



EUROPEAN  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Russian Federation**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Russian Federation

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- Government representatives "Alexander Sobolev"

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- Other representatives (please specify) "Tempus Higher Education Reform Experts Team"

## Data entry: (I\_Degrees\_qualifications)

Welcome to the first part of the data collection for the Bologna Implementation report 2015 on degrees and qualifications. Please note that the reference year for this questionnaire is the academic year 2013/14. With regard to changes in legislation or higher education organisation and administration, the date of 30 April 2014 will be considered as the final cut-off point. Any changes that are planned to occur after this date will not be considered in the report. Please consult the guide to answering the questionnaire, as well as the glossary. If you have any questions, please send an email to [data.collectors@ehea.info](mailto:data.collectors@ehea.info). In urgent cases you can also call Eurydice at +32 2 299 5024.

### I.1. Do your higher education steering documents address demographic projections for your country?

Yes

#### I.1.1. How do these projections affect higher education policy planning?

Based on adverse projections of the demographic development, para 4 - Development of Education, Section III – Human Potential Development - of the RF Long-Term Social and Economic Development till 2020 sets forth top priority areas and objectives of the public policy in education (including higher education).

The following government priorities have been identified in higher education in view of the adverse demographic trends:

- setting up an up-to-date system of continuing education, training and re-training of personnel, designing, among other, a continuing training scheme for military personnel, including their re-training after military service completion;
- setting up a system of external independent certification of occupational qualifications;
- setting up a support system to consumers of continuing vocational training services, support for corporate programmes for training and re-training personnel.

### I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

#### I.2.1. Please specify

Universities:

Moscow State University (MGU) and Saint-Petersburg University (SPbGU) whose status is determined by a federal law;

National research universities (NRUs);

Federal universities (FUs);

Public, municipal and private universities.

Higher education institutions other than universities:

Academies;

Institutes

### I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
  - None of the above

#### I.3.1. What is the number of institutions in the categories identified?

no data available about profiles

HEI public - 653

HIEI private - 462

### I.4. Comments

#### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "1"

#### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "0"

#### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "97"

#### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "2"

#### I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

300 ECTS

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "0.02"

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

**I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:**

240 ECTS "98"

**I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:**

Other duration "1.98"

**I.6.1. Please specify**

no

**I.7. Please note that short cycle programmes are treated in a separate section below.**

**I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in IIEs that are academically or professionally oriented)?**

Yes (please explain in the field on the right)

Professionally oriented programmes offer more extensive on-the-job/workplace training and practical classes than the academic programmes

**I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?**

**I.9.1. In which study fields do these study programmes exist?**

Urban development

Architecture

Restoration and refurbishing of architectural heritage sites

Architectural space design

Teacher training

**I.9.2. What is the typical duration of these degree programmes outside the Bologna model?**

5 years, 300 ECTS

**I.9.3. What percentage of first cycle students is enrolled in these programmes?**

1,98

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS "0"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS "0"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "90"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration "10"

**I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

5 years, 300 credits

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS "0"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS "0"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS "92.88"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration "7.12"

**I.11.1. Please specify**

no

**I.12. Do integrated/long programmes leading to a second cycle degree exist?**

**I.12.1. Is the duration of the above programmes calculated in...**

years / semesters

**I.12.2. What is the typical duration of these degree programmes?**

5 years, 300 and more credits

**I.12.3. In which study fields do these study programmes exist?**

In medicine and healthcare, the military field and state security, engineering (partially), culture and arts (partially).

**I.12.4. What percentage of first cycle students is enrolled in these programmes?**

7.12

**I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**



No

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

I.13.2. What percentage of second cycle students is enrolled in these programmes?

I.13.3. In which study fields do these study programmes exist?

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

No

I.14.1. What is the minimum duration of the Bachelor & Master together?

I.15. Comments

There are no legal provisions on the national level re uniform duration of training under bachelor +master (or a sum total duration) programmes

I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

I.16.1. Please provide a source for this information.

The provisions of Federal Law On Education in the Russian Federation, No. 273-FZ of 29 December 2012.

I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

76-99%

I.17.1. Please provide a source for this information.

Statistical data of the RF Ministry for Education and Science

I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

I.18.1. All students...

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

I.18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

I.18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

I.18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

I.19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%

I.19.1. Please provide a source for this information.

Law on Education of the RF

**I.20. What percentage of second cycle graduates eventually enter into a third cycle programme?**

21.0000000000

**I.20.1. Please provide a source for this information.**

Expert estimate

**I.21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

No

**I.21.1. Please specify the criteria**

**I.21.2. What percentage of third cycle students enter without a second cycle qualification?**

Please choose

**I.22. If you would like to make any additional comments on the progression between cycles, please provide them here**

**I.23. Do higher education steering documents mention doctoral education/training?**

Yes

**I.23.1. Please provide a reference to the relevant steering document(s):**

Pursuant to subpara b, para 3, Article 12 of Federal Law On Education in the Russian Federation, No. 273-FZ of 29 December 2012.

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "100"

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

**I.24.1. Please specify which other types of doctoral programmes exist**

**I.25. Do doctoral and/or graduate schools exist in your higher education system?**

Yes

**I.25.1. What are the main features of these schools and how many doctoral schools are there?**

Para 2, Article 31 of Federal Law "On Education in the Russian Federation", No. 273-FZ of 29 December 2012 introduces a concept of "research institutions" authorised to engage in educational activity relating to implementing master and doctoral programmes. They are the following:

The Saint Petersburg Academic University- Research and Education Nanotechnology Centre of the RF Academy of Sciences  
The Moscow School of Social and Economic Sciences  
The European University at Saint Petersburg  
The Russian School of Private Law (Institute)  
The Urals Branch of the Russian School of Private Law (institute)  
The Pusehino State Institute of Natural Sciences

**I.25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

1-25%

**I.26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "3-4"

**I.26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "3-4"

**I.27. Are doctoral studies included in your country's qualifications framework?**

No NQF

**I.28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

Please choose

**I.28.1. Please specify**

What are the names of such degrees? ""

**I.28.1. Please specify**

What is the typical duration of programmes leading to such degrees? ""

**I.28.1. Please specify**

What is the purpose/function of those degrees? ""

**I.29. Are ECTS credits used in doctoral programmes?**

Yes

**I.30. Comments**

One full-time year of doctoral programmes amounts to 60 credits

**I.31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

No

**I.31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**

**I.32. How are short cycle HE programmes linked to the Bachelor-Master structure?**

**Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...**

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

**I.33. Are short cycle programmes legally considered to be an integral part of your higher education system?**

No, part of post-secondary education, but not part of higher education

**I.34. Comments**

**I.35. Do your steering documents mention the concept of student-centred learning?**

Yes

**I.35.1. How do steering documents in your country define student-centred learning in higher education?**

Para 1, Article 3 of Federal Law "On Education in the Russian Federation", No. 273-FZ of 29 December 2012 sets forth the following main principles of government policy and legal regulation of relations in the field of education:

7) Freedom of choice in pursuing education according to the aptitudes and needs of the individual, creation of conditions for self-fulfilment of each individual, free development of his/her abilities including the right to chose the form of obtaining education and training, education provider and area of education within the boundaries provided by the system of education.

8) The right to life-long learning in accordance with individual needs, adaptability of the education system to the attainment level, development specifics, abilities and interests of the individual.

Para 1, Article 34 of the above-mentioned Law establishes academic rights of students to:

Be provided with conditions for learning that would take into account the students' psycho-physical development and state of health, including access to social, pedagogic and psychological support, free of charge psychological, medical and academic corrective services;

Pursue an individual learning path, including accelerated education under the chosen programme....

Participate in forming the content of his/her education and training....

Chose optional... and elective subjects, courses, disciplines (modules) from the list offered by the education provider;

Recognition by the education provider and in line with its established procedures of the student's learning outcomes relating to subjects, courses, disciplines (modules), on-the-job training, supplementary education programmes achieved at other education institutions.

**I.35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?**

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer

Other  0  1  2  3  4  5  No answer

**I.35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)**

- Independent learning**  0  1  2  3  4  5  No answer
- Learning in small groups**  0  1  2  3  4  5  No answer
- Training in teaching for staff**  0  1  2  3  4  5  No answer
- Assessment based on learning outcomes**  0  1  2  3  4  5  No answer
- Recognition of prior learning**  0  1  2  3  4  5  No answer
- Learning outcomes**  0  1  2  3  4  5  No answer
- Student/staff ratio**  0  1  2  3  4  5  No answer
- Student evaluation of teaching**  0  1  2  3  4  5  No answer

**I.35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**

**I.35.4. Please provide a reference for your steering documents on student-centred learning**

<http://base.garant.ru/70291362/>

**I.36. Comments**

According to RF legislation (as demonstrated in Item V.1.1.), student-centred learning is a set of legal arrangements and guarantees granting the individual rights, freedoms and opportunities to obtain education in line with his/her individual capacities, needs and preferences.

**I.37. In your country, do you use...**

a national credit system compatible with ECTS

**I.37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)**

Credits are assigned based on successful achievement of learning outcomes (acquired competences).

The Procedure for Organising and Conducting Educational Activities under Higher Education Bachelor, Specialist and Master Programmes (Approved by Order No. 1367 of 19 December 2013) sets forth the following:

“The duration of the study programme (or its component) is determined as the student’s workload including all types of learning activities envisaged by the curriculum that result in attaining the planned learning outcomes. Credits are used as a uniform unit for measuring the student’s workload ...

The study programme duration... will be expressed in the integer value of credits.

One credit unit for programmes developed in compliance with the FGOS (Federal State Education Standards) equals 36 academic hours (the academic hour duration is 45 minutes) or 27 astronomical (clock) hours.

Where a higher education institution implements study programmes developed in compliance with its own education standards (HEs entitled to a special -status), such higher education institution will set a credit unit duration at no less than 25 and no more than 30 astronomical (clock) hours.

The credit value of an education programme per one year of full-time study amounts to 60 credits.

**I.37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)**

**I.38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?**

- Percentage of higher education institutions**  100 %  76-99 %  51-75 %  1-50 %  0 %  No answer
- Percentage of programmes**  100 %  76-99 %  51-75 %  1-50 %  0 %  No answer

**I.39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?**

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

**I.39.1. Please specify**

**I.40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?**

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

**I.40.1. Please specify**

**I.41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?**

Yes

**I.41.1. What is the number of hours per credit?**

Education institutions operating in accordance with the Federal State Vocational Standards must use a uniform hour equivalent of credit – 1 credit equals 36 academic hours (with the academic hour duration of 45 minutes) or 27 astronomical (clock) hours.

Higher education institutions entitled to own higher education standards (Moscow State University, Saint Petersburg State University, federal universities, national research universities, the Peoples’ Friendship University of Russia) can opt for the credit value between 25 and 30 astronomical hours.

**I.42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)**

In all programmes

**I.43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?**

Yes, this is done through compulsory measures (law, regulations, etc.)

**I.43.1. Does your country take specific support measures on the national level?**

This is provided for by the Federal State Higher Education Standards – the key steering document.

**I.44. Does national policy steer student assessment procedures to focus on learning outcomes?**

Yes, this is done through compulsory measures (law, regulations, etc.)

**I.45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?**

- Compulsory**  Yes, for all academic staff  Yes, for some academic staff  No  No answer  
**Voluntary**  Yes, for all academic staff  Yes, for some academic staff  No  No answer

**I.45.1. Please indicate the approximate percentage that participate**

>60%

**I.45.2. Please specify for which members of academic staff training programmes are offered**

Participants in upskilling programmes relating to student-centred learning and learning outcomes are largely the academic staff from HEIs enjoying a special status (national research and federal universities) as their Development Programmes provide for funding of this type of upskilling for the academic staff. At other HEIs that are not entitled to a special status, the upskilling programmes are targeted as a rule at the senior staff from academic and methodological services

**I.46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

Yes

**I.46.1. Please explain how, and provide a reference to further information**

The Federal State Education Standards (FGOS) and the Procedure for Organising and Conducting Education Activities Under Higher Education Bachelor, Specialist and Master–level Programmes, approved by Order No. 1367 of 19 December 2013, mandate higher education institutions to monitor on an on-going basis the use of learning outcomes in curricula development.

**I.47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here**

**I.48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?**

The Diploma Supplement is issued...

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

**I.48.1. Please specify to which students**

**I.48.2. Please identify the fields of study in which the Diploma Supplement is issued**

**I.49. Is the Diploma Supplement issued to graduates in the third cycle?**

No

**I.49.1. Please specify****I.50. Is there any monitoring of how employers use the Diploma Supplement?**

No

**I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:****I.50.2. Please provide a reference to the source of this information:****I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?**

No

**I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:****I.52. In what language(s) is the Diploma Supplement issued?**

Pursuant to para 2, Article 60 of the "Federal Law on Education in the Russian Federation" documents on education (including Diploma Supplement) are issued in the official language of the Russian Federation.

Documents on education (including Diploma Supplement) may also be issued in a foreign language in accordance with the procedure established by education institutions

**I.53. The Diploma Supplement is issued...**

for a fee for some categories of students

**I.53.1. Please specify the categories of students**

For a fee - at higher education institutions where Diploma Supplements are issued upon student requests. The fee is established by the HEI

**I.53.2. Please provide the amount and the reason for the fee**

The fee is established by the HEI, there is no standard requirement to the fee amount.

**I.54. Comments****I.55. Do national higher education steering documents mention joint or double degrees?**

No

**I.55.1 Please provide a reference to the legislation and/or cite the relevant articles****I.56. Does higher education legislation explicitly allow:**

**Establishing joint programmes**  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

**Awarding joint degrees**  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

**Recognition of QA decisions on joint degrees**  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

**I.57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.**

**Award joint degrees**  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

**Participate in joint programmes**  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

**I.58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...**

**...with a joint degree**  >10 %  >7.5-10 %  >5-7.5 %  >2.5-5 %  >0-2.5 %  0 %  No answer

**...from a joint programme**  >10 %  >7.5-10 %  >5-7.5 %  >2.5-5 %  >0-2.5 %  0 %  No answer

**I.59. Please estimate the share of joint programmes in the three cycles**

First cycle (%) "20"

**I.59. Please estimate the share of joint programmes in the three cycles**

Second cycle (%) "80"

**I.59. Please estimate the share of joint programmes in the three cycles**

Third cycle (%) "0"

**I.60. Do you have information about study fields in which joint programmes / joint degrees are most common?**

Yes

**I.60.1. Please explain briefly and mention/link to the source of this information**

According to the 2014 study undertaken by the EU Delegation to the Russian Federation, the joint programmes are most widespread in the following fields: social sciences, law and business – 47%; engineering, industry and construction specialties – 23%, humanities and arts – 10%, natural sciences – 9%, services – 6%.

**I.61. Comments****I.62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

3: The process of developing the NQF has been set up, with stakeholders identified and committee(s) established

Quasi-NQF comprising qualifications levels for developing occupational standards was approved by Order of the RF Ministry of Labour and Social Protection No. 148n dated 12 April 2013.

**I.62.1. Please provide the date when the step was completed.**

04-01-2014 ...

**I.62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

No

**I.62.3. Please provide the link to the website:**

**I.63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

EQF levels are not considered

**I.64. Have you referenced your higher education qualifications against EQF levels?**

No: the process of referencing qualifications against EQF levels has not yet taken place

**I.64.1. Please provide a reference to official documents**

**I.65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

No: the process of referencing qualifications against EQF levels has not yet taken place

**I.65.1. Please provide a reference to official documents**

**I.66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Higher education institution whose decision is made without ENIC/NARIC centre advice

The HEIs enjoying this right are Moscow State University, Saint Petersburg State University, HEIs with the status of 'federal university' or 'national research university', as well as HEIs on the list approved by the Decree of the RF President.

**I.67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice

**I.68. Which of the following statements is specified in national legislation?**

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

**I.68.1. Please provide a reference to the relevant legislation**

Article 107 of the Federal Law "On Education in the Russian Federation" No. 273-FZ dated 29 December 2012,

The "Procedures for Recognition and Establishment of Equivalence of Documents on Education Issued by Foreign Countries" (Approved by Order of the RF Ministry of Education and Science dated 14 April 2009, No. 128);

Administrative Regulations on the provision of public services by the Federal Supervision Service in Education and Science re recognition of education and (or) qualifications received in a foreign state, approved by the Order of the RF Ministry of Education and Science of 24 December 2013 No. 1391 (registered with the RF Ministry of Justice on 21 February 2014, No. 31387).

Order of 19 September 2013 No. 1694-r "On Approving the List of Foreign Education Institutions that Issue Documents on Education and (or) Award Qualifications Recognized in the Russian Federation."

**I.68.2. What measures exist to ensure that these legal statements are implemented in practice?**

All degrees awarded by HEIs included in the the "List of foreign education institutions that issue documents on education and (or) award qualifications recognized in the Russian Federation" (RF Government Regulation of 5 August 2013 No. 660) are recognized automatically in Russia

**I.69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**I.69.1. Please specify**

Pursuant to para 3, Article 107 of the "Federal Law On Education in the Russian Federation", No. 273-FZ of 29 December 2012, Russia recognises foreign education and (or) qualifications subject to international mutual recognitions agreements as well as obtained from foreign education institutions which are on the list established by the government of the Russian Federation specifying compliance of education and (or) qualifications received therein with education and (or) qualifications received in the Russian Federation.

**I.70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**I.70.1. Please specify**

Pursuant to para 3, Article 107 of the Federal Law "On Education in the Russian Federation" No. 273-FZ of 29 December 2012, Russia recognises foreign education and (or) qualifications subject to international mutual recognition agreements, as well as obtained from foreign education institutions which are on the list established by the Government of the Russian Federation specifying compliance of education and (or) qualifications received therein with education and (or) qualifications received in the Russian Federation

**I.71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**I.71.1. Please specify**

Pursuant to para 3, Article 107 of the Federal Law "On Education in the Russian Federation" No. 273-FZ of 29 December 2012, Russia recognises foreign education and (or) qualifications subject to international mutual recognitions agreements as well as obtained from foreign education institutions which are on the list established by the government of the Russian Federation specifying compliance of education and (or) qualifications received therein with education and (or) qualifications received in the Russian Federation

**I.72. Do higher education institutions typically:**

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

**I.72.1. Please explain**



**I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

Higher education institutions and their structural units (faculties and institutes) are authorised to recognise (usually by the Academic Council's decision) learning periods (disciplines and modules) at other HEIs including foreign ones.

**I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

Existing legal framework and the methodological framework for recognition of learning periods is being improved.

**I.74. Comments**



## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

Other

#### II.1.1. Please specify

The Federal Law "On Education in the Russian Federation" provides for:

- 1) State accreditation of education activity and the federal government quality control of education performed by the accreditation agency - a federal executive body exercising control and supervision in education or the executive body of an RF constituent member (region) exercising powers in education as delegated by the Russian Federation, upon request of education providers;
- 2) Independent education quality assessment (independent accreditation of education institutions and professional accreditation of curricula) performed by a legal entity or organisation (international organisations inclusive).

### II.2. What is the main outcome of an external review?

Please choose

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose

#### II.3.1. Please specify the normal impact of an external review

### II.4. Does the agency cover:

#### II.4.1. Considered together, do the agencies cover:

### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |  |                                      |                                     |                                     |                                 |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                           | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice                | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Pursuant to Articles 92, 93, 95 and 96 of the "Federal Law On Education in the Russian Federation", No.273-FZ of 29 December 2012, the subject of accreditation expert evaluation is to establish

compliance with the Federal State Education Standards of the content and quality of training provided by the education institution under curricula for which accreditation is sought. External quality assessment is regulated by Resolution of RF Government "On Licensing Education Activity" of 28 October 2013 No. 966 (Together with "Regulations on licensing education activity")

([http://www.consultant.ru/document/cons\\_doc\\_LAW\\_153731/](http://www.consultant.ru/document/cons_doc_LAW_153731/))

and Resolution of RF Government "On State Accreditation of Education Activity" of 18 November 2013 No. 1039 (Together with Regulations on state accreditation of educational activity)

([http://www.consultant.ru/document/cons\\_doc\\_LAW\\_154680/](http://www.consultant.ru/document/cons_doc_LAW_154680/))

### II.8.3. Additional comments

Pursuant to Federal Law "On Education in the Russian Federation" and Regulations on State Accreditation of Education Activity, religious organisations, private funds and other entities have got the right to perform licensing and accreditation.

Independent assessment of quality of education and independent accreditation of education institutions and curricula by international organisations are becoming increasingly wide-spread.

### II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

### II.9.1. Please explain the differences

### II.9.2. Please specify which institutions are able to choose

### II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

#### II.10.1. How many higher education institutions have used this opportunity?

### II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

No, QA agency decisions are not recognised.

### II.11.2. Please specify

### II.12. Additional comments

### II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

Listed in EQAR

Member of ENQA

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

### II.15. Is there a formal requirement that students are involved

**In governance structures of national QA agencies**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In the preparation of self evaluation reports**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

### II.15.1. Please specify

### II.16. Is there a formal requirement that international peers/experts are involved?

**In governance structures of national QA agencies?**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**As full members in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**As observers in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**In the decision making process for external reviews**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**In follow-up procedures**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

### II.16.1. Please specify

### II.17. Is there a formal requirement that academic staff are involved

**In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.17.1. Please specify****II.18. Is there a formal requirement that employers are involved**

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.18.1. Please specify****II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

**II.20.1. Please specify these requirements and the relevant source**

Evaluation of the quality of programme learning outcomes – of the Federal State Education Standards reads as follows:

“... Higher education institutions must ensure quality of training by ...:

- developing a quality assurance strategy for training students jointly with employer representatives;
- monitoring and periodic review of curricula;
- developing objective procedures for assessing knowledge and skills of students and competences of graduates;
- ensuring professional competences of the academic staff;
- performing, with involvement of employer representatives, regular self-evaluation to set criteria to assess performance (the strategy) and to benchmark against other education institutions”

**II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?**

Higher education institutions

**II.21.1. Please specify****II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

**II.22.1. Please specify****II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?**

- Yes  
 No  
 In some cases

**II.23.1. Please specify****II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

In some cases

**II.24.1. Please specify**

If provided by the Charter or other by-laws of the HEI.

**II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

100%

**II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

100%

**II.26.1. Please describe what kind of arrangements are in place.**

Under the Law “On Education in RF”, all HEIs must perform self-evaluation every year and publish results thereof on their web-site. The self-evaluation report includes a description of the mission, governance system and expected outcomes of the HEI performance as set down in the HEI’s Development Strategy. The report carries an analysis of the internal quality assurance system, of the staff performance, of data on the staff professional development, an analysis of the age characteristics of the academic staff, etc.

**II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

100%

**II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

100%

Resolution of the RF Government of 10 July 2013 No. 582 “On approving Regulations on placing and updating information about the education institution on the education institution’s web-site and in the Internet.”

**II.29. Are higher education institutions’ recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**

No

**II.29.1. Please explain**

## Data entry: (III\_Social\_dimension)

**III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).**

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

#### III.1.1. Please indicate these measures in the form of bullet points:

Article 43 of the Constitution of the Russian Federation establishes the right of every individual and citizen to education. Every individual is guaranteed the right to get, on a competitive basis, free of charge higher education at a public or municipal education institution and at an enterprise.

Para 2, Article 5 of the Federal Law "On Education in the Russian Federation" details constitutional rights and guarantees of every individual to education in the Russian Federation regardless of gender, race, ethnicity, language, origin, property, social or work position, place of residence, attitude to religion, convictions, membership in public associations or any other circumstances.

The RF Government Programme "Development of Education for 2013-2020" approved by Resolution of the RF Government dated 15 April 2014 No. 295 identifies among key development targets creating conditions for every RF individual to get professional and vocational education and training (including higher education).

The Russian Federation does not have "dead end" learning paths which preclude access to the next level of education

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITH a reference to underrepresented groups of the student population (e.g. student with disabilities, mature students, disadvantaged students, male-female, etc.)

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of..

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

#### III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

up to 10% of the total enrollment at government funded programmes

Students with disabilities: Policy document (reference and link)

The RF Federal Law "On Education in the Russian Federation" establishes the priority right of children and other individuals with various disabilities... to enrol, within the established quotas (up to 10% of the total enrollment at government funded programmes), in government-funded bachelor and specialist programmes

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

According to Item 5 of the Enrollment Procedure, the enrollment target figures specify enrolment quotas to government-funded bachelor and specialist programmes for children and other individuals with various disabilities ..., orphans and children without parental care

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

#### III.2.4. Comments

The RF Ministry of Education and Science sets, on an annual basis, quotas for preferential enrolment of individuals from the above-mentioned categories (but no less than 10% of the total enrolment targets, in compliance with Article 71 of the Federal Law "On Education in the Russian Federation."

### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

#### III.3.1. Please provide a short description of the mechanisms in place:

Article 97 of the Federal Law "On Education in the Russian Federation" establishes mandatory monitoring of the entire education system, including:

1) Data on access to higher education and the HE participation figures;

2) Student cohorts monitoring:

- Breakdown of student enrolment, student participation and graduation, number of students (total and per each training cycle (bachelor, master, specialist));
- Breakdown of foreign students enrolment, participation and graduation, (total and per each training cycle (bachelor, master, specialist));
- Breakdown of students by citizenship - total, enrolment and graduation;
- Breakdown of doctoral students – total, enrolment and graduation;
- Breakdown of students by mode of study (full-time, part-time)

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="text" value="1"/>
Disability:During IIE studies	<input type="text" value="1"/>
Disability:At graduation	<input type="text" value="1"/>
Disability:After graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="text" value="0"/>
Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="1"/>
Age:At graduation	<input type="text" value="1"/>
Age:After graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="0"/>
Socio-economic background:During HE studies	<input type="text" value="0"/>
Socio-economic background:At graduation	<input type="text" value="0"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="0"/>
Gender:During HE studies	<input type="text" value="0"/>
Gender:At graduation	<input type="text" value="0"/>
Gender:After graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During IIE studies	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to IIE	<input type="text" value="0"/>
Other characteristics:During HE studies	<input type="text" value="0"/>
Other characteristics:At graduation	<input type="text" value="0"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

On top of the above, regular monitoring of foreign student cohorts is in place

**III.5. Please specify who monitors the composition of the student body**HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During IIE studies HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During IIE studies HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation Ministry/governmental body:At entry to IIE Ministry/governmental body:During HE studies Ministry/governmental body:At graduation Ministry/governmental body:After graduation Independent bodies/agencies:At entry to HE Independent bodies/agencies:During HE studies Independent bodies/agencies:At graduation Independent bodies/agencies:After graduation Other:At entry to HE Other:During HE studies Other:At graduation Other:After graduation No systematic monitoring:At entry to HE No systematic monitoring:During HE studies No systematic monitoring:At graduation No systematic monitoring:After graduation **III.5.1. Please specify which other organisation monitors the composition of the student body****III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:****III.5.3. Comments**

The RF Ministry of Education and Science processes and analyses data educational institutions annually submit to the VPO-1 federal statistics monitoring form "Data about an education institution offering higher education programmes" as of 1 October of the current year. Education institutions place information on their official web-cites in accordance with Resolution of the RF government of 10 July 2013 No. 582 "On Approving Regulations for placing and updating information about education institutions on their official websites and in the Internet."

**III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?**

...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

**III.6.1. Please specify which data cannot be collected or published and why.**

- Para 1, Article 23 of the RF Constitution reads: "Every individual has the right to inviolability of his/her private life, personal and family secrets, protection of his/her honour and good name.
- Para 1, Article 24 of the RF Constitution reads: collection, storage, use and dissemination of information on the private life of an individual without his/her consent shall not be permitted.
- Para 1, Article 26, of the RF Constitution reads: Every individual shall have the right to identify and specify his/her nationality. No one may be forced to identify and specify his/her nationality.
- Pursuant to Articles 6 and 7 of Federal Law "On Personal Data" dated 27 July 2006, No. 152-FZ, collection, accumulation, storage, use and transfer (dissemination) of personal data shall be effected with consent of the personal data subject

**III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?**Yes **III.7.1. How are these results published?**

Information is shown for each individual higher education institution . Self- evaluation Reports are posted annually on the HEIs official websites. Prepared by HEIs, they are based on the findings of the monitoring of their key areas of activity, including data on student participation (foreign students, among others) in the implemented study programmes.  
 Grounds: Letter of the RF Ministry of Education and Science dated 18 March 2014 No. AK-610/05 "On Monitoring performance of higher education institutions in 2014";  
 Order by the RF Minister of Education and Science dated 17 March 2014 No. 190 "On Monitoring performance of higher education institutions" (<http://минобрнауки.рф>).  
 2. In accordance with Resolution of the RF government dated 10 July 2013 No. 582 "On approving Regulations on placing and updating information about education institutions on the education institutions' website and in Internet", higher education institutions are mandated to post on their official websites information about various student categories, including those participating in programmes funded from the federal budget, from RF regions budgets, local budgets and under contracts for education financed by individuals and (or) legal entities

**III.7.2. Please provide details on where the results of the monitoring activities can be consulted.**

Information about individual higher education institutions is posted on the HEI's official website (See Item 3.9).  
 Aggregated information about the findings of the monitoring of HEIs key areas of activity is posted on the website of the Federal Information Repository of Education Statistics "Monitoring Russian Federation Education Unified System" (FISKII MORFEUS) ([http://micedu.ru/monitoring/materials/inst\\_15.htm](http://micedu.ru/monitoring/materials/inst_15.htm))

**III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?**

Data are collected

**III.9. Please choose the statement that best describes your country-specific situation:**

**Individuals that meet standard entry requirements have...**

- |  |     |
|--|-----|
| a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities                              | 1 ▼ |
| a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities              | 1 ▼ |
| a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities                  | 0 ▼ |
| a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities  | 0 ▼ |
| a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities                             | 0 ▼ |
| a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities             | 0 ▼ |
| a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities                 | 0 ▼ |
| a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities | 0 ▼ |
| no guaranteed right to higher education:Universities   | 0 ▼ |
| no guaranteed right to higher education:HEIs other than universities   | 0 ▼ |

**III.9.1. Please specify which fields are excluded:**

**III.9.2. Comments**

Pursuant to para 3, Article 5 of the Federal Law "On Education in the Russian Federation", the Russian Federation guarantees free-of-charge higher education on a competitive basis, provided the individual will be studying at this cycle of education for the first time

**III.10. Please explain on what basis higher education institutions most commonly select students:**

- |   |     |
|---|-----|
| Level of achievement in standard entry requirements:Universities  | 0 ▼ |
| Level of achievement in standard entry requirements:HEIs other than universities  | 0 ▼ |
| Entry examinations for all programmes:Universities  | 0 ▼ |
| Entry examinations for all programmes:HEIs other than universities  | 0 ▼ |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities                 | 0 ▼ |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities | 0 ▼ |
| Other:Universities  | 0 ▼ |
| Other:HEIs other than universities  | 0 ▼ |

**III.10.1. Please specify which other criteria apply:**

**III.10.2. Comments**

**III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).**

Route 1 "To be admitted to an education institution on a competitive basis, one must submit a document in the established form on prior learning and pass entrance exams (this includes the results of the Uniform State Exam)."

**III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).**

Route 2 "To be admitted to an education institution on a competitive basis, one must submit a document in the established form on prior learning and pass entrance exams (this includes the results of the Uniform State Exam) and pass an additional entrance test, established by the education institution in the chosen, creative and (or) occupational field"

**III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).**

Route 3 "For certain groups of individuals (winners of Olympic Games and school 'Olympiads')— one must submit a document in the established form on prior learning and enroll without entrance exams"

**III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).**

Route 4 "For certain groups of individuals (targeted admission, disabled persons and orphans) - to be admitted on a competitive basis within the established quota of publicly-funded places one must submit a document in the established form on prior learning and pass entrance exams (this includes the results of the Uniform State Exam)."

**III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).**

Route 5 ""



**III.12. The different routes are opening access to...**

- {III\_11\_SQ001}  all HEIs / HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ002}  all HEIs / HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ003}  all HEIs / HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ004}  all HEIs / HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ005}  all HEIs / HE programmes  some HEIs / HE programmes  No answer

**III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:**

**III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.**

{III\_11\_SQ001}:% of students entering HE through this access route 84  
{III\_11\_SQ001}:Official data based on central level monitoring, including surveys  
{III\_11\_SQ001}:Estimates  
{III\_11\_SQ001}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ002}:% of students entering HE through this access route 5  
{III\_11\_SQ002}:Official data based on central level monitoring, including surveys  
{III\_11\_SQ002}:Estimates  
{III\_11\_SQ002}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ003}:% of students entering HE through this access route 1  
{III\_11\_SQ003}:Official data based on central level monitoring, including surveys  
{III\_11\_SQ003}:Estimates  
{III\_11\_SQ003}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ004}:% of students entering HE through this access route 10  
{III\_11\_SQ004}:Official data based on central level monitoring, including surveys  
{III\_11\_SQ004}:Estimates  
{III\_11\_SQ004}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ005}:% of students entering HE through this access route  
{III\_11\_SQ005}:Official data based on central level monitoring, including surveys  
{III\_11\_SQ005}:Estimates  
{III\_11\_SQ005}:Impossible to say (no official data and impossible to estimate)

**III.13.1. Please indicate the source of the official data:**

**III.13.2. Comments**

These routes give access to the first cycle (bachelor) programmes.  
Admission to the second cycle (master) programmes is done (provided a document in the established form re prior learning is submitted) based on the results of entrance exams determined by the education institution

**III.14. Are there any incentives for higher education institutions to admit non-traditional students?**

No

**III.14.1. Please indicate which incentives exist and how they operate.**

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

**III.15. Comments**

**III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?**

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

**III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):**

**III.17. Comments**

**III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?**

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

**III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):**

**III.19. Please choose the statement that best applies to your country-specific situation:**



**III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?**

- Yes, steering documents refer to specific age requirements  
 Yes, steering documents refer to requirements related to the duration of prior professional experience  
 Yes, steering documents refer to other requirements  
 No, there is no reference in steering documents to any requirements

**III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:**

**III.20.2. Please also provide the full reference(s) to relevant document(s) here:**

**III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):**

Please choose

**III.21.1. Please indicate the source of this information**

Please choose

**III.21.2. Please specify:**

**III.22. Comments**

Pursuant to para 2, Article 69 of the Federal Law "On Education in the Russian Federation" individuals who have completed general secondary education are admitted to bachelor or specialist programmes

**III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?**

No

**III.23.1. Please specify how this objective is defined:**

**III.23.2. Please also provide the full reference(s) to all relevant document(s).**

**III.24. In your country, are targets set to measure progress regarding student retention and/or completion?**

No

**III.24.1. Please describe the targets:**

**III.24.2. Please also provide the full reference(s) to all relevant document(s).**

**III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?**

Please choose

**III.25.1. Please specify the groups of students that are targeted:**

**III.25.2. Please also provide the full reference(s) to all relevant document(s):**

**III.26. In your country, are there any specific measures to improve retention rates of first year students?**

No

**III.26.1. Please describe the measures:**

**III.26.2. Please also provide the full reference(s) to all relevant document(s):**

**III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?**

No, there are no incentives encouraging students to complete their studies within a limited period of time

**III.27.1. Please provide details on the incentives that exist in your country:**

**III.27.2. Please also provide the full reference(s) to all relevant document(s):**

**III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?**

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

**III.28.1. Please provide details how:**

**III.28.2. Please also provide the full reference(s) to all relevant document(s):**

**III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?**

No

**III.29.1. Please provide details:**

**III.29.2. Please also provide the full reference(s) to all relevant document(s).**

**III.30. Comments**

By expert estimate the average dropout rate from HEI is around 20% (data of the Higher School of Economics)

**III.31. Are student completion rates systematically measured in your country?**

- Yes, at the end of the 1st cycle
- Yes, at the end of the 2nd cycle
- No, completion rates are not measured

**III.31.1. Please also provide the full reference(s) to relevant document(s):**

Completion rates for bachelor programmes amount to 75.4% (2013)  
Completion rates for master programmes amount to 73.6% (for public HEIs) (2013)  
Completion rates for specialist programmes – 74.4% (2013)

Estimates by RF Ministry of Education and Science

**III.31.2. Comments**

**III.32. In your country, are completion rates calculated for underrepresented groups of students?**

No

**III.32.1. Please specify for which underrepresented groups data is calculated:**

**III.32.2. Please also provide the full reference(s) to relevant document(s):**

**III.33. Based on your official data, please provide the following information:**

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	75.4
Completion rate of 1st cycle programmes, most recent available year:Year	2013
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	73.6
Completion rate of 2nd cycle programmes, most recent available year:Year	2013
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	74.4
Completion rate of programmes not divided into two cycles, most recent available year:Year	2013
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	

**III.34. Comments**

**III.35. Are student drop-out rates systematically measured in your country?**

Yes, at the end of each year

**III.35.1. Please also provide the full reference(s) to relevant document(s):**

According governmental regulations

**III.36. In your country, are drop-out rates calculated for underrepresented groups of students?**

No

**III.36.1. Please specify for which groups data is calculated:**

**III.36.2. Please also provide the full reference(s) to relevant document(s):**

**III.37. In your country, how are students who change study programme considered?**

Other

The student is considered a drop-out from the programme that he/she studied and enrolled in the programme he/she has transferred to.

**III.37.1. Please specify**

Students may obtain transfer to another programme with the recognition of credits for subjects, courses, disciplines (modules), practical training completed under the previous education programme (sub-para 13 and 7, para 1, Article 34 of the Federal Law “On Education in the Russian Federation”).

**III.38. Are data on drop-out rates publicly available in your country?**

No

**III.38.1. Please specify by which organisation and how frequently:****III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:****III.39. Based on your official data, please provide the following information:**

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	n/a
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	n/a
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	14,8
Drop-out in 1st cycle programmes, most recent available year:Year	2013
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	n/a
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	15
Drop-out in 2nd cycle programmes, most recent available year:Year	2013
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	n/a
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	10
Drop-out in programmes not divided into two cycles, most recent available year:Year	2013
Drop-out in programmes not divided into two cycles, most recent available year:not available	
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	n/a

**III.40. Comments**

**III.41. Note:** While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

**III.42. What kind of student services are commonly provided by higher education institutions?**

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

**III.42.1. Please specify****III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?**

Yes, advice is available to ALL prospective students

**III.44. Information, advice and guidance services are provided to prospective HE students...**

by upper secondary schools:free of charge

by upper secondary schools:for a fee

by higher education institutions:free of charge

by higher education institutions:for a fee

by external services:free of charge

by external services:for a fee

by other service providers:free of charge

by other service providers:for a fee

**III.44.1. Please specify which other service providers offer information, advice and guidance services:**

**III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:**

Pursuant to sub-para 28, para 1, Article 34 of the Federal Law "On Education in the Russian Federation", students are entitled to information from the education institution on the employment situation in the Russian Federation relating to their chosen occupation, specialty and field of learning

**III.44.3. Comments**

**III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:**

Provision of Information, consultations and career guidance is available to all prospective students free of charge

**III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?**

**III.46.1. There are measures/incentives encouraging HEIs to provide...**

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

introductory courses "Para 7 and 8, Article 71 of the Federal Law "On Education in the Russian Federation" provide for free, government –funded training of certain groups of individuals at preparatory courses of higher education institutions. "

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

tutoring or mentoring programmes ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

support to acquire learning skills and/or organisational skills ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

other measures / incentives ""

**III.46.3. Comments**

Para 7 and 8, Article 71 of the Federal Law "On Education in the Russian Federation" provide for free, government –funded training of certain groups of individuals at preparatory courses of higher education institutions.

These categories include:

- 1) orphans and children without parental care as well as individuals from among orphans and children without parental care;
  - 2) disabled children, category 1 and 2 disabled persons whose health allows them to study in appropriate education institutions;
  - 3) under 20- year olds who have only one parent the latter from category 1 disability, provided the average per capita family income is below the minimum subsistence level established in the RF region;
- and other categories of individuals (Para 7, Article 71 of the Law)

**III.47. In your country, is public funding allocated to improve career guidance services in HEIs?**

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

**III.47.1. Please provide the details here:**

**III.47.2. Please also provide the full reference(s) to relevant document(s):**

**III.48. In your country, are there any career guidance services targeting underrepresented groups of students?**

**III.48.1. Please provide the details on such services here:**

**III.48.2. Please also provide the full reference(s) to relevant document(s):**

## Data entry: (IV\_Fees\_support\_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

No

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle: Most common amount

1st cycle: Minimum amount

1st cycle: Maximum amount

2nd cycle: Most common amount

2nd cycle: Minimum amount

2nd cycle: Maximum amount

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle: Most common amount

1st cycle: Minimum amount

1st cycle: Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle: Most common amount

2nd cycle: Minimum amount

2nd cycle: Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need  
 Merit  
 Part-time/Full-time/Distance learning  
 Field of study

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students: Most common amount depends on HEI

1st cycle international students: Minimum amount depends on HEI

1st cycle international students: Maximum amount depends on HEI

2nd cycle international students: Most common amount depends on HEI

2nd cycle international students: Minimum amount depends on HEI

2nd cycle international students: Maximum amount depends on HEI

IV.7. Who defines the fee amounts?

- 1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Pursuant to para 2, article 34 of the "Federal Law On Education in the Russian Federation", students are provided with the following social support measures and incentives:

- 5) grants/scholarships, material benefits and other monetary payments;
- 6) education loans provided in accordance with the established procedure

**IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.**

Decree N 967 by the President of the Russian Federation On Measures to Enhance Human Resource Capacity of the Russian Federation dated December 28, 2013, stipulates the following social support measures for citizens of the Russian Federation who succeeded in getting admitted to leading foreign HEIs and who are full-time students of higher education programmes (master programmes, doctoral programmes):

- material incentives (grants/scholarships, material benefits and other monetary payments);
- travel support;
- accommodation
- education loans

**IV.12. Do at least some students receive public financial support in the form of grants/scholarships?**

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.13. What is the proportion of students receiving grants/scholarships by cycle?**

% of students receiving grants:First cycle no data

% of students receiving grants:Second cycle no data

**IV.14. Can students use grants/scholarships for studying abroad?**

No portable grants

**IV.15. Are there any additional requirements for using the grant/scholarship abroad?**

Please choose.. ▾

**IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.**

Citizenship:Grant 1  ▾

Citizenship:Grant 2  ▾

Citizenship:Grant 3  ▾

Citizenship:Grant 4  ▾

Residency:Grant 1  ▾

Residency:Grant 2  ▾

Residency:Grant 3  ▾

Residency:Grant 4  ▾

Recognised HEIs/programmes only:Grant 1  ▾

Recognised HEIs/programmes only:Grant 2  ▾

Recognised HEIs/programmes only:Grant 3  ▾

Recognised HEIs/programmes only:Grant 4  ▾

Course load (e.g. full-time):Grant 1  ▾

Course load (e.g. full-time):Grant 2  ▾

Course load (e.g. full-time):Grant 3  ▾

Course load (e.g. full-time):Grant 4  ▾

Only certain countries:Grant 1  ▾

Only certain countries:Grant 2  ▾

Only certain countries:Grant 3  ▾

Only certain countries:Grant 4  ▾

Only certain study programmes (e.g. where mobility is mandatory):Grant 1  ▾

Only certain study programmes (e.g. where mobility is mandatory):Grant 2  ▾

Only certain study programmes (e.g. where mobility is mandatory):Grant 3  ▾

Only certain study programmes (e.g. where mobility is mandatory):Grant 4  ▾

Equivalency condition:Grant 1  ▾

Equivalency condition:Grant 2  ▾

Equivalency condition:Grant 3  ▾

Equivalency condition:Grant 4  ▾

Programme not available in the national system:Grant 1  ▾

Programme not available in the national system:Grant 2  ▾

Programme not available in the national system:Grant 3  ▾

Programme not available in the national system:Grant 4  ▾

Other:Grant 1  ▾

Other:Grant 2  ▾

Other:Grant 3  ▾

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

Data not available

IV.19. Can students use loans for studying abroad?

No portable loans

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- |   |                                    |
|---|------------------------------------|
| 1st cycle credit mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 1st cycle credit mobility:Travel costs                                | <input type="button" value="1 v"/> |
| 1st cycle credit mobility:Living cost difference                      | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Language courses                            | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Other                                       | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 2nd cycle credit mobility:Travel costs                                | <input type="button" value="1 v"/> |
| 2nd cycle credit mobility:Living cost difference                      | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Language courses                            | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Other                                       | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 1st cycle degree mobility:Travel costs                                | <input type="button" value="1 v"/> |
| 1st cycle degree mobility:Living cost difference                      | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Language courses                            | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Other                                       | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 2nd cycle degree mobility:Travel costs                                | <input type="button" value="1 v"/> |
| 2nd cycle degree mobility:Living cost difference                      | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Language courses                            | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Other                                       | <input type="button" value="0 v"/> |

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- |   |                                    |
|---|------------------------------------|
| 1st cycle credit mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 1st cycle credit mobility:Travel costs                                | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Living cost difference                      | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Language courses                            | <input type="button" value="0 v"/> |
| 1st cycle credit mobility:Other                                       | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 2nd cycle credit mobility:Travel costs                                | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Living cost difference                      | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Language courses                            | <input type="button" value="0 v"/> |
| 2nd cycle credit mobility:Other                                       | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 1st cycle degree mobility:Travel costs                                | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Living cost difference                      | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Language courses                            | <input type="button" value="0 v"/> |
| 1st cycle degree mobility:Other                                       | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Study costs/ fees abroad (host institution) | <input type="button" value="1 v"/> |
| 2nd cycle degree mobility:Travel costs                                | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Living cost difference                      | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Language courses                            | <input type="button" value="0 v"/> |
| 2nd cycle degree mobility:Other                                       | <input type="button" value="0 v"/> |

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments



Subpara 2, para 3, article 105 of the "Federal Law On Education in the Russian Federation" contemplates mobility of Russian HEIs students to foreign HEIs, which includes providing to students special grants/scholarships to study abroad

**IV.28. Are there any specific eligibility criteria for receiving additional public financial support?**

Yes ▼

**IV.29. Please specify the eligibility criteria for receiving additional public financial support.**

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	1 ▼
Need-based criteria:Grant/loan 2	0 ▼
Need-based criteria:Grant/loan 3	0 ▼
Need-based criteria:Grant/loan 4	0 ▼
Merit-based criteria:Grant/loan 1	0 ▼
Merit-based criteria:Grant/loan 2	0 ▼
Merit-based criteria:Grant/loan 3	0 ▼
Merit-based criteria:Grant/loan 4	0 ▼
Course load (e.g. full time):Grant/loan 1	1 ▼
Course load (e.g. full time):Grant/loan 2	0 ▼
Course load (e.g. full time):Grant/loan 3	0 ▼
Course load (e.g. full time):Grant/loan 4	0 ▼
Criteria based on field of studies:Grant/loan 1	1 ▼
Criteria based on field of studies:Grant/loan 2	0 ▼
Criteria based on field of studies:Grant/loan 3	0 ▼
Criteria based on field of studies:Grant/loan 4	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	0 ▼
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	0 ▼

**IV.29.1. If there is more than one type of grant or loan, please specify:**

**IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:**

**IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:**

Decree N 967 by the President of the Russian Federation "On Measures to Enhance Human Resource Capacity of the Russian Federation" dated December 28, 2013

**IV.31. Additional comments**

**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

Student

**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

**IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

- funds from the federal budget of the Russian Federation, from the regional budget of a constituent member of the Russian Federation, from the municipal budget (if subject to public funding);  
- individuals' or legal entities' own funds (if education is fee-based and fully or partially paid for by individuals or legal entities).

**IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.**

No differences in opportunities for getting grants, loans or other financial support are specified by the laws of the Russian Federation.

**IV.35. Additional comments on doctoral education**

## Data entry: (V\_Employability)

**V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?**

Yes

**V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).**

1. Federal Law N273-FZ On Education in the Russian Federation dated December 29, 2012, contains a number of requirements with regard to involving employers (employer associations) in development, adoption and implementation of federal state education standards, and education programmes based on labour market demands with account taken of occupational standards requirements, which is conducive to ensuring student employability:  
- para 7, article 11 of the said Federal Law stipulates that: "When formulating federal state education standards, respective occupational standards must be taken into account";  
- para 1, article 12 of the said Federal Law sets a requirement that higher education study programmes lead to a graduate getting a professional qualification: "...the content of professional education ... must lead to a graduate getting a qualification";  
- paragraphs 6, 7, article 13 of the Federal Law On Education in the Russian Federation set a compulsory requirement that higher education programmes include students' placements for practical training in organisations engaged in occupational activities corresponding to a respective study program.  
- para 2, article 19 of the Federal Law On Education in the Russian Federation contemplates involvement of employers in the development of federal state education standards, framework education programmes, and coordination of HEIs' activities;  
- paragraphs 3-6, article 96 of the said Federal Law On Education in the Russian Federation establish the right of employers and employer associations to conduct external assessment of education quality in HEIs and its adequacy to labour market requirements by means of a professional and independent accreditation of higher education programmes implemented at a particular HEL:  
"4. Professional and independent accreditation of professional study programmes constitutes recognition of the quality and level of training acquired by graduates as a result of completing such study programme in a particular organisation engaged in education activities that meet the requirements of occupational standards and of the labour market set to specialists, workers and professional staff in a respective field.  
5. Based on the results of professional and independent accreditation of professional study programmes, employers, their associations and organisations authorised by them may rate professional study programmes and organisations engaged in education activities accredited by them.  
6. The procedure of professional and independent accreditation of study programmes, the forms and methods of assessment used in conducting the said accreditation and the rights provided to an organisation engaged in education activities and offering accredited professional study programmes, and/or to graduates who have fulfilled such study programmes, are set by the employer, employer association or organisation authorised by them which conduct the said accreditation".  
2. Para 2 of Resolution N661 of the Russian Federation Government dated August 5, 2013, "On Approval of the Rules for Development and Approval of Federal State Education Standards and Amendments Thereto" makes it compulsory for employers to be involved in developing education standards.  
Para 9 of the same RF Government Resolution stipulates involvement of employers in expert reviews of draft education standards.  
3. Para 1, article 9 of Russian Federation Law N1032-1 On Employment of Population in the Russian Federation dated April 19, 1991, determines the right of every citizen to "receive free-of-charge counselling, free-of-charge information and services related to career guidance, from employment agencies in order to select an occupation/ profession and be employable".  
4. The 2011 – 2015 Federal Target Programme for Education Development approved by Russian Federation Government Resolution N 61 dated February 7, 2011, contains Target N14 - "The share of graduates from the full-time study programmes (including IIE study programmes) who found employment not later than the end of the first year after graduation in the total number of graduates from full-time study programmes of the respective year". The target is to change from 72% at the beginning of 2011 to 92% by the end of 2015.  
5. The 2013-2020 Government Programme on Education Development approved by RF Government Resolution N295 dated April 15, 2014, contains Target N20 – "The number of higher education students studying under contracts (i.e. ensuring future employment) with the military-industrial sector organisations". By 2020, the number of such students is planned to reach 15 thousand.

**V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?**

Yes

**V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).**

Paragraphs 2-4, article 20 of Federal Law N181-FZ On Social Protection of Disabled Persons in the Russian Federation dated November 1995, provide to disabled persons additional work placement and employability guarantees: "Employment guarantees to disabled persons are provided by federal and regional government bodies of the Russian Federation through special measures helping them to improve their competitiveness in the labour market:  
"2) irrespective of legal and ownership forms, organisations must have quotas for employment of disabled persons and a minimum number of special jobs for disabled persons;  
3) reserving jobs for disabled persons in occupations most suitable for them;  
4) offering incentives for enterprises, institutions, and organisations to create additional jobs (including special type of jobs) to employ disabled persons".

**V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?**

Yes

**V.2.1. Are there initiatives in labour market/skills forecasting on national level?**

Yes

**V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?**

Yes

**V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).**

The RF Ministry of Labour and Social Protection systematically does this work. Its results are reflected in Reports on the web-site "Labour and Social Protection Ministry Performance and Main Activities" <http://www.rosmintrud.ru/ministry/about/reports>  
The current status of the labour market and short-term forecasts are reflected in the Report on 2013 - 2015 Labour and Social Protection Ministry Main Activities <http://www.rosmintrud.ru/ministry/budget/reports/2013-2015>  
One of the main medium-term activities contemplated in the Report is "development of labour market forecasting indicators including anticipation of skill needs".  
Labour market forecasting is also performed by the Institute of Macroeconomic Studies of the RF Ministry of Economic Development, e.g. Estimate of the labour force demand by the economic activity to ensure economic modernization based on benchmarking Russia's economy against economies of developed countries, 2012. <http://www.macroeconomics.ru/index.php/research>  
One of the periodic publications is the Atlas of New Occupations. In February 2014, a regular presentation of this report prepared by the Agency for Strategic Initiatives was made

**V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Yes

**V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).**

Quantitative targets for study fields are identified by the occupation of training in the form of respective target enrolment figures for programmes to be supported by public funds. Education providers have to compete for the public funds. The terms of this competition are placed on the web-site www.gzgu.ru

**V.3. In your country, are employers involved in higher education planning and management?**

Yes

**V.3.1. How are they involved?**

**Curriculum development in higher education**

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

**Teaching**

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

**Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions**

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

**Participation in governing bodies of HEIs**

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

**V.3.2. Please provide the details and the source of evidence here.**

1. Para 2, article 19 of the “Federal Law On Education in the Russian Federation” stipulates involvement of employers in developing federal state education standards, framework education programmes, and coordination of HEIs activities.

Paragraphs 2, 3, and 9 of Resolution N661 of the Russian Federation Government dated August 5, 2013 “On Approval of the Rules for Development and Approval of Federal State Education Standards and Amendments Thereto” makes it compulsory that employers be involved in

- developing education standards;
- participating in bodies governing development and review of federal state education standards (FSES);
- conducting expert reviews of draft education standards.

The country’s legislation in the field of education stipulates employers’ involvement in drafting component parts/elements of study programmes. For example, compliant with FSES requirements for each cycle 1 subject area, specific professional activities which a bachelor is trained for are determined by the HEI jointly with students and employer associations.

In addition to that, paragraphs 8.4. of all FSES for bachelor programmes bind HEIs to involving employers in the assessment of resources and students’ academic performance.

Similar requirements are contained in the HE FSES for master programmes.

RF legislation in the field of education stipulates that a certain number of employer representatives be involved in teaching respective disciplines in HEIs. A similar requirement is contained in paragraphs 7.17 of the FSES for master programmes.

**V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.**

**V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?**

Yes

**V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).**

There are Federal Target Programmes aimed at developing various sectors and fields. These programmes contemplate government funding of skilled workforce training at employers’ request – the so-called target-based training.

As part of the country’s transition to the innovation-based development paradigm, business incubators - special forms of university-company interaction have become widely spread.

The Moscow State University Science Park (sciencepark.ru), an association of university-based small research businesses set up to promote innovations at the University may serve as an example of university-business partnership facilitated by public funding.

**V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?**

Yes

**V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).**

There are lots of such programmes due to traditional HEI-employer ties being maintained and new ones being established.

At Moscow State University Department of Economics optional courses jointly developed by the Accounting & Audit Chair and the KPMG Company have been offered for many years attracting hundreds of students. PricewaterhouseCoopers has developed a master course in personnel management and has implemented it at Moscow State University Department of Economics.

University-business partnership will be further developed as part of creating applied bachelor programmes.

**V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).**

**In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?**

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

**V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).**

Para 6, article 13 of Federal Law N273-FZ On Education in the Russian Federation dated December 29, 2012, stipulates compulsory inclusion of practical training in the HE programmes.

Following up on this requirement of the Federal Law, para 10 of RF Ministry of Education and Science Order N 1367 dated December 19, 2013, on Approval of Procedure for Organising and Implementing Higher Education Programme Activities for Bachelor, Specialist and Master Programmes also requires compulsory practical training periods for students

**V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.**

**1st cycle**  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer  
**2nd cycle**  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer  
**1st and 2nd cycle combined**  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer

**V.4.2.1. Please provide the source information here.**

Compulsory inclusion of practical training periods in study programmes is stipulated by Para 6, article 13 of Federal Law N273-FZ "On Education in the Russian Federation" dated December 29, 2012.

**V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?**

Yes, in all higher education institutions/programmes

**V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

HEIs must unconditionally include practical training in any HE programme as is stipulated by the Law "On Education". Para 6, article 13 of Federal Law N273-FZ On Education in the Russian Federation dated December 29, 2012, stipulates compulsory inclusion of practical training in HE programmes.  
Following up on this requirement of the Federal Law, para 10 of RF Ministry of Education and Science Order N 1367 dated December 19, 2013, on Approval of the Procedure for Organising and Performing Higher Education Programme Activities - Bachelor Programmes, Specialist Programmes, and Master Programmes – also requires compulsory practical training of students when fulfilling HE programmes

**V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

**V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?**

Yes

**V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).**

In the interests of monitoring the education system in the Russian Federation, Rules for Monitoring the Education System were established and approved by Resolution N661 of the RF Government dated August 5, 2013, as well as the List of Compulsory Information on the Education System Subject to Monitoring.

The said List includes information on graduate employability.

Submission of this information is compulsory for all HEIs of the country. At the same time, the relevant legislation does not contemplate any financial or other implications from the results of graduate employability evaluation.

Notably, Order N 407 of the RF Federal State Statistics Service dated July 24, 2012 N 407 (as amended October 12, 2012, amendments taking effect October 12, 2012) on Approval of Statistical Instruments for Organising Federal Statistical Observation of Headcounts, Working Conditions, Labour Remuneration and Activities in the Field of Education establishes the following indicators for HEI students employability:

- number of full-time graduates;
- number of graduates who got a job placement;
- number of graduates who did not get a job placement;
- number of graduates who got the right to find a job themselves;
- number of students who continue studies in the next full-time cycle;
- number of students conscripted to the Armed Forces.

In future (from 2015 on), graduate employability indicators are intended to be included in the list of monitoring indicators for evaluation of HEI performance. In this case, graduate employability indicators will have a direct effect on HEI funding and future opportunities.

**V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?**

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

**V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).**

**V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?**

No

**V.6.1. Are there tracer studies conducted on national level?**

Please choose..

**V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.2. Are there tracer studies conducted on regional level?**

Please choose..

**V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.4. Are there tracer studies conducted on institutional level?**

Please choose..

**V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.**

**V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Please choose..

**V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g.**

through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

## Data entry: (VI\_Lifelong\_learning)

**VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?**

No

**VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):**

**VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:**

Pursuant to para 7, article 10 of Federal Law N273-FZ "On Education in the Russian Federation" dated December 29, 2012, the system of education creates conditions for lifelong learning by implementing diverse education programmes and various continuing training programmes, providing opportunities for simultaneously taking several study programmes, and also by recognizing the student's prior education, qualification and practical experience

**VI.2. Is lifelong learning a recognised mission of higher education institutions?**

No

**VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:**

**VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:**

**VI.2.3. If necessary, please provide comments here:**

**VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.**

**Formal IIE programmes provided under flexible arrangements**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Non-formal courses open to all (e.g. languages)**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Preparatory courses for HE entrance examinations**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Professionally-oriented upgrading of already achieved qualifications**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Tailor-made provision for industry**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?**

No

**VI.3.2. Please specify which forms and provide % of HE institutions involved.**

**VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.**

**VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

No

**VI.4.1. Please explain these restrictions.**

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "10"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "0"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "70"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "20"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "0"

**VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

**VI.5.2. If you have any further comments regarding this section, please provide them here:**

**VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

**VI.6.1. Please provide a short description of specific policy measures that exist in your country.**

Pursuant to Order N 1367 of the RF Ministry of Education and Science dated December 19, 2013, on Approval of the Procedure for Organising and Performing Higher Education Programme Activities under Bachelor, Specialist and Master Programmes, there is a wide variety of measures aimed at changing the intensity of HE study programmes, notably:

- the volume of study represented in credits,
- duration of HE programmes under different formats of learning, including the networking format, a combination of different formats, etc.
- HE programmes duration for disabled and handicapped persons are stipulated in the education standard.

Students have the right to fast-track learning; the decision on putting a student on a fast-track course is taken by the IIEI based on the individual's application.

A faster pace of completing a study programme may be allowed to persons with respective abilities and/or level of development.

In certain cases (for example, for health reasons), the duration of a HE study programme may be extended based on the student's written request

**VI.7. Which of the statements on student statuses best describes the situation in your country?**

There is only one status for all students (i.e. the status of student) without any further distinctions

**VI.7.1. Please explain what student statuses exist in your country and how you define them.**

**VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.**

Yes, HE students can change the pace of their studies and follow de facto part-time studies

**VI.7.3. Please indicate which fees apply to students studying part-time.**

**VI.7.4. Please indicate which fees apply to de facto part-time students.**



De facto part-time students pay lower fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements

**VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

**VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

No financial support for de facto part-time students

**VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

No

**VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

**VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study  
Pursuant to para 43 of Order N 1367 of the RF Ministry of Education and Science dated December 19, 2013, on Approval of the Procedure for Organising and Performing Higher Education Programme Activities under Bachelor, Specialist and Master Programmes, HEIs have autonomy to make such decisions and may make decisions on fast-track learning at their own discretion

**VI.9.1. If you have any further comments regarding this section, please provide them here:**

**VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

Yes  
Pursuant to para 7, article 10 of Federal Law N273-FZ "On Education in the Russian Federation" dated December 29, 2012, persons who complete a study programme in the format of self-education or family education, or who have completed a study programme that lacked state accreditation have the right to sit intermediate and final state exams at an education institution that has public accreditation

**VI.10.1. Please choose the statement that best applies to your country-specific situation.**

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures  
Pursuant to para 7, article 10 of Federal Law N273-FZ "On Education in the Russian Federation" dated December 29, 2012, persons completing a study programme in the form of self-education or family education, or who have completed a study programme which does not have state accreditation, have the right to sit intermediate and final state examinations at an educational institution delivering accredited study programmes

**VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)  
Pursuant to paragraphs 61, 62 of Order N 1367 of the RF Ministry of Education and Science dated December 19, 2013, on Approval of the Procedure for Organising and Performing Higher Education Programme Activities - Bachelor Programmes, Specialist Programmes, and Master Programmes, persons fulfilling a study programme in the form of self-education (if the education standard for a particular study programme allows receiving HE in the form of self-education) and also persons who have completed a study programme which does not have state accreditation, may be allowed to sit intermediate and final state examinations at a respective publicly accredited education institution.  
Persons who have successfully passed final (state final) examination are issued documents about completing education and awarded a qualification.  
The document about completing education and awarded qualification to persons who have successfully passed the final state examination confirms completion of a respective HE cycle of and obtaining a qualification in a respective field of study referred to a particular HE cycle.  
Based on the rules set by certain Federal State Education Standards for different professions/fields of study, restrictions may be imposed on receiving HE via non-formal and informal learning

**VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

**Please also specify whether this possibility is commonly used in practice.**

**VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

1. Federal Law N273-FZ on "Education in the Russian Federation" dated December 29, 2012.

2. Order N 1367 of the Russia Ministry of Education and Science dated December 19, 2013, on Approval of the Procedure for Organising and Performing Higher Education Programme Activities



**VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**

No

**VI.10.4.1. Please specify these requirements.**

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

**VI.10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?**

There are no official data and it is impossible to provide estimates

**VI.10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).**

**VI.10.5.2. Please indicate the source and the reference year.**

**VI.10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?**

There are no official data and it is impossible to provide estimates

**VI.10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.**

**VI.10.6.2. Please indicate the source and the reference year.**

**VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.**

**VI.10.6.3. If you have any further comments regarding this section, please provide them here:**

**VI.11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?**

No ▼

**VI.11.1. Please specify what they are.**

## Data entry: (VII\_Internationalisation\_mobility)

### 7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

#### 7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

#### 7.1.2. Please specify:

Para 1, article 105 of Federal Law N273-FZ "On Education in the Russian Federation" dated December 29, 2012, defines the goals of international cooperation in the field of higher education: International cooperation in the field of higher education has the following goals:

- 1) expansion of access to education for citizens of the Russian Federation, foreign nationals and stateless persons;
- 2) coordination of interaction between the Russian Federation and foreign states and international organisations in the development of education;
- 3) improvement of international and national education development mechanisms.

Para 3, article 105 of Federal Law N273-FZ "On Education in the Russian Federation" dated December 29, 2012 defines specific measures for international cooperation in the field of higher education:

The Russian Federation promotes cooperation between Russian and foreign education institutions, international academic mobility of students, teaching professionals, scholars and other workers in the system of education, promotes attracting foreigners to study in Russian HEIs, mutual recognition of education and/or qualifications. Compliant with international treaties, the Russian Federation participates in the activities of various international organisations in the field of higher education. In the field of education, federal executive authorities and regional governments of the RF regions interact with international organisations, foreign governments and foreign NGOs.

### 7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

#### 7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

### 7.3. Does your country have a formal national strategy for internationalisation of higher education?

No

#### 7.3.1. Please provide a reference and link to the document (if available, also in English):

#### 7.3.2. Has the impact of the strategy been assessed?

Please choose..

#### 7.3.2.1. Please specify by whom, and provide a reference/link:

### 7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

51-75%

#### 7.3.3.1. Please provide a source for this information:

Monitoring of HEIs' official websites;  
Surveys of HEIs as part of the project on Analytical Expert Support for the Process of Russia's Integration in the European Higher Education Area;  
Expert reviews and assessment

### 7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

#### 7.3.4.1. Please provide a source for this information:

Monitoring of HEIs' official websites;  
Surveys of HEIs as part of the project on Analytical Expert Support for the Process of Russia's Integration in the European Higher Education Area;  
Expert reviews and assessment

### 7.4. Has your country defined targets for mobile students (if yes, please state the target)?

**Credit mobility:Outgoing mobility**

**Credit mobility:Incoming mobility** are being defined as part of the education services export concept

**Degree mobility:Outgoing mobility**

**Degree mobility:Incoming mobility** there are targets for the number of foreigners whose studies will be funded from the Russian Federation budget (quota for foreign citizens and stateless persons to get education in the Russian Federation set by the RF Government)

#### 7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

#### 7.4.1.1. Please specify:

#### 7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes

**7.4.2.1. Please specify:**

The 2011 – 2015 Federal Target Programme for Education Development (approved by Russian Federation Government Resolution N 61 dated February 7, 2011) defines targets for student international mobility (Target N14 of the Programme): the share of students doing programmes envisaging opportunities of in-built mobilities to foreign HEIs (including study placements) in the total HEI student force. The share is supposed to change from the baseline value of 3% (as per 2010 year-end) to the target value of 30% (2015 year-end). In addition to that, the 2011 – 2015 Federal Target Programme of Education Development sets a teacher mobility target (including international mobility) (Target N17): the share of teachers at HEIs involved in inter-university cooperation and who have a possibility of doing research at other HEIs institutions in the total number of HEI teaching staff. The share is supposed to change from the baseline value of 5% (as per 2010 year-end) to the target value of 52% (2015 year-end). Subpara "c", para 1 of Decree N 599 by the President of the Russian Federation dated May 7, 2012, on Measures to Implement the National Policy in the Field of Education and Science contemplates achievement of the following targets in internationalisation of education: by 2020, at least five Russian universities must be among the world's one hundred leading universities in accordance with the global university rating. Subpara "d", para 1 of Decree N 599 by the President of the Russian Federation dated May 7, 2012, on Measures to Implement the National Policy in the Field of Education and Science contemplates achievement of the following targets in internationalisation of science: by 2015, to bring the share of Russian researchers' publications in the total number of publications in the world's leading journals in the WEB of Science data base to 2.44 per cent.

**7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?**

No

**7.5.1. Please specify:****7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?**

Yes

**7.6.1. Please name and describe them:**

The monitoring of performance of HE providers includes targets related to internationalization (number of foreign students and teachers). The said targets are also used for international rating of HE providers.

**7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?**

No

**7.7.1. Please explain this funding, and how it is allocated:****7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?**

No, such practice is not required, but is nevertheless common

**7.8.1. Please provide a reference:****7.9. Do any higher education institutions have campuses abroad?**

Yes

**7.9.1. How many campuses do your higher education institutions have abroad?**

36.0000000000

**7.9.2. In which countries do they have these campuses?**

European countries, CIS countries, Japan, Mongolia

**7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?**

Yes

**7.10.1. Please provide:**

The percentage of HEIs offering MOOCs (%) "54"

**7.10.1. Please provide:**

The number of MOOCs currently offered (1,2,3 n) "1200"

**7.11. Does your country have main regions of operation for international student mobility?**

Yes

**7.11.1. Which are the main regions of operation for student mobility?**

- EHEA
- Non EU EHFA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

**7.11.2. Please specify****7.11.3. Does your country have main regions of operation for joint/double degrees?**

Yes

**7.11.4. What are the main regions of operation for joint/double degree programmes?**

- EHEA

- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.5. Please specify**

**7.11.6. Does your country have main regions of operation for campuses abroad?**

Yes

**7.11.7. What are the main regions of operation for campuses abroad?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.7.1. Please specify**

**7.11.8. Does your country have main regions of operation for international cooperation in research?**

Yes

**7.11.9. What are the main regions of operation for international cooperation in research?**

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.9.1. Please specify**

**7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?**

No

**7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.11.1. Please specify**

**7.12. Comments:**

**7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.**

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

**7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:**

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

**7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:**

- Specific study cycles  Yes  No  No answer
- Specific fields of studies  Yes  No  No answer
- Credit mobility  Yes  No  No answer
- Degree mobility  Yes  No  No answer

7.14.1. Please specify:

**7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?**

- development of organisational and financial support at the government level in order to promote academic mobility;
- a set of measures at the HEI level (raising awareness, organizational efforts, including setting up double-degree programmes, looking for sponsors to promote academic mobility, information support, etc.);
- language courses in HEIs, including distance-learning courses;
- development of a system of educational exhibitions, information centres, HEI websites, and other forms of information support for academic mobility;
- improvement of the regulatory framework for academic mobility at the HEI level

**7.16. Has your country monitored the effects of these measures/programmes?**

No

**7.16.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.17. Comments:**

**7.18. Do you have a central website which provides information about all mobility schemes for national and international students?**

Yes

**7.18.1. Please provide a link to the website:**

<http://www.russianenic.ru/> - National Information Centre for Academic Recognition and Mobility

**7.18.2. Is the website linked to Bologna website?**

No

**7.19. Do your national institutions/agencies responsible for internationalisation:**

Provide information on the EIIEA, with links to other national systems and European programmes  
The role of coordinating the process of internationalisation is given to the International Department of the RF Ministry of Education and Science; there is also the National Information Centre for Academic Recognition and Mobility. When providing information, the latter mainly focuses on academic recognition

**7.19.1. Please provide a link to such information:**

<http://www.russianenic.ru>

**7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?**

Yes

**7.20.1. Do students have to pay additional fees?**

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum  
 other bilateral and/or multilateral ministerial dialogues  
 international events other than ministerial meetings

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

bilateral and multilateral cooperation

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

Para 2, article 105 of Federal Law N273-FZ On Education in the Russian Federation dated December 29, 2012 defines national policy vectors in the field of staff international mobility:  
- sending ... teachers and researchers from Russian education providers to foreign education providers ... and also Russian education providers hosting foreign teachers and researchers;  
- doing joint research, fundamental and applied research in the field of education, joint innovation activities;  
- participation in networking forms of study programmes implementation;  
- participation in the activities of international organisations, in international education, research and scientific projects, congresses, symposia, conferences, and workshops, or organizing the said types of events, as well as sharing study and research materials on a bilateral and multilateral basis

7.26. Are there any national mobility programmes for higher education staff?

- Researchers**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Doctoral candidates**  Yes  No  No answer  
**Technical staff**  Yes  No  No answer  
**Administrative staff**  Yes  No  No answer  
**International officers**  Yes  No  No answer  
**Guidance counsellors**  Yes  No  No answer  
**Others**  Yes  No  No answer

7.26.1. Please provide details and a link for further information on relevant programmes

there are no national mobility programmes

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Doctoral candidates**  Yes  No  No answer  
**Technical staff**  Yes  No  No answer  
**Administrative staff**  Yes  No  No answer  
**International officers**  Yes  No  No answer  
**Guidance counsellors**  Yes  No  No answer  
**Others**  Yes  No  No answer

7.27.1.1. Please specify any targets that exist:

The 2011 – 2015 Federal Target Programme of Education Development sets a teacher mobility target (including international mobility) (Target N17): the share of teachers at HEIs involved in inter-university cooperation and in research at other institutions) in the total number of HEI teaching staff. The share is supposed to change from the baseline value of 5% (as per 2010 year-end) to the target value of 52% (2015 year-end).

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Doctoral candidates**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Administrative staff**  Yes  No  No answer  
**International officers**  Yes  No  No answer  
**Guidance counsellors**  Yes  No  No answer  
**Others**  Yes  No  No answer

7.27.2.1. Please specify any targets that exist:

The 2011 – 2015 Federal Target Programme of Education Development sets a teacher mobility target (including international mobility) (Target N17): the share of teachers at HEIs involved in inter-

university cooperation and in research at other institutions) in the total number of HEI teaching staff. The share is supposed to change from the baseline value of 5% (as per 2010 year-end) to the target value of 52% (2015 year-end).

**7.28. For each staff group, is information collected on participation rates in mobility?**

- Researchers**  Yes  No  No answer  
**Teaching staff**  Yes  No  No answer  
**Doctoral candidates**  Yes  No  No answer  
**Technical staff**  Yes  No  No answer  
**Administrative staff**  Yes  No  No answer  
**International officers**  Yes  No  No answer  
**Guidance counsellors**  Yes  No  No answer  
**Others**  Yes  No  No answer

**7.28.1. Which organisation(s) collect this information? Please provide a link.**

The RF Ministry of Education and Science during annual monitoring of HEIs performance in core areas (Form № 1 - Monitoring).

**7.29. Are there any mechanisms to reward staff who participate in mobility?**

- Career development advantages**  Yes  No  No answer  
**Financial benefits**  Yes  No  No answer  
**Non-financial benefits**  Yes  No  No answer  
**Other**  Yes  No  No answer

**7.29.1. Please specify how staff who participate in mobility are rewarded:**

Such staff are provided with additional professional development opportunities financed by the HEIs;  
Monetary incentives;  
Acknowledgement notes from the university rector;  
Informing the university community of the contribution such staff are making to the development of international cooperation at HEI websites, social networks, etc.

**7.30. Is there a website which provides information about all international mobility schemes for staff?**

No

**7.30.1. Please provide a link:**

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Immigration restrictions "6"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Recognition issues "8"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Language issues "2"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of funding "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Administrative burden "4"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of personal motivation and interest "3"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Incompatibility of pension and/or social security systems "7"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Legal issues "5"

**7.31.1.1. Additional comments:**

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Immigration restrictions "3"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Recognition issues "8"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Language issues "2"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of funding "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Administrative burden "5"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of personal motivation and interest "6"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Incompatibility of pension and/or social security systems "7"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Legal issues "4"

**7.31.2.1. Additional comments:**

**7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?**

enhancing information and organisation support for academic mobility of teachers and other staff;  
the work of the Ministry on developing standard regulations for academic mobility at the HEI level;  
creation of regulatory and methodological support for academic mobility at the HEI level (Regulations on Academic Mobility of HEI Staff, etc.) making it possible to optimise the academic mobility process;  
using financial incentives (for example, monetary benefits for publications in journals which are included in international data bases (Web of Science, Scopus, etc.);  
foreign language courses for staff, academic writing courses for young teachers and doctoral candidates which help them to learn about leading journals, their work and requirements to submitting papers

**7.33. Has your country monitored the effects of these measures/programmes?**

No ▼

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**