Annex No. 1
to order dated **28.05.2018** No. **1162**

**Federal state autonomous educational institution of higher education**
**Peter the Great St. Petersburg Polytechnic University**

APPROVED BY

Decision of SPbPU Academic Council
on 23.04.2018 No. 3

# REGULATION

## ON INTERNAL SYSTEM OF EDUCATION QUALITY EVALUATION

St. Petersburg

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## 1. SCOPE OF APPLICATION

1.1. This Regulation on the internal system of education quality evaluation (hereinafter Regulation) sets general requirements for planning, organizing and conducting internal evaluation and monitoring of the quality education in the FSAEI HE “Peter the Great St. Petersburg Polytechnic University” (hereinafter, “University”, “SpbPU”) according to the basic study programmes of higher education.

1.2. The Regulation determines general approaches to evaluating the quality of learners’ training, main areas and content of work of the university departments and is used as one of the elements that has an impact on the improvement of the educational process in the University.

1.3. The requirements of the Regulation apply to the work of all employees of the University who carry out their professional activity under employment agreements including part-time employees.

1.4. The Regulation is mandatory for all the departments of the University involved in the process of providing educational activities and implementing basic study programmes of higher education.

## 2. NORMATIVE REFERENCES

The following normative documents were used to draw up this Regulation:

- Federal Law No. 273-FZ of 29.12.2012 “On Education in the Russian Federation” (hereinafter referred to as the “Law on Education”);

- Order of the Ministry of Education and Science of the Russian Federation No. 636 of 29.06.2015 “On Approving the Procedure of the State Final Examination by Study Programmes of Higher Education – Bachelor’s Programmes, Specialist’s programmes, Master’s programmes”;

-Order of the Ministry of Education and Science of the Russian Federation No. 301 of 05.04.2017 “On Approving the Procedure for Organizing and Implementing Educational Activities by study programmes of higher education – Bachelor’s programmes, Specialist’s programmes, Master’s programmes”;

- Order of the Ministry of Education and Science of the Russian Federation No. 1259 of 19.11.2013 “On Approving the Procedure for organizing and implementing educational activities by study programmes of higher education – postgraduate programmes (postgraduate military programmes) for academic staff”;

- Methodological guidelines for organizing and conducting internal independent evaluation of the quality of education for study programmes of higher education - Bachelor’s programmes, Specialist’s programmes, Master’s programmes (Appendix to the letter of the Department of State Policy in the Field of Higher Education of the Ministry of Education and Science of the Russian Federation No. 05436 of 15.02.2018 “On Methodological Guidelines”;

- the Charter of the federal state autonomous educational institution of higher education “Peter the Great St. Petersburg Polytechnic University”;

- Regulation on conducting routine control of academic performance and interim assessment of learners;

- Regulation on the procedure of final state attestation by study programmes of higher education - Bachelor’s programmes, Specialist’s programmes, Master’s programmes;

- Regulation on the procedure of final state attestation by study programmes of higher education - postgraduate programmes for academic staff training;

- Regulation on organizing and implementing educational activity by study programmes of higher education - postgraduate programmes for academic staff training;

- Regulation on the pool of evaluation tools in study programmes of higher education;

- Regulation on conducting voluntary attestation of employees holding the positions of the academic staff of the faculty in the FSAEI HE “SPbPU”;

- Regulation on the procedure for conducting independent surveys of students of the FSAEI HE “SPbPU”.

- Approach to analyzing the employment of the FSAEI HE “SPbPU” graduates;

- Federal state educational standards of higher education (FSES HE);

- Self-imposed educational standards of SPbPU (SIES).

## 3. TERMS AND DEFINITIONS

This Regulation uses the following terms and definitions:

**The quality of higher education** is a balanced compliance of higher education (as a result, as a process, as an educational system) with various needs, purposes, requirements, norms (standards);

**The quality of training higher education professionals** is a comprehensive specification of the educational activities and competences of the learner that reflects the degree to which they comply with FSES HE, SIES of higher education, professional standards, federal state requirements and (or) the needs of a natural person or a legal entity in whose interests the educational activities are carried out, including the degree to which the planned outcomes of a study programme have been achieved;

**Education quality monitoring** is a systematic and planned observation, measuring, evaluation, analysis and forecast in the realm of the quality of higher education;

**Higher education quality monitoring** is a comprehensive system for observing the status and changes, assessment and forecast of the quality of higher education (as a result, as a process, as an educational system, its internal and external ties);

**Higher education quality standards** are the identified, recognized and documented systems of requirements for the quality of higher education (as a result, as a process, as an educational system) that meet public and individual needs for the quality of higher education of a certain structure and level;

**Criteria of the quality of higher education quality** are the characteristics of the degree to which the quality of higher education complies with the established norms, requirements, references, and standards;

**Higher education quality evaluation** is the measure of the quality (numerical and semantic) of higher education that reflects the correlation between the measured properties (asumption, specifications, parameters, relations) and the basis that establishes in which the reference level and the quality standard;

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

## 4. DESIGNATIONS AND ABBREVIATIONS

**SPbPU, University** is the federal state autonomous educational institution of higher education “Peter the Great St. Petersburg Polytechnic University”;

**SIES** is a self-imposed educational standard;

**FSES of HE** is a federal state educational standard of higher education;

**IEQE** is an independent education quality evaluation;

**HE** is higher education;

**BSP** is a basic study program;

**PET** is the pool of evaluation tools;

**FSA** is the final state attestation;

**PR** is postgraduate research;

**GQW** is graduate qualification work;

**CT** is a candidate thesis;

**EILE** is the electronic informational learning environment.

## 5. GENERAL PROVISIONS

5.1. Internal independent evaluation of the quality of education in the University is introduced in order to:

- determine the compliance of the provided education with the needs of natural persons and legal entities in whose interests educational activities are carried out;

- guarantee the openness and accessibility of the information about the educational activities of the University;

- provide the groups of stakeholders with reliable information on various aspects of the educational activities of the University for reasonable management decision-making and development of programmes and measures for improvement of the quality of educational services provided;

- improve the competitiveness of the implemented study programmes on the domestic and international markets.

5.2. The system of quality evaluation in SPbPU is based on the combination of various evaluation mechanisms:

- external and internal procedures for evaluating the educational process and its outcomes;

- procedures for receiving feedback on the quality of educational services from various participants in educational relations (students, graduates, key employers, teachers).

Internal evaluation procedures and tools include:

- regular self-evaluation of study programmes that includes quality evaluation by special criteria;

- annual self-evaluation of the University as a whole (the results of self-evaluation are used by the Ministry of Education and Science of the Russian Federation to monitor the activity of universities;

- the procedures of independent evaluation of the learning outcomes achieved by students;

- final state attestation of final-year students of all study programmes.

External evaluation procedures and tools include:

- various types of accreditation and certification;

- independent expert reviews of study programmes, including those involving international experts;

- participation in the external projects for education quality evaluation[1]

5.3. The main objectives of internal independent education quality evaluation (hereinafter IEQE) in SPbPU are:

- carrying out an objective evaluation of the quality of training of learners according to the outcomes of the mastered study programmes;

- improving the structure and updating the content of the study programmes implemented in the educational organization;

[1] Experiment of Rosobrnadzor on independent evaluation of the quality of higher education (Model of Student's Objective Evaluation); experiment of Rosacredagentsvo “Forms of social assistance to those who learn about the procedures of state accreditation of educational activities”, pilot research ordered by Rosobrnadzor on the level of knowledge the academic staff has about the content of the study programmes of HE within the disciplines they teach, etc.

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- improving the resource support of the educational process in the educational organization;

- increasing the competence and qualifications of the academic staff of the educational institution that participate in the implementation of study programmes;

- increasing learners' motivation for successful mastering of study programmes;

- developing communications between the educational organization and industry-specific enterprises and organizations on the issues of improving the educational process;

- taking anti-corruption actions in the course of the educational process;

- aligning the approaches to independent evaluation of learners' training quality by standardizing the evaluation tools and procedures;

- providing the university divisions with objective information on learners' competence level for the purpose of reasonable management decision-making on the problems of increasing the quality of educational services;

- identifying the factors that affect the quality of educational services for the purpose of taking due measures aimed at improving the effectiveness and quality of the educational activities of the University;

- improving learners' self-organization by using objective data on their academic achievements;

- increasing the responsibility of the heads of divisions for the quality of learners' training;

- providing the openness and accessibility of information on the quality of educational services and learners' academic achievements for internal and external users.

5.4. The University ensures the implementation of the necessary evaluation procedures, the development and introduction of the model of the quality evaluation system, provides the assessment, documentation and further use of the results obtained.

The requirements for education quality evaluation presented in this Regulation must reflect the real situation and main indicators of activities of the divisions in terms of ensuring the high quality of learners' training.

5.5. The system of education quality evaluation in the University is based on the principles of transparency, validity, consistency, regularity, independence, multi-staging,

and has orientation on improvement. Regular evaluation of the quality of education should be a standard and a stimulus for internal development of each structural division of the University.

5.6. The coordinating function in the system of education quality evaluation in the University is performed by the Directorate of Basic Study Programmes.

5.7. The system of education quality evaluation in the University has a three-level hierarchical structure and includes: the University level, Institute (branch) level / separate higher school level, department level / higher school (a structural division of an institute) level.

5.7.1. At the University level, the evaluation procedures are carried out centrally in accordance with the order of the Rector (Vice-Rector for Academic Affairs).

5.7.2. At the level of a structural division (institute, higher school, department), the evaluation procedures are carried out on a regular basis in accordance with the administrative document of the structural division.

## 6. GOALS AND OBJECTIVES OF EDUCATION QUALITY MONITORING

6.1. To ensure independent education quality evaluation in the University, monitoring studies of the quality of education are conducted on a regular basis. They make it possible to make an assessment of the real situation, provide a forecast of the development of the educational system in the University, while the comparison of the data obtained with the expected indicators is used to assess the effectiveness of taken management decisions.

6.2. The goal of education quality monitoring is to obtain objective information on the achievement of the main indicators for the purpose of determining and assessing the factors, identifying the changes that affect the quality of education in the University, as well as for the sake of continuous systematic analysis of the situation and supporting the development indicators in accordance with the requirements of the Ministry of Education and Science of the Russian Federation.

6.3. The objectives of education quality monitoring are as follows:

- organizational and methodological support for gathering, processing, and storing information on the status and dynamics of the quality of education;

- technological and technical support for gathering, processing, and storing the information on the status and dynamics of the quality of education in the University;

- conducting a comparative analysis and analysis of the factors influencing the dynamics of the quality of education;

- well-timed identification of any changes taking place in the educational process and factors that cause them;

- projecting the development of the most important processes at the level of a structural division;

- preventing any adverse trends in the organization of the educational process;

- processing and presenting information about the status and dynamics of the quality of education.

6.4. The functions of education quality monitoring are:

- collecting data on learners' training in programmes of higher education;

- obtaining comparative data, identifying the dynamics and factors influencing the dynamics of the quality of education;

- determining and organizing information on the state and dynamics of the quality of education in the database of the University;

- coordinating the activities of the organizational structures involved in education quality monitoring procedures, and distributing information flows in accordance with their duties.

6.5. The main principles of education quality monitoring are objectivity, accuracy, completeness, sufficiency and promptness.

6.6. General methodological guidance on organizing and monitoring the quality of education is provided by the Vice-Rector for Academic Affairs of the University.

6.7. The University conducts monitoring activities with the involvement of employees of the following structural divisions of the University:

Derectorate of Basic Study Programmes; Educational Activities Automation and Maintenance Department; Center for Sociological Research of the Institute of Humanities, Center for Monitoring Education and Science, the Personnel Commission of the Universi-

ty; the Students Commission for Education Quality Evaluation and Trade Union Committee of Students of Peter the Great SPbPU; institutes, higher schools, and departments.

The scope of duties of the participants in monitoring studies includes:

- preparing proposals on approaches to the content of the system of education quality monitoring in the University;

- developing methods and tools for monitoring; organizing and maintaining data gathering, analysis, evaluation and processing concerning the indicators determined by the monitoring system;

- creating an information database, bank of information and analytical materials on the indicators of education quality monitoring and keeping them up-to-date

- preparing draft reports on the results of education quality monitoring.

6.8. Using information technologies at all stages of information acquisition, processing, storage and use is provided by the Educational Activities Automation and Maintenance Department and the Center for Sociological Research of the Institute of Humanities.

6.9. By order of the Rector of the University, the education quality monitoring can be carried out by other employees of the structural divisions of the University who have the necessary qualifications and competencies.

6.10. The objects of education quality monitoring are:

- admission results;
- learning outcomes of students enrolled in study programs;
- the main study programmes implemented in the University;
- execution of work functions by academic staff;
- resource support of educational activities;
- the activities of structural divisions that carry out educational activities by study programs;
- the website of the University, etc.

## 7. FREQUENCY AND FORMS OF MONITORING PROCEDURES

7.1. The frequency and types of monitoring procedures of the quality of education are determined by a Rector’s order, which defines the list of indicators, terms, forms and procedures for submitting data, as well as the persons responsible for providing information.

7.2. The duration of topical or comprehensive inspections should not exceed one month.

7.3. In order to carry out comprehensive education quality monitoring, a working group is formed, an order is issued on the terms of the audit, the definition of audit topic, as well as the established periods for submission of final materials, and a plan is developed and approved.

7.4. The plan establishes the specifics of this type of monitoring and has to ensure sufficient awareness and comparability of the monitoring results so that an analytical report can be prepared by individual types of the University's activities.

7.5. The main types of monitoring given the object of research are:

- admission quality monitoring;

- monitoring of the quality of the students’ learning of educational programs, including monitoring of interim assessment, monitoring of the level of competence formation, monitoring of graduation;

- monitoring of the quality of the basic study programmes;

- monitoring of the University's human resources potential;

- monitoring of the resource support of educational activities;

- monitoring of the activities of structural divisions that carry out educational activities by study programmes;

- monitoring of educational process stakeholders’ satisfaction with the quality of education;

- monitoring of the University's website, etc.

7.6. Depending on the way education quality monitoring is carried out, the following types of education quality monitoring are defined:

- depending on the stage of educational process: admission monitoring, interim

monitoring, final monitoring;

- by time dependence – short-term monitoring (focused on interim results of education quality) and long-term monitoring (focused on the implementation of a study programme);

- by frequency of procedures – one-time monitoring, periodic monitoring, systematic monitoring;

- by form of objective-subjective relations – self-examination, mutual control, external control.

## 8. STAGES OF EDUCATION QUALITY MONITORING

8.1. The first stage is dedicated to defining standards: drawing up local acts accompanying monitoring (if necessary); defining the goals and objectives of monitoring; defining the main indicators and criteria; choosing the method for establishing the real achievements of the examined object, and choosing tools.

8.2. The second stage is dedicated to data acquisition and diagnostics. It involves gathering information according to the list of indicators and using selected techniques (observation, interviewing, oral and written surveys, studying policy, regulatory, instructional, methodological and other issues)

8.3. The third stage is analytical. It involves the analysis of the results of the work done, assessment of the status of the monitoring object, its comparison with the reference level indicators, establishment of the cause of deviations on the basis of logical analysis, and design of a strategy for developing activities.

8.4. The fourth stage is final (summarizing and predicting):

- evaluating the status of the monitoring object using various diagnostic techniques; comparing the results obtained to the initial ones; concluding about whether the selected monitoring goals and objectives comply with the actual results of the activity;

- assessing the effectiveness of the completed work based on logical analysis

8.5. The period of providing the results of the analysis is generally within a month after the completion of the regular monitoring.

8.6. Following the analysis of the monitoring data obtained, reference and analytical materials can be formed. As a rule, the results of the monitoring are reported to Academic Council of the University.

Following the results of education quality monitoring, recommendations are developed, management decisions are made, and the development of the University and its individual areas is planned and projected.

## 9. EDUCATION QUALITY INDICATORS

9.1. Education quality monitoring in the University requires evaluation of the following indicators:

- license requirements;
- requirements for compliance of the training content and quality with FSES (SIES) of higher education, applicable to state accreditation as well as professional and public accreditation procedures;
- performance indicators of the University, determined by the Ministry of Education and Science of the Russian Federation;
- additional indicators determined by the University's administration.

9.2. The data sources for education quality monitoring are as follows:

9.2.1. Results of internal audits.

Internal audits are carried out based on orders (resolutions) of the University's Recto (Profile Vice-Rector), which determine the goal, terms, objects of audit, and the composition of the commission.

The object of the audit is meeting the requirements of FSES of HE, SIES of HE by an implemented study programme and the quality of management activities: preparation of the paperwork envisaged by local regulatory acts; fulfillment of orders, decrees and guidelines of the administration; academic performance by the disciplines of departments and by the study programme in general; organization and quality of practical education; planning, completion and control of teaching and methodological work, etc.

Before the start of the audit, an internal inspection takes place in the division, any inconsistencies with the requirements are detected, and the necessary corrections are made.

The commission follows internal policies and procedures, principles of professional ethics and objectiveness when carrying out the internal inspection.

Based on the commission's work, an analytical report and a plan of actions are developed for eliminating the inconsistencies detected in the course of the audit. The results of internal audits are reviewed in the meetings of departments and academic councils and, in case of need, in the meetings of the Teaching and Methodological Council and/or Academic Council of the University.

9.2.2. The results of self-evaluation.

Self-evaluation is carried out according to the Rector's order, which defines the members of the commission, schedule, responsible persons, and terms of the self-evaluation procedures.

The cases of self-evaluation are as follows:

- annual self-evaluation of the University in accordance with the order of the Ministry of Education and Science of Russia No. 462 of 14.06.2013 "On approving the self-evaluation procedures of an educational organization" and No 1324 of 10.12.2013 "On approving the performance indicators of an educational organization subject to self-evaluation";

- self-evaluation of the University while preparing for state accreditation;

- on the decision of the University's administration.

Self-evaluation with the purpose of preparation for state accreditation includes analysis of all the study programmes of the University to be accredited and identification if the training content and quality by majors (specialities) correspond to the requirements of the applicable FSES/SIES of HE.

The self-evaluation procedure includes the following stages:

- planning and preparation of the self-evaluation procedure;

- organizing and carrying out self-evaluation;

- summarizing the results obtained and preparing a report;

- reviewing the report by the Teaching and Methodological Council and its validation by the Academic Council of the University.

The reports on the results of self-evaluation are posted on the official website of the University.

9.2.3. The results of the educational process stakeholders' surveys.

Surveys of students, academic staff, employees, employers are carried out anonymously in order to estimate the level of their satisfaction with the educational process (contents, organization and quality of the learning process), as well as the quality of taught disciplines (performance of individual teachers).

Questionnaires and other sociological tools are used to carry out the surveys. The content of these tools is corrected (in case of need) according to the objectives set by the administration of the University.

Students are surveyed in relation to individual teachers' performance according to the decision of the heads of the structural divisions concerned.

The data obtained from sociological research and surveys is used for educational quality monitoring.

9.2.4. Employers' feedback.

The demands and the level of satisfaction (evaluation) of employers with the quality of graduates' training (learning outcomes) are defined in the process of occupational traineeship (including pre-graduation traineeship) as well as in the process of collecting and analysis of employers' feedback concerning the quality of training of graduates who have worked in the company for no less than a year after graduating from the University.

According to the contracts made with organizations, companies, and enterprises, upon completion of a traineeship, traineeship supervisors are to provide a reference letter (traineeship characteristic) for each student as well as information on the students and graduates employed in an organization (company, enterprise) on the request from the University.

Traineeship supervisors from the University analyze the employers feedback on levels of students' competence, summarize all the suggestions for improving the quality of training and include this information in a traineeship report.

Heads of study programmes, heads of departments, deans and directors of higher schools convey the information about the results of the formed competences and the suggestions for improving the quality of training to the administration.

Feedback analysis, the results and actions for further improvement of traineeships are discussed in the meetings of the departments/higher schools, Scientific and Technological Council, Teaching and Methodological Council and Academic Council.

9.2.5. Additional information collected during monitoring procedures, attendance records, analytical reports of the Directorate of Basic Study Programmes analysis notes, etc., are used as sources of data for education quality monitoring.

## 10. ADMISSION QUALITY MONITORING

10.1. Admission quality monitoring suggests evaluating the level of academic training of prospective students enrolled in the study programmes of the University.

10.2. Admission quality monitoring is carried out by the results of entrance trials for Bachelor's / Specialist's / Master's / postgraduate programmes by institutes / higher schools in comparison with the previous years of admission.

10.3. Admission quality monitoring uses the following criteria:

- the USE grade point average of students, admitted according to the USE results to the first year of full-time Bachelor's or Specialist's programmes;

- the USE grade point average of students, admitted according to the USE results to the first year of full-time Bachelor's or Specialist's programmes with the exception of individuals that were enrolled due to the exclusive right for employer-sponsored education;

- the USE grade point average of students, admitted according to the USE results to the first year of full-time Bachelor's or Specialist's programmes with a tuition fee being paid by a natural person or a legal entity;

- the number of students that are winners and prime winners of the final stage of the All-Russian Olympiad of School Students, members of the Russian national teams, who participated in international Olympiads on general educational disciplines, admitted to the first year of full-time Bachelor's and Specialist's programmes without entrance trials;

- the number of students that are winners and prime winners of the Olympiads of School Student from the list approved by the Ministry of Education and Science, admitted to the first year of full-time Bachelor's and Specialist's programmes without entrance trials;

- the number of students admitted to the first year of full-time Bachelor's and Specialist's programmes for employer-sponsored education;

- average score of the entrance trial of students admitted to full-time Master's and postgraduate programmes according to the results of entrance trials;

- average score of the entrance trial of students admitted according to the results of entrance trials to full-time Master's and postgraduate programmes with a tuition fee being paid by a natural person or a legal entity.

10.4. The results of admission quality monitoring are annually reviewed by the Academic Council of the University.

## 11. MONITORING THE QUALITY OF BASIC STUDY PROGRAMMES OF HIGHER EDUCATION COMPLETED BY LEARNERS

11.1. Monitoring of the quality of basic study programs of higher education completed by learners is carried out during:

- interim assessment of the learners by disciplines (modules) according to the results of traineeships, completed course papers and projects as well as participation in project activities;

- diagnostic assessment of learners' level of competence before a discipline (module) is studied;

- activities for the control of learners' level of competence by disciplines (modules) they have already studied;

- analysis of curricular and extracurricular achievements;

- final state attestation of learners.

11.2. Monitoring of the quality of learners' training by disciplines (modules) during interim assessment, by the results of traineeships, course papers and projects as well as participation in project activities.

11.2.1. Monitoring of learners' performance implies assessing the learners' progress when learning a discipline and having a traineeship as well as on the basis of interim assessment.

11.2.2. According to the decision of a structural division, the current progress of learners may be evaluating by the means of a ranking system.

11.2.3. Learners' performance monitoring is based on the analysis of the results of examination periods.

11.2.4. The analysis should include the examination results evaluation that indicate the growth rates of absolute and qualitative performance of learners with a breakdown by institutes, higher schools, specializations (specialities), courses, disciplines (modules).

11.2.5. Learners' performance by the results of interim assessment is assessed by the following criteria:

- indicator of learners' participation in the examination period;
- learners' absolute performance indicator;
- learners' qualitative performance indicator;
- learners' average score based on the results of examination period;
- dynamics of qualitative indicators and absolute performance indicators;
- correlation between the qualitative indicators of full-time, intra-extramural and correspondence forms of study;
- correlation between the qualitative indicators by year;
- correlation between the qualitative indicators of the examination period and admission quality of the first year students;
- correlation between the qualitative indicators of different institutes/individual higher schools;
- presence of majors (specialities) with low qualitative indicators;
- presence of disciplines with low qualitative indicators;
- factors determining the appearance of majors (specialities) and disciplines with low qualitative indicators.

11.2.6. In order to ensure an independent assessment of the level of learners' competence by disciplines (modules), traineeships, course papers and projects as well as par-

ticipation in project activity, it is acceptable to form commissions for interim assessment. This measure is also intended for anti-corruption actions during interim assessment.

11.2.7. Majors (specialities) as well as the list of disciplines (modules) which involve independent experts (commissions) in interim assessment are determined by the head of the study programme or by the directorate of the institute.

The practicability of forming committees during an examination period as well as for the first time liquidation of academic backlog in a discipline (module), a traineeship, postgraduate research is determined by the head of a structural division with the approval of the head of the study programme or the directorate of the institute/independent higher School. It is compulsory to form a commission for interim assessment of the second attempt of liquidating academic backlog.

11.2.8. Apart from the teacher of the discipline (module), it is advisable to include in the commission:

- academic staff of the division who implement the relevant discipline (module) but do not give classes in it;

- academic staff of a different division who are qualified in the discipline (module);

- academic staff of a different educational organization implementing similar disciplines (modules).

In order to gather and analyze information about interim assessment procedures as well as in order to control the correspondence of these procedures to the requirements of local regulatory acts of the organization, the members of the Directorate of Basic Study Programmes of the University may be additionally included in the commission.

11.2.9. In order to reach highest possible objectivity and independence in evaluating the quality of learners' training during their interim assessment by the results of traineeships, it is recommended to include representatives of the organizations and enterprises involved and, if possible, to arrange traineeship interim assessment procedures directly on the premises of these organizations and enterprises.

11.2.10. In order to reach highest possible objectivity and independence in evaluating the quality of learners' training during interim assessment by the results of course papers and projects, and participation in project activities, when an assignment is given to a

learner it is recommended to prioritize the topics formulated by the representatives of organizations and enterprises corresponding to the profile of the BSP so that it represents a real industrial task or relevant research problem (in case the course paper or project is carried out as part of a research study) and to check the explanatory note to the project (work) or a manuscript for plagiarism before the procedure of project defense.

11.2.11. ]For objective and independent assessments of the learning outcomes by a discipline (module) during interim assessment, a pool of evaluation tools formulated by external organizations (including expert organizations) may be used.

11.2.12. With the purpose of internal implementation of IEQE it is acceptable to use discipline (module) test banks formulated by the University staff and published on open education platforms, namely: the national portal “Open Education”, Coursera, Lectorium and on SPbPU distribution system portals of distance learning.

11.3. Monitoring of diagnostic assessment of the quality of learners’ training prior to learning a discipline (module).

11.3.1. It is reasonable to conduct a diagnostic assessment to determine learners’ training level prior to learning a discipline. A diagnostic assessment of learners’ knowledge, abilities and skills is conducted with the purpose of evaluating the quality of learners’ training level by preceding disciplines (modules), which have to be studied for successful mastering of the discipline (module) and for improving and updating the teaching methods used for teaching disciplines (modules). It is reasonable to conduct the diagnostic assessment of knowledge, abilities and skills prior to learning a discipline (module).

11.3.2. The range of knowledge, abilities and skills, the list of disciplines (modules) in terms of which the diagnostic assessment is conducted is defined by the head of the basic study programme or by the Directorate of Basic Study Programmes according to the purpose and objectives of the assessment.

Diagnostic assessment has to be conducted before the unified module of foreign language (basic training) is learned in Bachelor’s and Specialist’s programmes.

11.3.3. The results of the diagnostic assessment are systematized and analyzed by the head of the study programme. According to the results of the diagnostic assessment, the head of the study programme can recommend the academic staff on the measures to be

taken for improving and updating the teaching methods and content of the corresponding disciplines (modules) and for developing an individual educational trajectory of students.

11.4. Monitoring the quality of learners' training as part of the control over the presence of the learning outcomes formed by learners in previously studied disciplines (modules).

11.4.1. Monitoring the students' competence level implies assessing the effectiveness of students' academic performance monitoring.

11.4.2. It is reasonable to carry out control over the presence of the learning outcomes (knowledge, competencies, skills) formed by learners in a previously studied discipline (module) not earlier than one semester after the completion of the meant discipline. This control makes it possible to receive an independent evaluation of the quality of learners' training level in the preceding disciplines (modules) and estimating the expertise level via competence mastery indicators[2] compared to the learning outcomes for a discipline (module), traineeship, PR.

11.4.3. In order to assess the competence level, evaluation tools developed according to the Regulation on the Pools of Evaluation Tools of Study Programmes of SPbPU are used.

11.4.4. Selective control of students' competence level in previously studied disciplines (modules) can be realized within annual self-evaluation of the activities of the educational organization.

11.4.5. Learners' competence level is monitored as the assessments of the learning outcomes by the former studied disciplines (modules), traineeship, PR are analyzed in accordance with the methodology represented in Annex 2 to the Provision on the Pool of evaluation tools of Study Programmes (hereinafter "methodology"). In this case the data for calculating the competence level are withdrawn from the curriculum, competence matrix, exam records according to the established weight coefficients of the curriculum components.

11.4.6. The analysis may also include comparative evaluation of the competence level results obtained while examining the learners and using the assessment tools and indica-

[2] Apart from postgraduate programmes

tors designed by means of the methodology based on learners' academic performance data following the exam period. The analysis is aimed at detecting critical gaps in the indicators, determining the typical reasons for a decline in learners' competence level, etc.

11.4.7. In order to reduce costs, it is reasonable to conduct the competence level control in the form of computer-based testing. Distance online testing is acceptable if there is a technological capability of student identification and the test procedure is controlled.

11.4.8. Control over the presence of the learning outcomes formed by students in previously studied disciplines (modules), traineeships, PR is carried out by the Directorate of the Main Study Programmes of the University.

11.4.9. The results of the assessment of students' learning outcomes and competence level are displayed in their personal electronic accounts in the Electronic Educational and Distance Learning Environment.

11.5 Monitoring the quality of learners' training level by analyzing the learners' portfolios of curricular and extra-curricular achievements.

11.5.1. Learners' portfolios of curricular and extra-curricular achievements supplement traditional control-assessment tools and make it possible to consider the results, achieved by the learners in various activities: academic, research, creative, social, communication, etc

11.5.2. The purpose of learners' portfolio compilation is to represent and analyze the process of their professional and personal development, and to monitor their cultural and educational development.

11.5.3. One of the components of the portfolio is the learners' participation activity in subject Olympiads at various levels and the results achieved. The level of the Olympiads and the results achieved by learners are one of the elements of internal independent evaluation of the quality of learners' training in BSP of HE.

11.5.4. The portfolio is an effective tool for forming an independent ranking score of learners' individual achievements indicative of their training quality.

11.5.5. The procedure for creating and using learners' portfolios is defined by the Regulation on the Operation of the Student Personal Account.

11.5.6. The portfolio may be used for external analysis of effectiveness and evaluation of the quality of educational, research, creative and other activities of learners, and be the grounds for applying documents to get increased scholarships, participate in youth contests, shows, Olympiads, forums of various levels and status, and to form students' rankings.

11.6. Monitoring the quality of learners' training level within the final state attestation.

11.6.1. IEQE mechanisms are included in the final state attestation procedure at the legislative level. According to the regulatory documents:

- final state attestation is conducted by state examination boards;

- the chairperson of the state examination board is appointed from among persons that do not work for that organization, have a Doctor's degree and (or) an academic title of a Professor or are leading experts –representatives of employers or their associations in the relevant professional realm;

- the proportion of individuals that are leading experts – representatives of employers or their associations in the relevant professional realm (including the chairperson of the state examination board) in the total number of individuals included into the state examination board cannot be less than 50%.

Thus, IEQE during final state attestation is ensured mainly by involving independent experts.

11.6.2. Moreover, when assigning graduation qualification work it is recommended to prioritize the topics formulated by the representatives of organizations and enterprises corresponding to the profile of the BSP and representing a real and relevant industrial (research) problem and/or to fulfill graduation qualification works in the form of startups. In this case, potential investors can be involved in the procedure of project defense for independent assessment of the work carried out in such a form.

11.6.3. In order to exclude plagiarism in the GQW, the texts of works, excluding the texts of the GQW containing national security information, are published in the electronic library system of SPbPU and checked for the scope of borrowings.

11.6.4. Graduation quality monitoring implies that the monitoring of students' progress is evaluated for effectiveness at different stages of their studies at the University.

11.6.5. Monitoring the quality of learners' training within the learners' final state attestation is conducted as part of the analysis of the results of state exams and defense of graduation qualification works.

11.6.6. The evaluation follows the criteria listed below:

– quantity indicator of learners who accomplished education compared to the admission figures ("survival index");

– indicator of positive grades obtained in the state exam and at the defense of the graduation qualification work;

– indicator of excellent and good grades obtained at the state exam and at the defense of the graduation qualification work;

– average grade for the state exam and defense of the graduation qualification work;

– ratio of qualitative indicators by forms of study;

– qualitative indicators of the final state attestation in the context of academic graduation history (including admission quality, academic performance quality, occurrence of external evaluation of curricular and extra-curricular achievements);

– the ratio of qualitative indicators broken down by institutes / individual higher schools;

– presence of profiles and specialities with low qualitative indicators;

– presence of failing grades for final state attestation.

11.6.7. The results of IEQE during final state attestation can be used to improve the structure and updating the content of the basic study programmes of higher education implemented at the University.

## 12. MONITORING THE QUALITY OF BASIC STUDY PROGRAMMES

12.1. . Monitoring of the quality of BSP involves verification of the accordance of the content of higher study programmes with the requirements of the FSES, SIES, Federal

Law of Russia No. 273-FZ of 29.12.2012 “On Education” and local documents on the organization of the educational process in SPbPU.

12.2. Monitoring the quality of a BSP of HE is implemented by a commission in the process of self-evaluation, provided by the university/ individual higher schools, commonly, before governmental and/or public accreditation when opening a BSP OF HE and by the decision of the administration. The results of the monitoring are documented in self-evaluation reports of basic study programmes and the University as a whole.

12.3. The quality of BSP of HE is evaluated by the following criteria:

– quality of the elaborated SIES (for Bachelor's, Specialist's and Master's programmes);

– correspondence of basic study programme to the requirements of the respective SIES/FSES, availability of an external review of the BSP;

– presence and quality of elaboration of the main components of the BSP of HE, including curriculum, academic calendar schedule, working programmes of disciplines (modules), traineeships, postgraduate research

– presence of the compared results of the mastered study program and their achievement indicators[3] with the learning outcomes by disciplines (modules, traineeships, postgraduate research (competence matrix).

– availability of methodological materials by disciplines (modules), traineeships, postgraduate research of the basic study programme elaborated by the academic staff of a department/higher school of the University;

– support of the basic study programme with educational, educational-methodical, scientific literature;

– the availability and quality of documents on traineeships, including research work/ scientific research, availability of contracts for traineeship with specialized enterprises and organizations, the quality of prepared reports on traineeship, postgraduate research, correspondence of the types of traineeships to the types of activities and/or types of activities on industrial problems etc., declared in the BSP of HE.;

[3] Apart from postgraduate programmes

– the availability and quality of the elaborated PET, and the capability to define the level of competence using the elaborated PET;

– the availability and evaluation of documents supporting an individual accounting of the learning outcomes of students engaged in the BSP, including the level of research work organized for learners, the availability and application of educational and extracurricular achievements of students enrolled in the BSP of HE;

– the graduation quality by the BSP including the elaboration of documents on FSE, a degree of graduation qualification thesis relevance and correspondence of topics declared in BSP of HE to the forms of activity and/or types of industrial activity tasks;

– the evaluation of staff support of the BSP of HE, correspondence of the staff structure providing basic study programme to the requirements of the FSES/SIES of HE and to the license indicators, the availability of documents and materials on independent research activity of academic advisors of postgraduate students and the head of the scientific content of the Master`s programme (for Master`s programmes) corresponding to the major (profile), including publications based on the results of the research activity in leading national or/and foreign peer-reviewed scientific journals and editions and the approbation of the results of the research work at national and international conferences;;

– material and technical support of the basic study programme including the availability of modern educational and laboratory facilities, classroom fund, specialized classrooms equipped with a new generation of computers;

– learners' participation in academic mobility programmes;

– the employment rate of graduates in the learned speciality.

12.4. In addition, the organizational quality of the educational process of the department/higher school/directorate of the institute participating in the implementation of the BSP of HE) is evaluated in accordance with following criteria:

– the level of human resources potential of the department/ higher school (percentage of the academic staff with academic degrees and titles, correlation of teachers' qualification profiles to the department/ higher school profile, the validity of principles of distribution of academic disciplines, the average age of the academic staff, support of personnel succession);

– the availability of a promising plan for advanced training of the academic staff of the structural division;

– the correspondence of the structural division documentation to the approved File Register of the department/higher school/ institute directorate/ individual higher school;

– the availability of the work plan at the department/higher school, availability of the work plans of the Academic Council of the institute, Methodological Council of the institute/ individual higher school;

– the availability of annual reports of the department/ higher school/ individual higher school;

–the availability of the meeting minutes of the department/ higher school, availability of the meeting minutes of the Academic Council of the institute, directorate, Methodological Council of the institute/individual higher school;

– regular consideration of issues connected with a quality of education and teaching the disciplines, academic performance of students, students satisfaction with the quality of provided services, the quality of organized traineeships, the effectiveness of career guidance work, the quality of educational-methodological publications, the employment rate of graduates, the functionality of a quality management system, etc., in the meetings of the department/ higher school/ Methodological Council of the institute/ Academic Council of the institute/individual higher school.

- the availability of handbooks, study guides, methodical recommendations (instructions) corresponding to the profile of a department/ higher school;

- the quality of students' individual work;

- the quality of the organization of student`s educational and occupational traineeships;

- transparency of the approval procedure of the topic of a final qualification work;

- considering students' interests while assigning the academic advisor;

- the quality of the organization of research work of the academic staff, students (availability of plans and reports about the status of the implemented research work, integration of the research work results into the educational process, availability of the database on scientific publications of the academic staff and students);

- international partnership of a department/ higher school in the field of science (availability of cooperative scientific projects and their results, availability of international research grants in science, availability of scientific traineeships in leading foreign scientific centres);

- the level of material and technical support of a department/ higher school (availability of the separated offices, office furniture, modern computer equipment, licensed software (if needed));

- the availability of educational literature, technical educational devices, laboratories, specialized classrooms required by a department/ higher school for organization of the educational process;

- the availability of the copy of the Regulation on the institute/ higher school/ department and job profiles of the employees of structural divisions;

- the availability and quality of the filled individual plans of the academic staff;

– - other additional documents and materials that make it possible to evaluate the quality of education.

12.5. The results of the quality monitoring of the BSP of HE are used for making a decision on the expedience of:

- external expert evaluation of the study programme including state or/and professionally-qualified accreditation;

- opening of a new study programme/ closure of a study programme;

- changing of the head of the study programme;

- introducing significant changes/ adjustments to the content of the study programme

- making other management decisions, contributing to the competitiveness and improved quality of study programmes.

## 13. DISCIPLINE TEACHING QUALITY MONITORING

13.1. An internal independent evaluation of the performance quality of the academic staff involved in the implementation of the BSP of HE is carried out in the context of:

- procedure for assessing the performance quality of the academic staff in the process of teaching disciplines (modules), implementation of traineeships, postgraduate research;

- monitoring of the qualification level of the academic staff;

- analysis of the portfolio of professional achievements of the academic staff.

Evaluating the performance quality of the academic staff is an important component in evaluating the quality of education, and it serves as a basis for solving the problems related to managing the quality of education and the quality of learners' training.

The objectives of the evaluation procedures are:

- receiving the most objective information on the performance results of the academic staff in the educational organization;

- determining the accordance of the quality of the academic staff with the requirements of the relevant professional standard and the requirements of the SIES/FSES of HE for personnel conditions for the implementation of the BSP of HE;

- analyzing the dynamics of the professional level of the academic staff of the educational organization.

13.1.1. Monitoring of the quality of the educational services (taught disciplines (modules), the implementation of traineeships, postgraduate research involves assessing the development of the University's methodological system as a whole and the level of scientific and methodological, laboratory and technical support of some specific elements of the curriculum.

13.1.2. Monitoring the quality of taught disciplines is carried out within control attendance of lessons by the heads of structural divisions, heads of the study programme, by representatives of special commissions at the level of the structural division and the University, by representatives of the Teaching and Methodological Council of the University and by other employees who have appropriate authorities.

13.1.3. The attendance is organized according to a plan connected with realization of corrective measures, also according to the results and/or before the certification of teachers.

13.1.4. In the context of monitoring the quality of teaching the disciplines, the quality of the working programmes of disciplines and their teaching materials can be assessed.

13.1.5. The quality of teaching the disciplines is evaluated according to the criteria related to the level of material support of the discipline (module), traineeship, postgraduate research; the availability of evaluation tools that can be used to assess the learning outcomes for the discipline (module), traineeship, postgraduate research and checking the competence level after studying the discipline (module), having a traineeship, doing postgraduate research; the level of lessons given; the organizational quality of the independent work of students under the guidance of a teacher.

13.1.6. The evaluation of the support level of the discipline (module), traineeship, postgraduate research is carried out according to the following criteria:

- accordance of the working programme structure with the University's local regulatory documents and standard forms;

- availability of evaluation tools that can be used to assess the learning outcomes for the discipline (module), traineeship, postgraduate research and check the competence level formed after studying the discipline (module), having a traineeship, doing postgraduate research;

- the level of support of the discipline with educational, methodological and scientific literature;

- the quality of the technical conditions for teaching the discipline, having traineeships, doing postgraduate research (the use of specialized classrooms, including computer classes, language laboratories, etc.);

- the degree of personnel provision for the discipline (module), traineeship, postgraduate research (the availability of professors with an academic degree);

- forms of quality control of teaching the discipline by the head of the structural division.

13.1.7. The quality of the educational services (lessons given) is evaluated according to the following criteria:

- accordance of the content of the lesson to the thematic plan stated in the working programme of the discipline;

- organization of intra-subject and interdisciplinary relations in the content of the lesson;

- availability of methodological regulations for the implementation of the proposed tasks;

- accordance of the teaching forms and methods to the content of the studied material;

- validity of the used visual aids, handouts, and technical educational tools;

- instructing learners on safety measures (for laboratory classes);

- compliance with safety measures during laboratory classes (for laboratory classes);

- availability of the equipment in classroom, required for the lesson;

- level of theoretical and practical training of students for conducting the announced practical lesson/ laboratory class;

- degree of engagement of the professor and students in the discussion of announced questions, availability of feedback from student audience;

- availability of individual approach in education;

- transparency of evaluation of the learning outcomes by discipline.

13.1.8. The quality of organized individual work of students (IWS) under the teacher’s control is evaluated in accordance with the following criteria:

- availability of the schedule of IWS;

- correspondence of the content of IWS lessons to the thematic plan declared in the working programme of the discipline;

- availability of methodological recommendations on IWS;

- degree and form of interaction between the teachers and students during the execution of tasks;

- transparency of evaluation of individual work of students.

13.2. Monitoring the qualification level of the academic staff involves evaluation of the job competence, determination of progress and opportunities for the teacher’s professional development, and finding out the problem aspects of his or her professional activities.

13.2.1. Under the order of the Ministry of Labor of Russia No. 608n of 09.08.2015 “On approval of the professional standard: teacher of professional training, professional education and additional professional education” and in accordance with the Labor Code of the Russian Federation, Federal Law No. 273-FZ of 12.29.2012 “On education in the Russian Federation”, Resolution of the Government of the Russian Federation No. 678 of 08.08.2013 “On approval of the range of teaching positions in organizations carrying out educational activities, positions of heads of educational organizations” and for the assessment of the potential of the academic staff the University introduced the procedure for academic staff attestation.

13.2.2. Certification is carried out on a voluntary basis in order to confirm the formed competence of an employee member of the academic staff in accordance with job functions, at least once in three years.

13.2.3. The rules and procedure for organizing and conducting the voluntary certification of pedagogical workers related to the academic staff are regulated by the Regulation on the procedure for conducting voluntary certification of employees belonging to the academic staff.

13.2.4. The certification takes the form of testing using automatic devices or testing systems. The structural components of the pool of evaluation tools include:

– certification modules for the regulatory and legal block, information technology block, professional block, implemented in the form of testing;

– certification module for the communication block, implemented in the form of an independent survey of students on an objective assessment of the teaching quality provided by the academic staff, aimed at obtaining feedback from the consumers of educational services.

13.2.5. The elaborated justified system of criteria and indicators of academic staff activities can be used to diminish subjectivity of the evaluation procedures.

13.2.6. The results of qualification level monitoring of the academic staff can be used for:

– detecting the opportunities of career development, and increasing the professional competence of employees

– defining the need for qualification improvement, professional training or retraining of an employee;

– forming staff reserves to be promoted to executive positions, and providing the opportunity of career growth planning;

– increasing the pay grade;

– personnel development, enhancing labor motivation and taking different management decisions.

13.3. The professional progress of teachers is monitored by evaluating the professional achievements of pedagogical workers who are members of the academic staff

13.3.1. The professional achievements of pedagogical workers who are members the academic staff are assessed when competitive procedures for the replacement of pedagogical workers belonging to academic staff are carried out, when the ranking of the academic staff is defined, and in other cases, according to the decision of the administration of the University.

13.3.2. When the aggregate assessment of the teacher's activities is composed, it is crucial to evaluate the quality of his or her work in all areas (educational activity, scientific work, teaching and educational work, etc.)

13.3.3. The teacher's professional achievements are assessed considering the following:

- availability of academic degree and academic title;

- availability of textbooks, teaching and methodical manuals, methodical recommendations, instructions, teaching and methodical complexes of disciplines;

- availability of e-textbooks, teaching programmes, term programmes, e-courses of lectures, presentations of academic courses, video courses;

- availability of research papers, monographs;

- availability of patents for inventions;

- availability of publications in ranked domestic and foreign editions;

- participation in opposing theses;

- participation in the work of the Dissertation Council on defending PhD and Doctor's theses;

- effective training of Masters and postgraduates;

- effective participation in subsidized research projects;
- effective participation in cooperative study programmes;
- availability of advanced training certificates;
- participation in academic mobility programmes;
- social activity of the teacher;
- academic achievement of students by the teacher's disciplines;
- availability of scientific publications composed by students under the guidance of the teacher;
- the level of students' satisfaction with the teaching quality of academic disciplines in the teacher's interpretation (according to the results of social surveys);
- the methodological level of academic classes given by the teacher (according to the estimate of a quality expert).

13.4. The results of internal independent evaluation of the quality of university's academic staff work are used to compose the ranking of the academic personnel. They contribute to the motivation and better activity of teachers in all areas (academic, methodological, scientific, educational, social work).

13.5. The monitoring investigations of the quality of academic staff work in the University help to get the evaluation of the current academic staff potential, provide the forecast of development of the latter, while matching the data with the planned figures can be used to evaluate the efficiency of management decisions that are made.

## 14. MONITORING THE SATISFACTION OF EDUCATIONAL PROCESS STAKEHOLDERS WITH THE QUALITY OF EDUCATION

14.1. Monitoring the satisfaction of educational process stakeholders with the quality of education implies that the quality of provided services is evaluated using social surveys of students, teachers, employers, and representatives of traineeship platforms.

14.2. The social surveys of students should be aimed at detecting the learners' opinions about the quality of the organized educational process, discipline teaching, conditions of education, etc.

14.3. The social surveys of teachers must be aimed at detecting their opinions about the efficiency of the used educational technologies, and, based on the analyzed surveys, recommendations can be formed on improving the management of the educational process.

14.4. The social surveys of employers and representatives of traineeship platforms must be aimed at detecting their opinion about the quality of theoretical and practical competence of trainees and graduates.

14.5. Social surveys must be regularly organized and ensure that subjects of the educational process can take part in the management of the study programmes.

14.6. Social surveys must be provided with methodological tools.

14.7. The results of social surveys must be accompanied with the recommendations on solving the problems that have been identified.

14.8. The recommendations can be implemented according to the University's strategic documents, plans of actions, protocol decisions of collegiate bodies, etc.

14.9. Students' satisfaction is evaluating by the following criteria:

The indicator of satisfaction with the choice of the basic study programme, major, speciality, institute, higher school, and University;

- the indicator of satisfaction with the educational conditions, including in project and creative activities;

- the indicator of satisfaction with the quality of education;

- the indicator of satisfaction with pedagogical support of the educational process;

- the indicator of satisfaction with learning outcomes.

14.10. Teachers' satisfaction is evaluated by the following criteria:

- the indicator of satisfaction with the university management system;

- the indicator of satisfaction with the communications system;

- the indicator of satisfaction with the work conditions;

- the indicator of satisfaction with professional development possibilities.

14.11. The satisfaction of employers and representatives of traineeship platforms satisfaction is evaluated by the following criteria:

- the indicator of satisfaction with the theoretical and practical competence level of graduates;

- the indicator of the employer's interest in hiring the graduates;

- the indicator of satisfaction with the format of cooperation with SPbPU.

14.12. The rules, the procedure of organization and conducting University's student surveys are regulated by the Regulation on conducting independent surveys of students of the FSAEI of higher education "SPbPU".

14.13. The results of students' surveys about their satisfaction with the quality of education are the elements of comprehensive quality evaluation of the implemented basic study programmes. They are also used in the voluntary certification of the academic staff.

## 15. AUTHORITY AND RESPONSIBILITY FOR THE OPERATION OF THE INTERNAL SYSTEM OF EDUCATION QUALITY CONTROL

15.1. The responsibility for planning and organizing the work to evaluate the quality of education at the University's level mostly rests with Vice-Rectors in charge of various areas of activities.

15.2. The responsibility for planning and organizing the work to evaluate the quality of education at the level of an Institute, a branch and a detached higher school is accepted by the Director of the Institute/ branch / higher school.

15.3. The responsibility for planning and organizing the work to evaluate the quality of education at the level of a department/ a higher school (institute's structural division) is taken by the head of the department/ the director of the higher school.

15.4. Persons authorized by the orders of the University's Rector are responsible for the quality of organized and conducted monitoring, as well as for late or unreliable provision or non-provision of data.

15.5. Persons monitoring the quality of education have the right to publish the data obtained for research or scientific-methodological purposes.

## 16. CLOSING PROVISIONS

All amendments and supplements to this Regulation are introduced in accordance with federal regulatory acts, specifying the organization of the educational process, discussed by the University's Teaching and Methodological Council, agreed with the Vice-Rector for Academic Activities and approved by the Rector of SPbPU.