all the above mentioned tasks and includes all relevant groups in developing the study programme systematically.

Furthermore, faculty members and students are supported by the administration during the entire study programme. Sufficient administrative staff is available and opportunities for continuous professional development of the administration staff are assured. Decision-making processes and responsibilities of the programme management and the administration staff are defined, students are able to participate.

|        |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.2    | Programme management   |             |                              |                            |                                    |      |
| 4.2.1* | Programme Director (Asterisk Criterion)                                  |             | x                            |                            |                                    |      |
| 4.2.2  | Process organisation and administrative support for students and faculty |             |                              | x                          |                                    |      |

### 4.3 Cooperation and partnerships

The cooperation with other HEIs and academic institutions is important for the development of the programme. The cooperation agreements are documented and published on the website of the Faculty of Psychology and exist with

- Krasnoyarsk State Medical University;
- National Research Perm State University;
- Ural State Medical University (Yekaterinburg);
- Tomsk Research Institute of Balneology and Physiotherapy;
- Research Institute of Mental Health (Tomsk).

These partnerships are actively pursued and have a clear impact on the conception and implementation of the study programme, because it enables to integrate research, teaching and practical experience within the study programme. Cooperation activities contribute to the development of the students' qualification and skills. For instance, master students are informed about the understanding of mental health by colleges at the Krasnoyarsk State Medical University through the collective monograph written by the faculty member of its Faculty of Clinical Psychology "Mental health of population" being used in the classes. Programme students participate in summer schools on supervision organised annually by Krasnoyarsk State Medical University. Textbooks written and published by the faculty are reviewed by and take on board the recommendations of the colleges from the enlisted academic institutions.

Besides, there are a number of partnerships made at TSU level and used by the Faculty of Psychology, e.g. a framework agreement with Maastricht University (the Netherlands). Thus, two students of the programme spent the academic year 2014/15 in Maastricht without extension of the projected study time and successfully defended their master's theses.

The Faculty of Psychology also maintains close professional contacts with the following institutions:

- Institute of Psychology of the Russian Academy of Sciences (RAS);
- Psychological Institute of the Russian Academy of Education;
- Faculty of Psychology of the Moscow State University;
- Faculty of Psychology of St. Petersburg State University;
- Faculty of Psychology of the Southern Federal University (Rostov);
- Department of Psychology and Counseling of Marywood University (USA) – Memorandum of Understanding on Cooperation in Education and Research with TSU;
- Faculty of Education of the University of Haifa (Israel) – Framework Cooperation Agreement with TSU.

These contacts give students and teachers an opportunity to participate in organisation and implementation of advanced intercultural research in the selected subject area.

Cooperation with business enterprises and organisations is of great importance for the conception and implementation of the programme, the agreements forming the basis of the cooperation are documented. Besides, some student research projects are conducted on the basis of single agreements. Organisations and enterprises in the real economy offer workplaces for curricular practices, field research and welcome volunteers. All such activities contribute to the development of the students' qualification and skills.

With a view of widening the long-term contacts and increasing the immediacy of TSU cooperation with the external environment, a "corporate" package of documents and forms to make TSU cooperation agreements with strategic partners is worked up. There is a variety of cooperation fields and forms with employers: TSU delivers teaching, research and consulting services, e.g. by offering advanced trainings and further education programmes for companies, research and methodological support to business and academic organisations, delivering workshops, instruction in case-study and project work as teaching methods; TSU involves representatives of partner organisations in the teaching process in the form of both part-time employment and guest lectures, they supervise and evaluate the final qualifying

papers, are in charge of student practical training and participate in teaching and methodic commissions at TSU faculties.

Among the business partner organisations are:

1. Russian Ministry of Emergency Situations, Tomsk office;
2. Tomsk municipal children's hospital № 1;
3. Tomsk regional non-profit charitable foundation "Tomsk Anti-AIDS";
4. Tomsk municipal N.A. Semahko maternity hospital;
5. School for children's additional education (municipal courses) "Fackel";
6. Autonomous non-profit organisation "StroyNefteGas training centre" (training courses for petroleum and natural gas industry);
7. Tomsk psychiatric clinical hospital;
8. Bogashevo secondary school (Tomsk rural district);
9. Lutchanovo secondary school (Tomsk rural district);
10. Potential audio-psycho-phonology Co Ltd.;
11. Tomsk municipal Centre of prevention and social adaptation "Family".

## Appraisal:

The scope and nature of cooperation with HEI in Russia and abroad as well as with enterprises in Tomsk are plausibly presented and documented as well as aligned with the strategy of the study programme. Cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. In the view of the panel the conducted activities contribute to the development of the students' qualification and skills.

|          |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.3      | Cooperation and partnerships   |             |                              |                            |                                    |      |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)                                  |             |                              | X                          |                                    |      |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             |                              | X                          |                                    |      |

## 4.4 Facilities and equipment

The Faculty has special lecture rooms (e.g. training rooms, computer classes, laboratories) to realise educational techniques of disciplines of the programme. The Faculty has appropriate premises with special technical equipment:

- Computer class of the Faculty of Psychology: 12 computers with Windows 7 (x64), software packages Microsoft Office 2010, IBM SPSS Statistics v22 Rus., StatSoft Statistica v6.1. Rus., inkjet printer for color printing and laser one for black and white printing.
- Computer class of the Faculty of Psychology: 15 computers with Windows 7 (x64), software packages MS Office 2010, IBM SPSS Statistics v22 Rus., CorelDraw, AdobePhotoshop.
- Three rooms are equipped with projector for presenting the information from the head computer.
- Telecommunications equipment for video-conferencing.

- The Faculty of Psychology has 35 computers and laptop computers with Windows, software packages MS Office, 1C: Enterprise 8.0, CorelDraw, Adobe Photoshop, Free BSD, which are widely used during classes.
- Laboratory equipments is located in research laboratories:
  - sphygmomanometer: measured and calculated parameters: blood pressure on 4 limbs, ECG, PCG, ABI, CAVI, BMI, UT, %MAP, AI, ET, PEP, PEP/ET (Russia);
  - special equipment for recording and analyzing ECG with ECG amplifier (12 channel synchronous, 1000 Hz/channel, ADC capacity 13 bit, 2,5  $\mu$ V/bit, sensitivity of 1/4, 1/2, 1, 2 cm/mv,  $\pm$  3 %) with a treadmill;
  - complex for psychophysiological testing of higher nervous activity of a person (Russia);
  - electroencephalograph-analyser, total number of recorded channels – 34, number of polygraphic channels for signal registration – 4 (ECG, EMG, EOG, PG), number of REG channels – 6, parallel registration of EEG and REG to evaluate mutual influence of electrical activity of the brain and cerebral blood flow, acoustic and photic stimulation devices (Russia);
  - complex for measuring and training electro-physiological responses of body by bio-feedback method with a set of channels for registration: EEG (2 channel), ECG, EMG (2 channels), CBC, PPG, temperature, breathing (2 channels), in relevant combinations and amount (Russia);
  - audiovisual stimulation devices for study and correction of psychophysiological responses of a person;
  - multifunctional platform for biomechanical diagnosis and correction of movement disorders COBS (Russia);
  - computer system “BOSLAB” designed in the Research Institute of Molecular Biology and Biophysics SB RAMS (Novosibirsk, Russia);
  - psychophysiological complex “REAKOR” for training with biofeedback combined with objective psychological tests and analysis “Egoscop” (“Medicom MTD”, Taganrog, Russia);
  - transcranial electrical stimulation device with biofeedback (CJSC Scientific Production Company “BIOSS”, Russia);
  - rehabilitation facility for multifactor impact on physiological characteristics of a person (LLC “Med-Cryonics”, Russia);
  - 8 channel electromyography wireless system (BTSpA, Italy);
  - complex for psychophysiological testing NS-Psychotest;
  - psychophysiological diagnostic devices “Aktivatsiometr” used to measure level of psycho-emotional tension and evaluate the activity of human cerebral hemisphere (International Organisation “Aktseptor”, Kazan);
  - 7 channel computer polygraphic complex “EPOS-7” (Russia);
  - “Neocortex-Pro-36” – system for recording and analysing EEG and long-/middle-/short-latent evoked potentials (SensoMotoric Instruments GmbH, Germany);
  - Module “Bolero” for recording and analysis of polygram (SensoMotoric Instruments GmbH, Germany);
  - sets of psychodiagnostic methods and software for its processing acquired in the company “IMATON” (Saint-Petersburg) and in the Laboratory for Humanitarian Technologies (Moscow);
  - SMI Eye Tracking Glasses (ETG) v.1.8. – mobile binocular eye tracking glasses with coming with Recording Unit for audio recording. Maximum frequency: 30 Hz;
  - Remote Eyetracking Device (RED 500) – system of monocular and binocular eye tracking based on the laptop computer and external display. Maximum frequency: 500 Hz. Web-camera record respondent’s speech and behaviour during the experiment;
  - Hi-Speed 1250 – high-frequency system of monocular and binocular eye tracking. It consists of PC, 2 monitors and oculographic column. Maximum frequency: monocular - 1250 Hz, binocular – 500 Hz.

All buildings of TSU provide free Internet access, including Wireless. The training rooms are multifunctional rooms of ergonomic design with the equipment required for psychological trainings.

The Faculty library whose working hours (9 a.m. – 17 p.m.) meet students' needs is located in the same building where students have classes providing open access to the literature and periodicals. Bibliography of a particular course is provided by the departments realising the master's programme (from 9 a.m. to 5 p.m. every day but Saturday and Sunday). Access to digital sources (for example, electronic manuals) is provided via intranet of TSU to the catalogue of the Institute of Distant Education of TSU. With more than 3,8 million volumes and 114,000 manuscripts the Scientific Library of TSU has one of the biggest storage of teaching manuals, research publications by Russian and foreign authors, periodicals in Russian and foreign languages in Russia and the biggest storage in the Asian part of Russia. The Library materials, including books and journals relevant for the programme are updated regularly. Due to the TEMPUS programme the library's funds were significantly enriched with the English-language literature on European integration. At the Library the Center for European Documentation, the German Reading Hall and the American Reading Hall (including social sciences and humanities collections in German and English correspondingly) are available as well. The library works seven days a week. The opening hours are as follows: Reading Room: Monday to Friday: 9:00 am till 9:00 pm, Saturday and Sunday: 9:00 am till 3:00 pm; Lending: Monday to Friday: 9:00 am till 7:00 pm; Saturday: 9:00 till 3:00 pm; Infocenter: Monday to Friday: 9:00 am till 7:00 pm, Saturday: 9:00 am till 3:00 pm; Catalogue Room: Monday to Friday 9:00 am till 9:00 pm, Saturday: 9:00 am till 3:00 pm. In the months July and August the library closes earlier at 4:00 pm.

The library is equipped with an automated library data system with e-catalog. More than 100 free-access workstations with LAN-connection and a wireless Internet system in all the reading halls are installed. Via multiple points of common access the library provides a full-text access to electronic resources in social sciences, including the authoritative foreign bases of peer-reviewed academic periodicals including following data bases relevant for European studies: JSTOR, ProQuest, Elsevier, Taylor&Francis, Cambridge University Press, Oxford Journals, Sage, Springer, Academic Search Premier, etc. Every workstation has also access to some electronic data bases of full-text books including tutorials, studies and monographs in social sciences: Oxford Russia Fund, Springer and Emerald. Library's readers can also apply for remote access to the named electronic data bases and read the full-text resources via proxy-connection from at home and free of charge.

## Appraisal:

The whole equipment of teaching rooms, library and the whole HEI is state-of-the-art. Especially the equipment of the labs which allow the students to do their research work with the specific technical components needed impressed the panel very much.

The panel members appreciate the very well-equipped library of TSU is accessible seven days a week. The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. Moreover, access to relevant digital media is available from the students' home. Therefore, the panel came to the conclusion that the library provides very good conditions for studying at TSU.

|  | Exceptional              | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|--------------------------|------------------------------|----------------------------|------------------------------------|------|
| 4.4  | Facilities and equipment |                              |                            |                                    |      |
| 4.4.1*   |                          | X                            |                            |                                    |      |
| Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) |                          |                              |                            |                                    |      |
| 4.4.2*   |                          | X                            |                            |                                    |      |
| Access to literature (Asterisk Criterion)  |                          |                              |                            |                                    |      |

## 4.5 Additional services

TSU has a Center for the Promotion of Graduates' Employment. The staff of the Center provides career counseling on a permanent basis, organises meetings between students and representatives of prospective employers and publishes regular overviews of vacancies available at the regional job market and provides access to the electronic Russian-wide system of vacancies for graduates. The Center helps graduates to prepare CVs and resumes, gives them advice on strategies and tactics of looking for employment, legal and psychological aspects of employer-employee relationships as well as the specifics of positioning at job interviews. It analyses the trends and dynamics of the regional job market. The staff of the Center is permanently employed. In cooperation with this centre the Faculty of Psychology has taken the following measures:

- Expansion of number and geography of organisations that are used for students' industrial practice. It provides opportunity for students' further employment in the organisations.
- Monitoring of demand on graduates of the field in Tomsk region and beyond.
- Participation of the Faculty in the Fair of Vacancies held by TSU.
- Organisation and realisation of "Graduate's Day" inviting potential employers.
- Participation in research events held by the Faculty of Psychology and partner organisations in order to attract potential employers and increase number of job applications of graduates of the programme.
- Organisation of the Commission on Graduate Employment at the Faculty of Psychology.
- Participation of potential employers in the work of the State Attestation Commission

TSU has an alumni association and the Centre for Coordination of Work with Alumni. Developing an actively functioning alumni network is one of the key element of TSU Strategic Development Concept. However, the alumni association of the Faculty of Psychology is relatively new and may be considered as project in the making. Graduates participate in open days telling about job of psychologist and proving its demand by their own practice. They also participate in student occasions and celebrations of the Faculty.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. Sufficient resources are provided. An alumni organisation has been set up with the aim of developing an alumni network. The panel appreciates the efforts of TSU regarding the continuous development of the network activities.

|       |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.5   | Additional services                      |             |                              |                            |                                    |      |
| 4.5.1 | Career counselling and placement service |             |                              | X                          |                                    |      |
| 4.5.2 | Alumni Activities                        |             |                              | X                          |                                    |      |

#### 4.6 Financing of the study programme (Asterisk Criterion)

The Russian Ministry of Education and Science annually allots a number of places to study which are fully funded by the federal budget. As of 2015, 20 “budget” places are planned for two TSU master programmes in psychology (Psychology of Health and Security and Applied Psychology of Personal Achievements). However, the concrete distribution of “budget” places between the two programmes is determined by the number of applicants and the results shown by them at entrance tests. For example, 9 “budget” places went to the programme “Psychology of Health and Safety” in 2014.

Those applicants who have not passed the selection for budget places but have demonstrated a sufficient level of competence at entrance tests have the right to study in the programme on the commercial basis by paying a tuition fee (academic year 2015/16: 82 200 rubles). Although there haven’t been any “commercial” students in the programme yet, it’s possible to enroll up to 5 students on the commercial basis without deteriorating the education quality.

#### Appraisal:

As the Programme is state-financed, its funding (including teachers, administrative staff, rooms, library and other services) is fully covered and ensured by the Federal budget. The existing system guarantees, regardless of eventual turnarounds in policy, that every student, once enrolled for the programme, has the possibility to finish his studies. Public grants supporting research work of the Faculty also contribute to the improvement of conditions to realise the programme and improve the human, technical, methodological and research potential of the programme.

|      |   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.6* | Financing of the study programme (Asterisk Criterion) |             |                              | X                          |                                    |      |

## 5 Quality assurance and documentation

The aims of TSU's quality activities are asserted in the TSU quality policy introduced on 01.03.2011 which is reaffirmed by the TSU development programme 2010-2019 which correlates with ISO standards. Furthermore, quality assurance is provided within following arrangements:

- Mandatory state accreditation examination of the study programmes carried out at HEIs in accordance with provisions of the Russian inspectorate service for education and science;
- Monitoring conducted by the TSU office of academic affairs to study, summarize and distribute best teaching practices at TSU faculties, departments, single lecturers, and to exercise control of the quality of teaching;
- Self-assessment of teaching activities in terms of the programme's development: contents, teaching process and results;
- Planning the department work, including: types of activities (e.g. develop an international competitive programme), time-frame, distribution of responsibilities (officers in charge), progress report (;
- Departments' annual reports, faculty members' reports on individual performance;
- Planning the department meetings on research and teaching activities (minutes of the meetings);
- Didactical seminars, sessions of the Didactical Commission and the Academic Council (minutes of the sessions);
- Quality monitoring through student surveys and polls, discussion of the evaluation results with all interested parties;
- Meetings with master students for getting feedback and discussing organizational issues;
- Getting feedback from students and employers upon completion of practical trainings (people in charge are the practice supervisors).

Evaluation by the students is carried out on a regular basis by systematic surveys and feedback via social network services. The questionnaires broach the issue of Student satisfaction, Programme evaluation, Course evaluation and Student workload. The control of the contents and implementation of the programme is carried out by the lecturers as well.

The evaluation results help to define the programme's strengths and weaknesses, to meet student requirements of programme's contents, workload and teaching methods and, if applicable, new courses and learning activities, fields of research and practical training.

The programme director gets oral feedback from alumni and employers once a year on the following basic questions:

- How good are students' general professional skills?
- How good are students' professional skills? (
- How good are students' communication skills?
- How strong are students motivated to make a professional progress?

The employers are invited to regular meeting with the Faculty's leaders (dean, deputy dean for research, heads of departments and laboratories) to evaluate alumni qualifications. This feedback provides input for the quality development process.

The study programme is described in detail as a document set "Basic educational programme of higher education". The programme description, curriculum, schedule of studies, course syllabi, programmes of practices as well as examination regulations including admission procedure have been suitably documented and published on the website of the Faculty of Psychology. The documentation is annually updated and, being kept at the Department of Genetic and Clinical Psychology, is accessible for interested parties both in print and digital form.

The administrative staff regularly publishes current news and information on the website of the Faculty of Psychology. There is also a group of the Department of Genetic and Clinical Psychology in the Russian most popular social network service, where students and interested parties can get current information about the educational process, classes, office hours, events and activities undertaken during the academic year.

The TSU website gives daily coverage of university's life in its whole diversity including scientific, learning, cultural, social, charity and other events. There is a heading addressed to students, which informs this target group about student life at TSU and invites students to take part in extracurricular activities and creative projects.

## Appraisal:

A quality assurance and development procedure has been set up and correlates with ISO standards.

Quality control by the faculty as well as the students is carried out on a regular basis and resulting discussions lead to the development of teaching methods and module content. Third parties like employers or cooperating universities are involved in surveys too. Regarding the external evaluation the panel recommends performing the surveys more frequently. Regarding the graduates of the programme the panel recommends constantly undertaking alumni-tracking studies by also recording and continuously updating the status and occupational field of alumni. The outcomes of the evaluations are communicated systematically to all relevant parties.

The study programme's objectives, content, study plan and information on examination have been very well documented and published on the University's web site. Paper versions are available at the University's offices as well. This documentation is constantly updated and easily accessible, which ensures a high level of transparency. Furthermore, TSU regularly publishes current news and information about the HEI's activities and about the study programme. Altogether the panel appreciates very much the comprehensive web site appearance of TSU.

|        |   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.1*   | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 5.2    | Instruments of quality assurance  |             |                              |                            |                                    |      |
| 5.2.1  | Evaluation by students  |             |                              | X                          |                                    |      |
| 5.2.2  | Evaluation by faculty   |             |                              | X                          |                                    |      |
| 5.2.3  | External evaluation by alumni, employers and third parties  |             |                              | X                          |                                    |      |
| 5.3    | Programme documentation   |             |                              |                            |                                    |      |
| 5.3.1* | Programme description (Asterisk Criterion)  |             | X                            |                            |                                    |      |
| 5.3.2  | Information on activities during the academic year  |             |                              | X                          |                                    |      |

# Quality profile

HEI: Tomsk State University

Bachelor / Master programme: Psychology of Health and Safety (Master)

|   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| <b>1 Objectives</b>   |             |                              |                            |                                    |      |
| 1.1* Objectives of the study programme (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 1.2* International orientation of the study programme design (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 1.3 Positioning of the study programme  |             |                              |                            |                                    |      |
| 1.3.1 Positioning of the study programme in the educational market  |             | x                            |                            |                                    |      |
| 1.3.2 Positioning of the study programme on the job market for graduates („Employability“)                                  |             |                              | x                          |                                    |      |
| 1.3.3 Positioning of the study programme within the HEI's overall strategic concept   |             |                              | x                          |                                    |      |
| <b>2 Admission</b>  |             |                              |                            |                                    |      |
| 2.1* Admission requirements (Asterisk Criterion)  |             |                              | x                          |                                    |      |
| 2.2 Counselling for prospective students  |             |                              | x                          |                                    |      |
| 2.3* Selection procedure (if relevant)  |             |                              | x                          |                                    |      |
| 2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) |             |                              |                            |                                    | x    |
| 2.5* Ensuring foreign language proficiency (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)                                |             | x                            |                            |                                    |      |
| <b>3. Contents, structure and didactical concept</b>  |             |                              |                            |                                    |      |
| 3.1 Contents  |             |                              |                            |                                    |      |
| 3.1.1* Logic and conceptual coherence (Asterisk Criterion)  |             |                              | x                          |                                    |      |
| 3.1.2* Rationale for degree and programme name (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 3.1.3* Integration of theory and practice (Asterisk Criterion)  |             | x                            |                            |                                    |      |
| 3.1.4 Interdisciplinary thinking  |             |                              | x                          |                                    |      |
| 3.1.5 Ethical aspects   |             |                              | x                          |                                    |      |
| 3.1.6* Methods and scientific practice (Asterisk Criterion)   |             | x                            |                            |                                    |      |
| 3.1.7* Examination and final thesis (Asterisk Criterion)  |             |                              | x                          |                                    |      |
| 3.2 Structure   |             |                              |                            |                                    |      |
| 3.2.1* Modular structure of the study programme (Asterisk Criterion)  |             |                              | x                          |                                    |      |

|  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.2.2* Study and exam regulations (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 3.2.3* Feasibility of study workload (Asterisk Criterion)  |             |                              | x                          |                                    |      |
| 3.2.4 Equality of opportunity  |             |                              | x                          |                                    |      |
| 3.3 Didactical concept   |             |                              |                            |                                    |      |
| 3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)   |             | x                            |                            |                                    |      |
| 3.3.2* Course materials (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 3.3.3 Guest lecturers  |             |                              | x                          |                                    |      |
| 3.3.4 Lecturing tutors   |             |                              |                            |                                    | x    |
| 3.4 Internationality   |             |                              |                            |                                    |      |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 3.4.2 Internationality of the student body   |             |                              | x                          |                                    |      |
| 3.4.3 Internationality of faculty  |             |                              | x                          |                                    |      |
| 3.4.4 Foreign language contents  |             |                              | x                          |                                    |      |
| 3.5* Multidisciplinary competences and skills (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 3.6* Skills for employment / Employability (Asterisk Criterion)  |             | x                            |                            |                                    |      |
| <b>4. Academic environment and framework conditions</b>  |             |                              |                            |                                    |      |
| 4.1 Faculty  |             |                              |                            |                                    |      |
| 4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)                                       |             |                              | x                          |                                    |      |
| 4.1.2* Academic qualification of faculty (Asterisk Criterion)  |             | x                            |                            |                                    |      |
| 4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)  |             | x                            |                            |                                    |      |
| 4.1.4 Practical business experience of faculty   |             |                              | x                          |                                    |      |
| 4.1.5* Internal cooperation (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 4.1.6* Student support by the faculty (Asterisk Criterion)   |             | x                            |                            |                                    |      |
| 4.1.7( Student support in distance learning *) (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) |             |                              |                            |                                    | x    |
| 4.2 Programme management   |             |                              |                            |                                    |      |
| 4.2.1* Programme Director (Asterisk Criterion)   |             | x                            |                            |                                    |      |
| 4.2.2 Process organisation and administrative support for students and faculty   |             |                              | x                          |                                    |      |
| 4.3 Cooperation and partnerships   |             |                              |                            |                                    |      |
| 4.3.1( Cooperation with HEIs and other *) academic institutions or networks  |             |                              | x                          |                                    |      |

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|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| (Asterisk Criterion for cooperation programmes)  |             |                              |                            |                                    |      |
| 4.3.2( Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) *) |             |                              | x                          |                                    |      |
| 4.4 Facilities and equipment   |             |                              |                            |                                    |      |
| 4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)  |             | x                            |                            |                                    |      |
| 4.4.2* Access to literature (Asterisk Criterion)   |             | x                            |                            |                                    |      |
| 4.5 Additional services  |             |                              |                            |                                    |      |
| 4.5.1 Career counselling and placement service   |             |                              | x                          |                                    |      |
| 4.5.2 Alumni Activities  |             |                              | x                          |                                    |      |
| 4.6* Financing of the study programme (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| <b>5 Quality assurance and documentation</b>   |             |                              |                            |                                    |      |
| 5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)   |             |                              | x                          |                                    |      |
| 5.2 Instruments of quality assurance   |             |                              |                            |                                    |      |
| 5.2.1 Evaluation by students   |             |                              | x                          |                                    |      |
| 5.2.2 Evaluation by faculty  |             |                              | x                          |                                    |      |
| 5.2.3 External evaluation by alumni, employers and third parties   |             |                              | x                          |                                    |      |
| 5.3 Programme documentation  |             |                              |                            |                                    |      |
| 5.3.1* Programme description (Asterisk Criterion)  |             | x                            |                            |                                    |      |
| 5.3.2 Information on activities during the academic year   |             |                              | x                          |                                    |      |