ACPUA
AGENCIA DE CALIDAD Y PROSPECTIVA
UNIVERSITARIA DE ARAGÓN

STUDY PROGRAMME ACCREDITATION

FOREIGN LANGUAGE OF PROFESSIONAL COMMUNICATION AND SPECIALIZED TRANSLATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION «PEOPLES» FRIENDSHIP UNIVERSITY OF RUSSIA

~RUDN UNIVERSITY~

REPORT

16/12/2020

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PROGRAMME	**MASTER´S DEGREE IN FOREIGN LANGUAGE OF PROFESSIONAL COMMUNICATION AND SPECIALIZED TRANSLATION**
UNIVERSITY	**RUDN UNIVERSITY (RUSSIA)**
CENTRE	**INSTITUTE OF WORLD ECONOMY AND BUSINESS**
VISIT DATE	**30 NOVEMBER 2020**

The Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education (ACPUA) has carried out the assessment for the accreditation of this programme under a partnership agreement with Agency for Quality Assurance in Higher Education and Career Development (AKKORK).

After studying the corresponding self-evaluation report and carried out a virtual site visit (due to the situation created by the global pandemic), a draft report was sent to the University with the provisional result of the evaluation.

After the deadline without any allegations having been made to the draft report, this final evaluation report is issued.

This report has followed the European Standards and Guidelines (ESG), compliance with which has been accredited by ACPUA, as it is an agency registered in the European Register (EQAR).

The visit to the programme has been carried out in accordance with the *ACPUA Guide of action for virtual visits* approved by the Commission of Evaluation, Certification and Accreditation of the ACPUA and published on the Agency's website.

The panel of international experts (included in Annex I of this report) issues the following draft report, giving the university 10 days to make the allegations it deems appropriate.

KEY ASPECTS OF THE PROGRAMME

<u>**COMMENDATIONS**</u>

- Broad postgraduate studies aimed at specific graduate employment opportunities.
- Synergy among the three components of the programme: language teaching, professional communication and translation.
- Development of soft skills as well as technical knowledge and hard skills.
- Collaborations and alliances with overseas universities.
- Specific admission exam.
- Planning and coordination of teaching staff.
- Institutional quality assurance system and application at programme level.
- Positive interaction with all stakeholders.
- Adequacy of teaching staff and commitment to the programme and students.
- Opportunities for staff development.
- External internship programme.
- Adequacy of teaching and learning methodologies.
- Relevance of graduate employment.
- Level of satisfaction of all stakeholders.

<u>**RECOMMENDATIONS**</u>

- Modification to name of programme: Foreign Languages for Professional Communication and Specialized Translation.
- Introduction of further contents around interpreting, including online interpreting and an introduction to simultaneous interpreting.
- Development of soft skills for social/informal business communication.
- Introduction to broader range of software technologies and software, in particular CAT tools.
- Definition of specific foreign language requirements for admission.
- Increase programme information on website, especially in English, and maintain information updated.
- Outputs from quality assurance system on programme level.

EVALUATION CRITERION

DIMENSION 1. DEGREE MANAGEMENT
Criterion 1. ORGANISATION AND DEVELOPMENT
The training programme is up to date and has been implemented in accordance with the conditions set out in the verified report and/or its subsequent amendments.

1.1	The **implementation** of the curriculum and the **organisation** of the programme are consistent with the competency profile and objectives of the degree set out in the verification report and/or its subsequent amendments.	B. Achieved
1.2	The defined graduation profile (and its deployment in the curriculum) maintains its **relevance** and is **updated** according to the requirements of its academic, scientific or professional environment.	B. Achieved
1.3	The degree has **mechanisms for teacher coordination** (horizontal and vertical articulation between the different subjects) that allow both an adequate allocation of the student's workload and adequate time planning, ensuring the acquisition of the learning results.	B. Achieved
1.4	The admission criteria applied allow students to have the appropriate entry profile to begin these studies and their application respects the **number of places offered** in the verified report.	A. Passed with excellence
1.5	The application of the different **academic regulations** is carried out in an appropriate manner and allows the values of academic performance indicators to be improved.	NA - Not Applicable

Evaluation criterion 1: B. Achieved

The panel feels that a more appropriate English translation of the programme name would be: Foreign Languages for Professional Communication and Specialized Translation.

1.1: The programme provides a broad postgraduate training in three distinct professional areas: language teaching, translation and international business which allows students to build on the experience of their undergraduate studies. The programme content is in accordance with the declared competencies although these are sometimes a little too generic.

1.1: Although at first there may seem to be limited relation between the three specific areas, the programme highlights the presence of common skills and competencies and allows the student to choose their preferred professional pathway.

1.1: In order to strengthen the translation profile, the programme would benefit from the addition of extra academic content and practice in different modes of interpreting (aspects

of simultaneous interpreting, online interpreting, telephone interpreting, interpreting for social contexts etc.).

1.1: Likewise, the teaching element could be reinforced by including content regarding online teaching, especially relevant at the moment but also essential for the future, given current trends in education.

1.1: As well as developing essential skills for communication in formal business situations, the course should also offer the student the opportunity to develop interpersonal skills for more social and informal situations and contexts, also an important part of international business relations.

1.1: The programme has developed a number of alliances with overseas universities – especially with London Metropolitan University (United Kingdom) – leading in some cases towards double-degree or joint-degree pathways which are of great interest to potential candidates and provide students with an opportunity to strengthen their international profile even further.

1.2: The course content is well-structured and balanced over its two-year duration and the combination of knowledge and skills from different academic areas is a strength of the programme. As well as technical knowledge and hard skills, students also have the opportunity to develop essential soft skills appropriate to a programme at postgraduate level. It is positive to see that students can choose a second language and enrol on language courses according to their own level.

1.2: The graduate profile and corresponding employment pathways should be better defined in course documentation and on the website as this is essential information for potential candidates.

1.3: Course lecturers are well-coordinated and efficient in the planning and preparation of their subjects and classes. Both formal and informal coordination mechanisms are in place which help to guarantee adequate planning.

1.3: The panel has seen no evidence of content overlap between subjects or workload/assessment bottlenecks caused by poor planning and coordination.

1.4: A specific and detailed admission exam is used to admit students onto the programme. This is particularly positive as it allows the university to filter out the weaker candidates and maintain a well-prepared and motivated student collective on the programme.

1.4: The exact number of places available on the programme every year (both funded and non-funded) should be better defined and published on appropriate channels (website). Given the number of applicants, the university could consider an increase in the number of places available.

1.4: Potential candidates for the programme, including international candidates, should be made aware of linguistic requirements that have to meet in order to join the programme. Therefore minimum levels required for both Russian (for international students) and English should be clearly defined and published together with other details regarding the admissions procedure.

1.4: The majority of current students are female and although this is not necessarily a weakness or even a negative aspect, the programme leaders might want to include a gender perspective on the presentation of the Master's degree in order to try to make it more attractive for both genders.

1.5: The panel has not evaluated the compliance of academic regulations during this accreditation process.

Criterion 2. INFORMATION AND TRANSPARENCY

The institution has mechanisms to adequately communicate to all stakeholders the characteristics of the programme and the processes that guarantee its quality.

2.1	Diploma holders publish **appropriate and up-to-date information** on the characteristics of the training programme, its development and its results, both in terms of monitoring and accreditation.	C. Partially achieved
2.2	The **information needed** for decision-making by potential students interested in the degree and other stakeholders in the national and international university system is **easily accessible.**	B. Achieved
2.3	Students enrolled in the degree have timely access to relevant information on the **curriculum** and **expected learning results**.	C. Partially achieved

Evaluation criterion 2: C. Partially achieved

2.1: Although the institutional website contains a great deal of general and specific information in Russian regarding this programme, it is essential that this information is regularly updated to guarantee its relevance and also expanded to make further information available on aspects such as: programme objectives, graduate profile/employment opportunities, subject learning outcomes, teaching staff, programme indicators, external internship opportunities etc.

2.1: It would be positive to observe further hard evidence of the outputs of the quality assurance system on a programme level: action plans, objectives, indicators, survey results, graduate employment data, etc. It is essential that the majority of this information be made available to stakeholders – students, lecturers, employers, external reviewers, society in general, etc. via appropriate channels including the institutional website, in accordance with the European Standards and Guidelines.

2.2: Given the level of internationalisation of RUDN as a whole and the international nature of this programme, particular attention should be paid to the adequacy and scope of information available in English (aimed at international candidates/students and international universities).

2.2: In order to attract international students, web-based information should not only be standard information translated into English but also specific information for international candidates: life in Russia, accommodation, support mechanisms for international students etc.

2.3: Information is available on the curriculum and course content although specific learning objectives for each subject should also be included.

Criterion 3. INTERNAL QUALITY ASSURANCE SYSTEM (IQAS)

The institution has an internal quality assurance system formally established and implemented that effectively ensures the continuous improvement of the degree.

3.1	The IQAS implemented and regularly reviewed ensures the **continuous collection and analysis of information and relevant results** for the effective management of the diploma, in particular learning results and stakeholder satisfaction.	A. Passed with excellence
3.2	The implemented IQAS **facilitates** the process of monitoring, modifying and accrediting the degree and guarantees its continuous improvement based on the **analysis** of objective and **verifiable** data.	B. Achieved
3.3	The implemented IQAS has procedures that facilitate the **evaluation and improvement of the quality** of **the teaching-learning** process.	B. Achieved

Evaluation criterion 3: B. Achieved

3.1: RUDN has a robust and complete quality assurance system designed and implemented in accordance with the European Standards and Guidelines (2015). The system provides for interaction with stakeholders and mechanisms to collect their opinions.

3.1: Leadership of the system is clearly a responsibility of the senior management of the university and the system is deployed down through the organisation to specific programme level where programme leaders coordinate the implantation of institutional guidelines.

3.1: Student representatives have an annual meeting with the Rector's office to discuss student satisfaction with their programmes, a sign of open dialogue and fluid communication between stakeholders and university management. It would be positive to observe similar formal mechanisms between students and programme management.

3.2: As well as surveys, the institution (and programme) also uses face-to-face tools – meetings, round-tables, interviews – to encourage dialogue with and collect information from stakeholders such as students, lecturers, graduates and employers in order to formulate improvements to the programme.

3.2: The programme leaders are responsible for analysing outputs from the quality assurance system. Stakeholders have confirmed that improvements have been implemented in the programme although the panel has seen no evidence of traceability (meeting minutes, survey results etc.) of these actions back to the quality assurance system.

3.3: Although no hard evidence has been provided, programme lecturers have confirmed that through regular meetings improvements are proposed to teaching, learning and assessment methodologies. Likewise, students are able to put forward suggestions both informally, through direct dialogue with the teaching staff, and formally through the mechanisms defined by the quality assurance system.

DIMENSION 2. RESOURCES
Criterion 4. ACADEMIC STAFF
The academic staff that is teaching is sufficient and adequate, according to the characteristics of the degree and the number of students.

4.1	The academic staff of the degree meet the level of **academic qualification** required for the degree and have adequate **teaching and research experience and quality.**	B. Achieved
4.2	The academic staff is **sufficient** and has **adequate dedication** for the development of their functions and to assist the students.	B. Achieved
4.3	The teaching staff is updated in such a way that, taking into account the characteristics of the degree, they can approach the **teaching-learning** process in an appropriate manner.	B. Achieved
4.4	(Where applicable) The university has implemented the **commitments** included in the verification report and the **recommendations** defined in the verification reports, authorisation, where applicable, and monitoring of the degree relating to the hiring and improvement of the teaching and research qualifications of the teaching staff.	NA - Not Applicable

Evaluation criterion 4: B. Achieved

4.1: The academic staff involved in teaching the programme is well-qualified and experienced. All lecturers included the documentation presented by the programme have a PhD qualification in an academic discipline relevant to their teaching areas and a large number of the team appear to be full-time.

4.1: The incorporation of a limited number of international teaching staff (both visiting and in-house) is considered to be a positive aspect of such an internationally focused programme and is considered to be a situation that can built upon.

4.2: Lecturers interviewed by the panel appear to be well motivated and very committed to the programme and to their students. There is no evidence of complaints from teaching staff about the amount of time available to attend to the needs of the programme and the students.

4.3: The institution provides teaching staff with opportunities for professional and academic development, offering general training in general teaching issues, for example, dealing with students with mental health problems, inclusivity and teaching innovation, and also provides funding for specific training related to academic disciplines.

4.4: The panel has not been able to evaluate the evolution of teaching staff since the original accreditation process.

Criterion 5. SUPPORT STAFF, MATERIAL RESOURCES AND SERVICES

The support staff, material resources and services made available for the development of the degree are adequate according to the nature, modality of the degree, number of students enrolled and skills to be acquired by them.

5.1	The **support staff** involved in the training activities is sufficient and adequately supports the teaching activity of the academic staff associated to the degree.	NA - Not Applicable
5.2	The **material resources** (classrooms and their equipment, work and study spaces, laboratories, workshops and experimental spaces, libraries, etc.) are adapted to the number of students and the training activities programmed in the degree.	C. Partially achieved
5.3	In the case of **distance/semi-presential** learning degrees, the technological infrastructure and associated teaching materials allow for the development of training activities and the acquisition of the skills of the degree.	NA - Not Applicable
5.4	The academic, vocational and mobility **support and guidance services** made available to students upon enrolment are tailored to the skills and modality of the degree and facilitate the teaching-learning process.	B. Achieved
5.5	In the event that the degree provides for the performance of **external internships**, these have been planned as that foreseen and are suitable for the acquisition of the skills of the degree.	A. Passed with excellence
5.6	The university has made effective the **commitments** included in the verification report and the **recommendations** defined in the verification, authorisation, if any, and degree follow-up reports regarding the support personnel participating in the training activities, the material resources, and the degree support services.	NA - Not Applicable

Evaluation criterion 5: B. Achieved

5.1: There is no evidence of the need for specific support staff for this programme. The panel understands that the programme has access to general support staff.

5.2: As a virtual visit has been undertaken for this accreditation process, the panel have not been able to visit the installations used by the programme and evaluate their suitability. There is no evidence of complaints from students about the quality of learning spaces and resources although it is possible that further resources might be required to improve practical learning in the area of interpreting.

5.2: In an ever-changing world of technological advances, perhaps even more emphasis should be placed on the use of technology in translation and interpretation (a wider variety of CAT tools, fully equipped interpreter's booths) and, for example, on post-editing of machine translation, neural machine translation and the application of AI to the profession.

5.3: Under normal circumstances the programme is classroom-based. However, due to the COVID crisis teaching is being undertaken on a distance-learning basis. The panel, however, feels that the methodologies applied should not be subject to this review.

5.4: Students enrolled on the programme have access to the range of student support and guidance services provided by the university. There is no evidence of the availability of specific services for students of this programme.

5.4: The university is currently developing a system that provides psychological and pedagogical support for students, a step forward in times where student mental health issues are being addressed more formally by universities around the world.

5.5: The integration of external internships in both academic and business environments is a positive aspect of the programme, offering the student the opportunity to develop practical skills and competencies within real and challenging professional contexts.

5.5: Many internships are carried out within the framework of solid and sustained relationships developed with renowned educational institutions and multinational companies. Both students and company representatives express very positive opinions of the internship programme.

5.6: The panel has not been able to evaluate developments since the original accreditation process.

DIMENSION 3. RESULTS

Criterion 6. LEARNING RESULTS

The learning results achieved by the graduates are consistent with the graduation profile and correspond to the academic level of the degree.

6.1	The **training activities**, their **teaching methodologies** and the **evaluation systems** used are appropriate and reasonably consistent with the objective of acquiring the intended learning results.	B. Achieved
6.2	The **learning results achieved** meet the objectives of the training programme and are appropriate to the corresponding academic level.	A. Passed with excellence

Evaluation criterion 6: A. Passed with excellence

6.1: Lecturers use relevant appropriate teaching and learning methodologies and also apply methods which allow an adequate assessment of knowledge and skill acquisition.

6.1: Students are satisfied with the interaction with lecturers during the learning process and with the quality of feedback provided on assessed work.

6.1: It is particularly pleasing to see how lecturers have adapted their teaching and learning methodologies during the COVID crisis, there is no evidence of negative opinions from students.

6.2: Initial academic objectives and learning expectations are being met in the case of students currently enrolled on the programme and have been met in the case of graduates and the academic level attained is adequate for a Master's programme within the European qualifications framework.

6.2: Likewise, graduates and, in some cases, current students are finding employment relevant to their postgraduate studies both in the education and business sectors.

6.2: Employers speak highly of the competencies of the graduates of the programme and of the need for this type of balanced academic and professional profile within their own field.

Criterion 7. SATISFACTION AND PERFORMANCE INDICATORS

The results of the indicators of the training programme are consistent with the design, management and resources made available for the degree and satisfy the social demands of their environment.

7.1	The **evolution of the main data and indicators of the degree** (number of new students per academic year, graduation rate, drop-out rate, efficiency rate, performance rate and success rate) is appropriate, according to the thematic area and environment in which the degree is inserted and is consistent with the characteristics of the new students.	B. Achieved
7.2	The **satisfaction** of the students, faculty, graduates and other stakeholders is adequate.	A. Passed with excellence
7.3	The values of the indicators of **labour market insertion** of the graduates of the degree are appropriate to the socio-economic and professional context of the degree.	B. Achieved

Evaluation criterion 7: B. Achieved

7.1: The panel has had very limited access to data and indicators although it does seem that the quality assurance system does provide this type of information.

7.2: No programme-specific indicators regarding stakeholder satisfaction have been made available to the panel.

7.2: During the visit all stakeholders have shared very positive opinions about all aspects of the Master's programme, especially regarding the graduate profile achieved, while at the same time have been proactive in offering suggestions for improving specific issues. The programme has productive relations with its stakeholders, relations that must be maintained and developed in order to guarantee its continuous improvement.

7.3: The panel has not had access to hard data concerning graduate employment but students, graduates and employers have confirmed that there are plenty of adequate employment opportunities that are related to the contents and competencies of the programme and the overall graduate profile.

The chair of the international expert panel

Mr. Andrew Tunnicliffe

INTERNATIONAL EXPERT PANEL

Andy TUNNICLIFE (Chair): Vice-Rector for Internationalisation at the San Jorge University (Spain) between 2013 and 2020. Former Head of the Office for Modern Languages and Head of the Quality Assurance Unit at the same university. He holds a Degree in Russian Studies from the University of Manchester, a postgraduate qualification in Education and is an Institute of Linguists qualified translator.

Irina TUPITSYNA (Academic Staff): Doctor of Philology, Professor, Member of the International Association of Translators; Member of the National Society for Applied Linguistics; Business Coach in Communication Technologies at KPMG Audit Group, teacher of translation at Awatera Translation Academy.

Robin HALLE (Practitioner): Retired Head of Language Services, World Trade Organisation (WTO). WTO representative in the Universities Contact Group at IAMLADP. He holds a Degree in History and Russian Studies from Tufts University (USA) and a Master's Degree in Translation from the University of Geneva (Switzerland). Russian Language and studies certified by the Leningrad State University. Lecturer at the Faculty of Translation and Interpreting (ETI), University of Geneva, between 2008 and 2018.

Laura PEIRÓ (Student member): Graduated in Modern Languages from the University of Zaragoza, she is currently pursuing the Master in Language acquisition in multilingual settings at the University of the Basque Country (UPV/EHU). She has been member of the ACPUA's Board of Directors (representing the students) and Vice-President of the Conference of representatives of students from the Spanish universities (CREUP).

AGENDA – VIRTUAL VISIT

Date: 30/11/2020

7:30-7:45: Checking the stability of internet connection

7:45-8:00: Internal meeting of the expert panel

8:00-9:15: Institutional presentation for all panels. Meeting with representatives of the university management and quality assurance department.

- Vorobyova Alexandra, Head of the Department of Educational Policy.
- Podolko Pavel, Director of the Department for Quality Assurance of Educational Programs.
- Lyubkina Tatyana, Head of the Education Quality Management Sector.
- Ismagilova Anastasia, Specialist in Educational and Methodological Work and Quality of Education.
- Timur Usmanov, Head of the Department of Organization of Practices and Employment of Students.
- Dmitrieva Elena, Head of Practice and Professional Training Department.

DATE: 01/12/2020

9:15-9:30: Checking the stability of internet connection

9:30-10:15: Coordinators, Academic directors

- Program Coordinator - Deputy Dean for Academic Affairs Marina Zolotareva.
- Program Manager, Doctor of Philology, Professor Malyuga Elena,
- Deputy Head of the Program for Educational Work, PhD in Pedagogical Sciences, Associate Professor Vetrinskaya Victoria
- Lotova Elena, Director of The Educational and Scientific Information Library Center.

10:15-10:30: Internal meeting of the expert panel

10:30-10:45: Checking the stability of internet connection

10:45-11:45: Teaching Staff

- Ivanova Aryuna, Phd in Philological Sciences, Associate Professor
- Sibul Victoria, PhD in Philological Sciences, Associate Professor
- Litvinov Alexander, PhD in Pedagogical Sciences, Associate Professor
- Popova Svetlana, PhD in Philology, Associate Professor
- Orlova Svetlana, PhD in Philological Sciences, Associate Professor

11.45-12:00: Internal meeting of the expert panel

12:00-12:15: Checking the stability of internet connection

12:15-13:00: Meeting with students and graduates of the programme

- Kolesnikova Larisa, Master, 1 Year.
- Grierson Daria, Master, 1 Year.
- Devyatnikova Ksenia, Master,2 Year.
- Sokolova Alla, Master, 2 Year.
- Berdyklycheva Antonina, Head of The Department of Foreign Economic Relations, Project Manager for China, Llc Ntp "Inkor".
- Maksimova Daria - Localization Manager, Bcs Technologies.
- Kizyan Ekaterina - Mbou School Number 7, English Teacher.
- Dzhagatspanyan Olga - Assistant, Department of Foreign Languages, RUDN University.

13:00-13:15: Internal meeting of the expert panel

13:15-14:15: Lunch time

14:15-14:30: Checking the stability of internet connection

14:30-15:15: Meeting with Employers

- Korneev Sergey, Deputy Director for Foreign Economic Activity of Llc Ntp "Inkor".
- Kornakov Alexander, General Director of Ooo "Center Trade".
- Butyaga Vladimir, Managing Partner of "Global Value Finance".
- Chernova Veronika - Marketing Manager for Federal Key Clients, Danone Trade Llc

- Omelchenko Alexey, Ph.D., Associate Professor of RUND, Executive Director, Credit Agricole Corporate and Investment Bank.
- Frolova Tatiana, Deputy Director of Translation Company "Efective".
- Ponomarenko Evgeniya, Doctor of Philosophy, Professor of The Department of English. Lang. N4 Mgimo.
- Nikulina Elena, Head of The Department of Phonetics and Vocabulary of the English Language, Institute of Foreign.

15:15-15:45: Internal meeting of the expert panel

15:45-16:00: Checking the stability of internet connection

16:00-16:30: Open Session

16:30-17:30: Internal meeting of the expert panel

17:30-17:45: Checking the stability of internet connection

17:45-18:30: Final meeting with programme coordinators

- Program Coordinator - Deputy Dean for Academic Affairs Marina Zolotareva.
- Program Manager, Doctor of Philology, Professor Malyuga Elena,
- Deputy Head of the Program for Educational Work, PhD in Pedagogical Sciences, Associate Professor Vetrinskaya Victoria

18:30-18:45: Internal meeting of the expert panel