

Appendix
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REGULATIONS
for Degree Programmes

Moscow, 2014

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Definitions and Abbreviations

Throughout this document, the following definitions and abbreviations are used:

Academic Supervisor of a degree programme (for bachelor's, master's and specialist level programmes) – HSE academic staff member responsible for development, implementation and quality of the given degree programme.

Academic Director of a Doctoral School – HSE academic staff member responsible for development, implementation and quality of the given Doctoral School and degree programmes offered by it.

Academic Council of a degree programme (for bachelor's, master's and specialist level programmes) – collective governing body vested with the authority to decide on the content and implementation of the given degree programme; it consists of HSE academic staff members, employers, alumni, experts in relevant academic fields from other higher education institutions, including foreign ones.

Academic Council of a Doctoral School - advisory body vested with the authority to decide on general administrative matters of the Doctoral School and its implementation of degree programmes designed to train academic professionals (hereinafter, doctoral programmes); it consists of HSE academic staff members (faculty and research staff), experts in relevant academic fields from other higher education institutions, including foreign ones.

Programme's basic component – a component determined by the University/programme developers which is compulsory for all students on this degree programme.

Programme's elective component – a component determined by the principal parties to the educational process; an elective component may comprise concentrations for the given programme and/or individual choice of each student. Minors for bachelor's level programmes and open optional courses for master's programmes are also elements of the elective component.

Programme documentation – a set of necessary regulatory documents and teaching guidelines that govern programme implementation.

Qualification – level of knowledge, skills and competencies required to engage in a particular professional activity or continue education.

Minor – a study block forming an additional educational trajectory taken by undergraduate students beyond their core degree programmes. It is a part of the programme's elective component and is implemented as a set of courses selected by the student (courses can be either interrelated or unrelated, the latter being called a *free minor*).

HSE, University – federal state autonomous educational institution for higher professional education National Research University Higher School of Economics.

Degree programme – a set of core educational characteristics (volume, scope, expected outcomes), administrative and teaching provisions and assessment methods presented as a curriculum, academic calendar, syllabuses for courses and other components, as well as assessment and teaching materials¹.

HSE ES – educational standards for higher education set forth by HSE.

¹ Federal Law No.273-FZ “On Education in the Russian Federation” dated December 29, 2012 (as revised on May 06, 2014), Section 1, Article 2, Clause 9; *Procedures for Arranging and Rendering Educational Services under Higher Education Programmes of Bachelor's, Specialist and Master's Levels* (approved by Directive No. 1367 of the Ministry of Education and Science dated December 19, 2013) Section 2. Organising Development and Implementation of Education Programmes, Clause 13.



Programme faculty – HSE academic staff and persons providing teaching or other academic services to students on the given programme in accordance with curricula on the basis of independent contractor agreements.

Professional block (major) – a study block comprising courses within the scope of core professional training that belong to either basic or elective component of the given degree programme.

Outcomes of the degree programme (target competencies) – competencies that students develop in the course of the programme. Target competencies are stipulated by educational standards (HE FSES or HSE ES) and reflected in the conceptual framework of the degree programme.

Learning outcomes – specific results of different courses and other components of a degree programme, including knowledge, skills, competencies, experience, etc. accumulated by students. Core learning outcomes of the programme are reflected in its conceptual framework; learning outcomes of separate programme elements are reflected in syllabuses of different courses, outlines of internships, research and project seminars and other programme elements.

Concentration – an array of programme components that determine subject matter and direction of student training and reflect distinctive features of the professional field which the student is preparing to enter; unlike fields of study², a concentration cannot form the basis for a separate degree programme.

Programme structure – interrelation of different programme elements, including a measure of study load for each element.

Programme implementation provisions – staffing, logistical, curriculum development, information, financial and social support of the educational process.

Study blocks – separate elements of programme structure based on different types of academic activities (for instance, theoretical components of the programme, projects and research activities, internships, etc.).

Programme Office (for bachelor's, specialist and master's level programmes) – curriculum support unit³ responsible for coordination of processes related to studying on the given degree programme.

Faculty – any University subdivision implementing degree programmes.

HE FSES – federal state educational standards of higher education.

² *Field of study (major) of an education programme* – programme's focus on specific areas of expertise and/or activities, which defines its subject matter, main student activity types and target competencies (see Federal Law No.273-FZ "On Education in the Russian Federation" dated December 29, 2012 (as revised on May 06, 2014) Section 1. Article 2, Clause 9; *Procedures for Arranging and Rendering Educational Services under Higher Education Programmes of Bachelor's, Specialist and Master's Levels* (approved by Directive No. 1367 of the Ministry of Education and Science dated December 19, 2013), Section 2. Organising Development and Implementation of Education Programmes, Clause 13)

³ For masters programmes with fewer than 100 students, the duties of a curriculum support unit are performed by a Programme Coordinator.



1. Main Provisions

These Regulations for Degree Programmes (hereinafter, the Regulations) set forth procedures for development, approval, start-up, presentation, implementation and termination of core higher education programmes at HSE for bachelor's, specialist, master's and doctoral levels, all modes of study, their main types, content and management strategies.

These Regulations have been developed in compliance with the following documents:

- Federal Law No.273-FZ *“On Education in the Russian Federation”* dated December 29, 2012 (as revised on May 06, 2014);

- Directive No.1061 of the Ministry of Education and Science of the Russian Federation *“On Establishing the List of Fields of Study and Majors in Higher Education”* dated September 12, 2013;

- Directive No.1623 of the Ministry of Education of the Russian Federation *“On Establishing Minimum Requirements for Provision of Library and Information Resources to Higher Education Institutions”* dated April 11, 2001 (as revised in Directive No. 133 of the Ministry of Education and Science of the Russian Federation dated April 23, 2008);

- Decree No.582 of the Government of the Russian Federation *“On Approving Guidelines for Publishing and Updating Information about Educational Institutions on Official Websites of Educational Institutions on the Internet”* dated July 10, 2013;

- *Procedures for Arranging and Rendering Educational Services under Higher Education Programmes of Bachelor's, Specialist and Master's Levels* (approved by Directive No.1367 of the Ministry of Education and Science of the Russian Federation dated December 19, 2013);

- *Procedures for Arranging and Rendering Educational Services under Higher Education Programmes – Military and Doctoral Programmes for Academic Professionals*, approved by Directive No.1259 of the Ministry of Education and Science of the Russian Federation dated November 19, 2013;

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

- HSE educational standards (hereinafter, HSE ES);

- Charter of the federal state autonomous educational institution for higher professional education National Research University Higher School of Economics.

These Regulations shall come into force upon their enactment by the HSE Rector's directive and remain valid until their cancellation.

Any amendments to these Regulations are subject to approval by the HSE Academic Council.

A degree programme is established as a set of interrelated documents developed and approved by the University on the basis of current HE FSES/ HSE ES, labour market trends and educational needs of students, within one field of study (major) or at the confluence of several fields.

A degree programme sets forth objectives, learning outcomes, scope, terms and technologies employed in the educational process, as well as student assessment methods. Courses included into the programme curriculum and/or content of syllabuses of courses,



subjects, internship programmes, teaching and learning materials pertaining to specific educational technologies are subject to annual update, to reflect latest advancements in science, technology, culture, economics and social services.

2. Classification of Degree Programmes

2.1. Characteristics of a Degree Programme

Admission to each University degree programme is based on a separate entrance competition⁴. Each degree programme pertains to one of the levels of education and one field of study/major⁵. The University may implement several different degree programmes within one field of study/major. Programmes may be implemented jointly by several HSE faculties and/or educational institutions, including international ones⁶.

Each degree programme has a working curriculum and academic calendar. Development of each degree programme is based on a specific field of study. Any changes to the educational standards (HE FSES/ HSE ES) entail development of a new degree programme.

Each degree programme has an Academic Supervisor and a Programme Office, and sometimes an Academic Council as well. Powers of one Academic Council may cover several similar degree programmes.

Each degree programme possesses a set of distinctive characteristics (see Clause 2.2) which help to differentiate one programme from another.

2.2. Types of Degree Programmes

Degree programmes are classified based on different parameters:

2.2.1. By the level of education, degree programmes are subdivided into bachelor's, specialist, master's and doctoral level programmes.

2.2.2. By conceptual domain, degree programmes may pertain to one field of study or be interdisciplinary⁷ (i.e. cover concepts from adjacent fields of study).

2.2.3. By focus, degree programmes can be general, field-specific (in terms of activities for which students are trained, target competencies and conceptual domain), and field-specific with concentrations (offering different concentrations as individual study tracks within one programme).

2.2.4. By the start of implementation, degree programmes may be subdivided into new ones (that have no alumni yet) and those that already have alumni.

2.2.5. By documented compliance with different quality standards, degree programmes may be accredited (possess one or several of the following: state, public, or professional and public accreditation), certified (hold certificates of conformity issued by various domestic and/or international professional organisations and certification bodies), or hold internal

⁴ Except for admission to doctoral programmes, which is governed by *Admission Policy for HSE Doctoral Programmes* annually set forth by the HSE Academic Council.

⁵ Except for interdisciplinary programmes which pertain to adjacent fields of study.

⁶ In this context, the expression “international educational institutions” is seen as synonymous with “foreign educational institutions”.

⁷ Except for doctoral programmes.



compliance/quality assurance documents (such as results of domestic or international independent expert review, reports by supervisory councils, governing boards, etc.).

2.2.6. In terms of entrance requirements, degree programmes may have no special requirements as to the level of previous education and/or experience of applicants, or require specific professional experience⁸.

2.2.7. In terms of a programme's suitability for students with disabilities, degree programmes may be adapted (accommodating for mental and physical condition and individual capabilities of students with disabilities, and if necessary, tailored to mitigate developmental disorders and ensure social adaptation of such students) or unadapted.

2.2.8. In terms of the use of e-learning and distance learning technologies, there are programmes without any e-learning and distance learning technologies, programmes with e-learning and distance learning technologies, and programmes implemented only through e-learning and distance learning technologies.

2.2.9. By location (place of instruction), degree programmes may be subdivided into those taught at one University subdivision only, intercampus programmes (taught at two or more University subdivisions simultaneously) or joint programmes (implemented by the University jointly with other organisations, including foreign ones).

In joint education programmes, different educational and/or research and other organisations and their representatives (partners) take part in implementation of one, several or all programme elements. Such organisations may include Russian higher education institutions, foreign universities, research institutes and centres (domestic or foreign). Joint programmes may be implemented on the basis of a joint implementation agreement and/or partnership agreement with different educational, research and other organisations.

A network programme is a special case of a joint programme. Network programmes are implemented through the use of resources of HSE and another organisation. Such organisations may be Russian higher education institutions, research institutes, production facilities and centres, cultural, healthcare, sports and other organisations that possess resources needed for training, hosting internships and performing other educational activities within the scope of the given degree programme. Network programmes are implemented under the corresponding agreement.

An international degree programme is a special case of a joint programme. International programmes are implemented jointly with foreign partners⁹.

A double degree programme is another special case of a joint programme. Such programmes are implemented by HSE jointly with other educational institutions and organisations, and at the programme completion the students receive degree certificates (programme completion documents)¹⁰ from both partners who implement this programme. Such programmes are subject to special legal terms delineated in partnership agreements between parties that participate in programme implementation.

These Regulations do not cover programmes outside higher education, except when parts of such programmes are incorporated into degree programmes.

⁸ It usually pertains to master's programmes.

⁹ In this context, the expression "international educational institutions" is synonymous with "foreign educational institutions". Foreign partners include both foreign educational institutions and foreign research organisations implementing degree programmes.

¹⁰ Provided that the student has passed the final certification.



3. Content and Documentation of Degree Programmes

Programme development is based on federal state educational standards of higher education (hereinafter, HE FSES) or HSE educational standards (hereinafter, HSE ES).

Programme documentation must include the following items (Appendix 1):

- an educational standard based on which this degree programme has been developed (HE FSES/HSE ES)
- conceptual framework;
- competency matrix (Appendix 3);
- curriculum;
- academic calendar;
- course (module) syllabuses;
- internship plans;
- requirements for arrangement and outcomes of project and research activities performed by students;
- final state certification (hereinafter, FSC) framework;
- documents and materials governing the scope and course of the educational process;
- assessment means and teaching and learning materials.

Conceptual Framework comprises (Appendix 2):

- general outline of the degree programme, its goals and mission statement;
- key programme parameters (duration, study modes, study load in credits, as per the educational standard: HE FSES/HSE ES);
- programme advantages and distinctive features in the context of education market;
- entrance requirements;
- outline of professional activities for which the degree programme prepares its students¹¹;
- target competencies¹² and learning outcomes¹³ pertaining to students of the given programme;
- requirements for specific programme elements (such as projects and research activities);
- demand for and advantages of programme alumni in the labour market.

Competency Matrix reflects structural and logical connection between the content of the degree programme and its target competencies (for a template Competency Matrix see Appendix 3). The Competency Matrix is developed at the initiative of the Academic Supervisor of the degree programme (Academic Director of the Doctoral School) and approved by the Academic Council of the degree programme/doctoral school in coordination with the programme faculty.

¹¹ The list of objects, types and goals of professional activities for which students are trained is selected from the educational standard and adjusted in accordance with the HEP focus.

¹² The list of key competencies is selected from the educational standard and adjusted in accordance with the HEP focus. For field-specific HEPs, key competencies may include field-specific competencies. Cooperation with main employers is crucial at this stage.

¹³ Recommended number of learning outcomes selected: 20-25 for undergraduate programmes, 25-30 for specialist programmes, 15-20 for master's programmes, up to 15 for doctoral programmes.



Curriculum reflects the programme content (Appendix 4). The curriculum contains a list of courses (modules), internships, FSC examinations and other educational activities with their study loads measured in credits, their sequence and distribution by study periods. The curriculum must also state the amount of teacher-student contact hours (by educational activity) and independent study hours expressed in academic hours or clock hours. Interim assessment methods should be specified for each course (module) and internship¹⁴. Development, approval and storage of curricula at HSE is governed by applicable HSE bylaws and curriculum development guidelines annually approved by the Vice Rector for Academic Affairs, as per the HSE allocation of duties.

Academic Calendar conveys distribution of educational activities, student assessment times and vacation periods by years of study and within each academic year (Appendix 5). Academic calendars are developed and approved together with the curricula.

Course syllabuses are developed for each course included into the curriculum¹⁵. They are developed, approved, updated and published in accordance with applicable HSE bylaws. Information about the course syllabuses is uploaded to the programme website from the general course database.

Internship plans are developed and approved in accordance with current applicable HSE bylaws and regulatory documents on internships adopted by the Faculty responsible for the degree programme.

Final State Certification Framework conveys the scope and modes of all comprehensive final examinations designed to verify if the programme's students have developed the required array of competencies. The framework may include requirements for these content and defence procedures, as well as requirements for the scope and procedures of state examinations (if any) and assessment standards that ensure adequate evaluation of student competencies. The framework is developed and approved in accordance with the current applicable HSE bylaws. Final assessments included into the final state certification (state examinations, thesis defence) must be in compliance with the applicable HSE bylaws.

The degree programme may include other components and curriculum development materials: regulatory and curriculum development documents and materials (at the institutional level or at the level of the Faculty where this degree programme is implemented) that control the scope and course of the educational process at the programme, as well as documents and materials developed specially for the given programme. The complete list of such documents¹⁶ is drawn up by the Academic Supervisor of the programme or the Academic Director of the Doctoral School and coordinated with the Academic Council of the degree programme/doctoral school. In the degree programme, these components and materials may be presented as actual documents or as links to the HSE corporate portal (website).

They are subdivided into the following sections:

Teaching, learning and informational resources of the degree programme: this section comprises teaching and learning materials and recommendations describing distinctive features of educational technologies used within the degree programme, and requirements for teachers and students in terms of different educational activities. These may include:

teaching and learning recommendations for term papers and internships;

¹⁴ See Clause 16 of the *Procedures for Arranging and Rendering Educational Services under Higher Education Programmes of Bachelor's, Specialist and Master's Levels*.

¹⁵ Including optional courses and courses selected by the student.

¹⁶ See also Appendix 1.



teaching and learning recommendations for theses¹⁷,
 description of library and information services provided to teachers and students at the University;

description of information and computer support provided for the principal parties to the educational process;

teaching and learning materials for specific courses (modules);

presentation guidelines and assessment criteria for different learning activities and written assessments;

information resources for the programme faculty and students to aid in the educational process and teaching activities (for instance, data on specific courses in the Learning Management System (hereinafter, the LMS), programme profiles on social networking websites and other information resources, etc.);

other institutional/faculty-level documents.

Human resources of the degree programme: this section contains information on the faculty members and researchers participating in the programme implementation. The information may be presented as analytics (for all teachers, their field-specific education, academic degrees and titles, research activities, University employment status (employed full-time/part-time), etc.) and/or aggregated list of their personal profiles on the HSE corporate portal (website). This section also includes information on leading Russian and foreign researchers and scholars, arts and industry experts involved in the programme implementation (with due regard to the educational standard on which the degree programme is based: HE FSES/ HSE ES).

Facilities, resources and financial arrangements for the programme implementation: this section provides information on facilities, resources and financial arrangements for the programme implementation, including the following:

special laboratories, facilities and complex equipment prescribed by the educational standard (HE FSES/HSE ES);

conditions and opportunities for dormitory accommodation, different social benefits and financial support;

conditions of study on fee-paying places under agreements for paid educational services, information on tuition fee discounts, opportunities to transfer from a fee-paying place to a free one (including HSE bylaws).

Sociocultural and academic environment of the Faculty/University: this section provides information on opportunities and settings for personal development, enhancement of social competencies and professional skills of students, satisfaction of their personal educational, research and cultural needs, and their self-enrichment beyond the programme scope, for instance:

– student mobility, programme/Faculty cooperation with other educational and research institutions (including foreign and international ones);

– participation in student government and different self-organised student activities (student clubs, volunteer groups, theatre companies, etc.) within the University/Faculty;

– establishment of individual educational trajectories, in particular, outside the class hours (summer and winter schools, participation in research and project study laboratories and groups, Teaching Assistants programme, etc.);

– involvement in social and sociocultural projects of the Faculty/University;

¹⁷ Except for doctoral programmes.



– online courses and other elements of external education programmes (including continuing education programmes) that can be included into individual curricula.

Labour market connections and main employers: this section provides information on the following:

main potential employers for this programme/Faculty, and their participation in programme development and implementation.

professional certificates (and requirements for their receipt) that are demanded on the labour market in the given professional field;

courses (modules) within the given programme whose learning outcomes can be used to receive the relevant professional certificates.

Career success stories and/or outline of professional trajectories of programme alumni may also be included into this section.

Programme quality assurance: this section includes the following information on quality assurance of educational services within the scope of this degree programme: state and/or public (including international) and/or public and professional accreditation of the degree programme, certificates and results of quality expert review of the programme (including international ones). Latest results of programme self-evaluation can also be referenced here.

4. Procedures for Development, Approval, Start-up and Termination of Degree Programmes

4.1. Development of Degree Programmes

New degree programmes are developed at the initiative of the Faculty/University management and/or action group consisting of faculty members and researches of the Faculty/University (hereinafter, the Developers).

Programme development is preceded by a comparative analysis of similar education programmes implemented by leading foreign and Russian educational institutions (their duration, courses, level of instruction, etc.).

New degree programmes are developed on the basis of educational standards (HE FSES/HSE ES) and in compliance with professional standards (Russian and/or international, if any) of the corresponding professional domain.

Developers of a new degree programme must submit for approval the following materials: conceptual framework¹⁸ (Appendix 2), curriculum and academic calendar, competency matrix, outlines of all courses (modules) included into the curriculum, proposed teaching staff for the programme; project and research work arrangements for specialist and bachelor's level programmes, or conceptual framework for research seminars for masters programmes.

A conceptual framework of the degree programme must define its key goals and mission statement, target competencies and learning outcomes; education market and the programme's potential niche in it must be analysed, as well as labour market to explore employment opportunities of potential programme alumni.

Labour market analysis and detection of the most in-demand competencies must reflect opinions of those parties that might become the main employers of potential

¹⁸ As per Clause 3.



programme alumni; representatives of such employers should be involved in development of the conceptual framework and project and research work arrangements for the programme.

A programme curriculum must have equal emphasis on all target competencies, and ensure that the programme meets latest requirements of professional and educational spheres to which it belongs. Developers must compile a curriculum in a way that would allow students to follow their individual educational trajectories.

Proposals regarding the teaching staff for courses included into the curriculum must be coordinated by the Developers with departments/faculties where these teachers are employed.

If the new degree programme is developed in one University campus, but other campuses already have education programmes of the same name or similar nature, curricula of the new programme and already existing programmes should be coordinated to allow for intra-university mobility of students and teachers.

Intercampus or joint programmes (including network programmes) are developed jointly by representatives of all the parties that would implement the new degree programme. Development of a joint programme must take into account requirements of all the parties that would participate in its implementation, to the extent of each party's contribution to the programme. Thus, development of a double degree programme must take into account not only the content of both curricula, but also requirements to study loads of different programme elements, final certification and target competencies put forth by each educational institution that would issue the certificates of education and qualification.

4.2. Approval of Degree Programmes

All new degree programmes are subject to the same approval procedures which include their successive review by the following agents:

4.2.1. Academic Council¹⁹ of the Faculty (or Academic Council of a Doctoral School, for doctoral programmes) that is planning to open a new programme; if the Academic Council approves, the materials are then forwarded to the Office of Degree Programmes (for doctoral programmes, to the Office of Doctoral and Postdoctoral Studies first, and then to the Office of Degree Programmes).

4.2.2. HSE Office of Degree Programmes; if the Office approves, the materials are then forwarded to the HSE Curriculum Development Council.

4.2.3. Field-specific professional panel of the HSE Curriculum Development Council checks if the new programme meets all the HSE requirements for degree programmes; conclusions of the professional panel are communicated to the Coordination Board of the Curriculum Development Council.

4.2.4. Coordination Board of the Curriculum Development Council decides, whether the programme should be submitted to the Rector's Office and HSE Academic Council for further approval. If the Coordination Board approves, the materials are then forwarded to the Rector's Office and HSE Academic Council²⁰.

¹⁹ Or by a different representative body responsible for general management of the Faculty, if there is no Academic Council at this Faculty.

²⁰ Members of the Committee for Degree Programmes of the HSE Academic Council shall be invited to the meetings devoted to review of degree programmes by professional panels and Coordination Board of the Curriculum Development Council.



4.2.5. Committee for Degree Programmes of the HSE Academic Council reviews recommendations on approval/rejection of the HEP by the HSE Academic Council.

4.2.6. HSE Rector's Office.

4.2.7. HSE Academic Council.

Resolution of the HSE Academic Council to start the new degree programme constitutes its final approval.

Inter-campus/inter-faculty degree programmes must first be approved by academic councils of all faculties that participate in their implementation. Interdisciplinary degree programmes must first be approved by academic councils of all faculties that participate in their implementation, and at the third stage, by those field-specific professional panels of the HSE Curriculum Development Council which are responsible for all fields of study (majors) to which the new programme belongs.

Once a new degree programme is approved, it is further developed in full, as per Section 3 of these Regulations.

Network programmes implemented through the use of resources of other educational organisations are developed and approved jointly by the University and these organisations (pursuant to Clause 2, Article 15 of the Federal Law “*On Education in the Russian Federation*”).

4.3. Admission to Degree Programmes

Admission to degree programmes is centralized and governed by HSE Admission Policy approved by the HSE Academic Council on a yearly basis. A degree programme may be included into the Admission Policy, and students may be enrolled in it only if it has been approved, and its field of study is covered by the HSE license for the provision of educational services.

If no students were admitted to the programme due to lack of demand, the programme managers may subsequently

- terminate the programme following the procedures described in Clause 4.5,
- upgrade the programme to make it more competitive and attractive on the education market; submit upgrade plans and materials to the Vice Rector for Academic Affairs for approval, and if approved, initiate admission to the programme.

4.4. Updates and Upgrades of Degree Programmes

As per the educational standards (HE FSES/HSE ES), all programme components may be updated annually, except for the mission statement (goals) and target competencies.

Degree programmes may be **updated** on the following grounds: (1) initiated and suggested by the Academic Supervisor and/or Academic Council and/or faculty members of the programme; (2) programme evaluation results²¹; (3) actual changes in the infrastructure, human resources and/or other resources of the degree programme. Updates must be reflected in structural elements of the programme (curriculum, competency matrix, course syllabuses, internship plans, etc.).

²¹ Results of programme self-evaluation, student and/or employer surveys, administrative inspections, internal and external audits and other procedures described in Clause 6.



Upgrade of a degree programme entails changing its scope and implementation to a larger extent than during regular updates; it may also affect the goals, mission, and target competencies of the programme. Changing the programme type or adding new concentrations also constitutes programme upgrade.

Degree programmes may be upgraded on the following grounds:

- At the initiative of the management of the University/Faculty/Doctoral School, if programme self-evaluation results or admission statistics have revealed its poor quality;
- At the initiative of the Academic Supervisor and/or Academic Council of the programme, in case of insufficient admission;
- When there is evidence of poor quality of the degree programme, based on different quality assessment procedures;
- At the initiative of the Developers, to reflect the latest changes in the professional and academic fields to which the programme belongs, and changes in the labour market and education market.

It is advisable to involve external experts (independent ones or members of the University's professional circles) and representatives of the main employers in the programme upgrade process.

Upgraded degree programmes, along with a rationale for the changes introduced, must be approved by the Faculty Academic Council²², Office of Degree Programmes and Vice Rector for Academic Affairs.

Reapproval of a degree programme that has undergone major changes is initiated by its Developers or the Faculty responsible for its implementation. Changing over 50% of the programme content (selection of courses, internships, their study loads) constitutes a major change. Reapproval of a degree programme includes its review by the following agents:

4.4.1. Academic Council of the Faculty (or Academic Council of a Doctoral School, for doctoral programmes) that is planning to open a new programme; if the Academic Council approves, the materials are then forwarded to the Office of Degree Programmes (for doctoral programmes, to the Office of Doctoral and Postdoctoral Studies first, and then to the Office of Degree Programmes).

4.4.2. HSE Office of Degree Programmes; if the Office approves, the materials are then forwarded to the HSE Curriculum Development Council.

4.4.3. Field-specific professional panel of the HSE Curriculum Development Council checks if the new programme meets all the HSE requirements for degree programmes; conclusions of the professional panel are communicated to the Vice Rector for Academic Affairs.

4.4.4. Approval by the Vice Rector for Academic Affairs.

4.5. Termination of Degree Programmes

A degree programme may be terminated on the following grounds:

4.5.1. Refusal of the Faculty/Doctoral School to continue implementing the programme;

4.5.2. At the University's initiative, in case of poor student admission to the programme for 2 years;

²² Or by a different representative body responsible for general management of the Faculty, if there is no Academic Council at this Faculty.



4.5.3. Merging of two or more degree programmes into one; in this case, the merged degree programme is developed and approved as a new one, admission to the previously separate degree programmes is stopped, and the programmes themselves are terminated after the last students who were enrolled complete their studies;

4.5.4. At the initiative of the University, if any of internal or external quality assessment procedures have revealed poor quality of the programme (see Clause 6).

Final decision to terminate a degree programme is made by the HSE Academic Council.

If the Faculty/Doctoral School refuses to continue implementing the programme, the Academic Council of the Faculty²³/Doctoral School submits a proposal to the University Academic Council to terminate this programme. If the University Academic Council agrees, admission to the programme stops, it is no longer mentioned in the Admission Policy, and it is terminated after the last students who were enrolled complete their studies.

If the programme termination is initiated by the University due to poor admission for the past 2 years, or reported poor quality of the programme, a proposal to terminate the given programme is submitted to the Academic Council by the Degree Programmes Development Office (Office of Degree Programmes).

5. Managing Degree Programmes

Degree programmes have administrative and academic management. Academic management of bachelor's, specialist and master's level programmes is vested in the Academic Supervisor and Academic Council of each programme; academic management of doctoral programmes is vested in the Academic Council and Academic Director of the Doctoral School. Administrative management of each degree programme is vested in its Programme Office which is governed by the *Regulations for the Curriculum Support Unit*.

5.1. Administrative Management of Degree Programmes

Administrative management of a degree programme is carried out by the Faculty responsible for the programme implementation. If the programme is implemented by more than one Faculty, its administrative management is vested in one of them.

Administrative management of the programme is concerned with the following tasks:

- procurement and management of resources, facilities and infrastructure of the programme,
- access to information, library and other resources of the Faculty to ensure informational, teaching and learning support of the programme,
- selection of the Programme Office staff.

Duties of the programme offices are stipulated by the *Regulations for the Curriculum Support Unit*.

²³ Or a different representative body responsible for general management of the Faculty, if there is no Academic Council at this Faculty.



5.2. Academic Management of Degree Programmes

Academic management of a degree programme is concerned with the following tasks:

5.2.1. Participate in collective development of the HSE educational standard for the field of study to which the programme belongs;

5.2.2. Organise collective development of the degree programme, including:

- Programme curriculum;
- Competency matrix and key learning outcomes;
- Informational, teaching and learning support of the programme, including course (module) syllabuses, and outlines of research seminars, internships, final state certification;

- Assessment standards (including their piloting).

5.2.3. Monitor the teaching quality within the programme.

5.2.4. Analyse the best international and domestic educational practices and integrate them into the programme.

5.2.5. Coordinate interaction with prospective programme students.

5.2.6. Submit proposals on composition of the certification boards²⁴.

5.2.7. Submit proposals on composition of the state examination boards²⁵.

5.2.8. Liaise with HSE research subdivisions on matters concerned with project and research activities and internships of the programme students.

5.2.9. Liaise with the Programme Office to address administrative matters of the educational process at the programme.

5.2.10. Single out and provide guidance to students who have a potential for academic career.

5.2.11. Liaise with employers and programme alumni to determine target competencies to be developed in students, and assess the programme implementation strategies and student training quality.

5.2.12. Prepare the programme for different quality assessment procedures (including accreditation, certification and expert review), conduct self-evaluation of the education programme.

Academic management of bachelor's, specialist and master's level programmes is vested in the Academic Supervisor and Academic Council (if any) of each programme. Management of doctoral programmes is covered by the *Regulations for HSE Doctoral Schools*.

5.3. Powers of the Academic Supervisor and Academic Council of Degree Programmes

5.3.1. Academic Council of a degree programme shall:

5.3.1.1. Develop the programme; when necessary, take part in development of HSE ES for the field of study covering several separate degree programmes and submit it

²⁴ Except for doctoral programmes.

²⁵ Except for doctoral programmes.



for approval to the Faculty Academic Council²⁶, professional panels, Office of Degree Programmes, HSE Curriculum Development Council and HSE Academic Council.

5.3.1.2. Determine the content of curricula for each new programme admission, including preferred allocation of courses to departments or specific faculty members.

5.3.1.3. Appeal to department heads for a replacement of faculty members whose teaching efforts within the programme were deemed unsatisfactory.

5.3.1.4. Redefine HSE requirements for course syllabuses so as to address any distinctive features of the given programme.

5.3.1.5. Approve course syllabuses.

5.3.1.6. Review and discuss the final state examination frameworks and submit them to the Faculty Academic Council²⁷ for approval.

5.3.1.7. Propose to the Faculty Academic Council²⁸ a candidate for the position of the Chair of the State Examination Board conducting the FSC.

5.3.1.8. Approve the list of topics of term papers and theses offered to the students by HSE departments.

5.3.1.9. Compile a list of courses that students are advised to undertake as a part of their academic mobility in other Russian and foreign educational institutions in full-time or distance mode of study.

5.3.1.10. Upon the Dean's request, take up the functions of an assessment board at small degree programmes²⁹, and assess students who are transferred or reinstated to the programme, decide on transfer of credits for courses which were not included into individual curricula of students participating in academic mobility, and resolve other matters concerning student curricula that require a collective decision.

5.3.1.11. Propose changes to the HSE educational standard and programme curricula, drawing on international practices of implementing similar education programmes.

5.3.1.12. Review reports on student satisfaction with the teaching quality.

5.3.2. Academic Supervisor of a degree programme shall:

5.3.2.1. Supervise the Programme Office and faculty in their efforts to comply with resolutions of the Academic Council of the programme and other programme objectives.

5.3.2.2. Assign tasks associated with programme curriculum support to the head of the Programme Office.

5.3.2.3. Approve individual curricula of programme students.

5.3.2.4. Ensure cooperation (if needed) between the tutoring centres (academic counselling services) and the programme students.

5.3.2.5. Liaise with directors and staff of HSE subdivisions on matters of programme implementation.

²⁶ Or a different representative body responsible for general management of the Faculty, if there is no Academic Council at this Faculty.

²⁷ Or a different representative body responsible for general management of the Faculty, if there is no Academic Council at this Faculty.

²⁸ Or a different representative body responsible for general management of the Faculty, if there is no Academic Council at this Faculty.

²⁹ Programmes with 200 students or less.



5.3.2.6. Request monitoring of student satisfaction with the teaching quality to be conducted by the Programme Office, and approve the monitoring procedures.

5.4. Establishing Academic Management of Degree Programmes

Duties and powers of the Academic Supervisor and Academic Council of the degree programme may be expanded by the resolution of the Faculty Academic Council and/or Dean (within their scope of powers).

Academic Supervisors are appointed by the Rector's directive following a recommendation from the Dean for the term of 4 years (6 years for specialist programmes). Academic supervisors are selected from among HSE employees (including part-time ones, but excluding department heads³⁰) who have a good academic standing in the given professional domain.

Academic Council of the degree programme is established by the Academic Council of the Faculty³¹ where this programme is implemented, following the Academic Supervisor's proposal.

Composition of the Academic Council³² is approved by the Dean's directive for the term of 4 years (or 6 years, for specialist programmes), following a recommendation from the Academic Supervisor.

Early termination of powers and appointment of a new Academic Supervisor and Academic Council of the degree programme may take place upon the Rector's resolution.

Academic Supervisor of the degree programme/Academic Director of the Doctoral School shall have their teaching loads reduced, as per the HSE bylaws.

Academic Supervisor of the degree programme/Academic Director of the Doctoral School receive a monthly bonus, the amount of which is set up annually by the Rector's directive, depending on the number of students on their degree programme.

6. Assessing Quality of Degree Programmes

The Faculty/faculties implementing the given degree programme shall be responsible for its quality assurance. There are various external, internal and indirect assessment procedures intended to monitor and improve quality of degree programmes.

6.1. External Assessment Procedures

Key external procedures for programme quality assessment and recognition are the following:

6.1.1. **Accreditation** – confirmation that the programme quality meets different applicable standards and requirements. Types:

State accreditation – confirmation that the educational services provided within the degree programme meet federal state educational standards/educational standards; a

³⁰ There may be exceptions, but they must be authorised by the Rector.

³¹ Or a different representative body responsible for general management of the Faculty, if there is no Academic Council at this Faculty.

³² Including external representatives from outside HSE.



certificate of state accreditation of core professional education programmes is valid for 6 years; such accreditation may be received by degree programmes that have students graduating from them in the year of accreditation³³;

Public accreditation – confirmation that the educational institution meets applicable standards and requirements put forth by Russian, foreign and international organisations; public accreditation procedures, assessment modes and methods and rights granted to accredited educational institutions are stipulated by the organisation responsible for public accreditation³⁴;

Professional and public accreditation – confirmation that the quality and level of training received by programme alumni at the given educational institutions meet the professional standards, and labour market requirements for specialists, employees and officials in the corresponding professional field; procedures and criteria for such accreditation are put forth by the employers, employers' associations and/or authorised organisations³⁵.

Each degree programme may hold accreditation of one or several types, or have no accreditation at all.

6.1.2. *Independent quality assessment* of educational institutions and degree programmes implemented by them is conducted by a legal entity or a self-employed entrepreneur at the request of legal entities or individuals, including programme managers, in order to check if educational services satisfy the needs of legal entities and individuals to whom they are provided, help them choose a suitable educational institution and degree programme, and enhance competitive advantage of educational institutions and their degree programmes on the domestic and international markets³⁶.

6.1.3. *Certification of degree programmes* consists in comparing qualitative characteristics of degree programmes against specific quality standards endorsed by the certifying body.

6.1.4. *International expert review of degree programmes* is programme quality assessment by leading prominent international experts in the field to which the given degree programme belongs. HSE degree programmes must undergo international expert review at least once every 6 years, employing the approved procedures³⁷. A list of degree programmes subject to international expert review in any given year is compiled by the University Academic Council based on utility of such review for each programme; procedures and dates of the international expert review are set forth by the University officials together with the provider³⁸ and/or expert committee conducting the expert review. After the international expert review, the expert committee shall produce a report containing review findings and recommendations for programme quality improvement. An action plan to address findings and recommendations of the international expert review is

³³ See Federal Law No.273-FZ “*On Education in the Russian Federation*” dated December 29, 2012 (as revised on February 03, 2014), Section 12, Article 92.

³⁴ See Federal Law No.273-FZ “*On Education in the Russian Federation*” dated December 29, 2012 (as revised on February 03, 2014), Section 12, Article 92.

³⁵ See Federal Law No.273-FZ “*On Education in the Russian Federation*” dated December 29, 2012 (as revised on February 03, 2014), Section 12, Article 92.

³⁶ See Federal Law No.273-FZ “*On Education in the Russian Federation*” dated December 29, 2012 (as revised on February 03, 2014), Section 12, Article 95.

³⁷ Approved procedures include programme self-evaluation followed by report on its results submitted to the expert committee, expert review of the report documents and other materials, and a visit by the expert committee followed by an expert report.

³⁸ Organisation responsible for arranging the expert review.



then developed by the Academic Supervisor and/or Academic Council of the programme in cooperation with the Faculty management.

6.1.5. *Expert review of different programme elements* – quality assessment of different programme elements by leading prominent experts in the given domain; such review may focus on curricula, course syllabuses, internship plans, outline of research and/or project activities, in-demand competencies and their development in programme students, alumni qualification level in the labour market context, etc.

Regular assessment of alumni qualification levels, competencies in high demand by employers, and competencies in high demand by programme alumni is recommended for all degree programmes. Such assessment may be conducted as a survey among employers and alumni (questionnaire survey, interviewing, social research, etc.) and organized by the Faculty responsible for the given degree programme and/or HSE Centre of Institutional Monitoring.

External quality assessment of different degree programmes is conducted in accordance with the schedule and financial plan approved by the Vice Rector for Academic Affairs on an annual basis; when necessary (for instance, for the purposes of accreditation) external quality assessment procedures may be stipulated in a directive by the Rector or another authorised official.

Results of external assessment and recognition of programme quality (reports, expert findings, etc.) are published on the programme website.

6.2. Internal Assessment Procedures

Key internal procedures for programme quality assessment are the following:

6.2.1. *Self-evaluation of a degree programme* may be conducted as a part of external quality assessment (any type of accreditation, international expert review), or at the initiative of the Academic Supervisor/Academic Council of the programme as a part of continuous quality assurance process. Procedures and times of self-evaluation are selected based on its objectives. At the Dean's decision, the Faculty management appoints a special committee (3-5 members from among the programme faculty members) to conduct the self-evaluation and draw up a report; main employers, programme faculty, students and (if possible) alumni should also be involved in the self-evaluation process. Self-evaluation results are presented as a report and approved by the Academic Council of the degree programme. The report is drawn up by the committee for self-evaluation and must be approved by all parties involved in the self-evaluation process; the report must indicate conclusions about the programme quality and propose changes to the programme, programme upgrade and/or any other executive action.

Any programme changes falling within the authority of the University/Faculty Academic Council shall be approved at the Council meeting based on recommendations from the Academic Council and/or Academic Supervisor of the programme.

Once the self-evaluation report has been approved and the corresponding changes introduced to the programme, information on these changes, along with the report itself, shall be published on the programme website.

6.2.2. *Internal audit of a degree programme* consists in quality assessment of different elements and reporting instruments of degree programmes by the Faculty/University; internal audit may be conducted to check if the programme is ready for external assessment, to verify availability and completeness of different programme



documents (such as course syllabuses, working curricula and individual curricula, internship plans, assessment standards, etc.), evaluate their quality, etc.

6.2.3. **Administrative inspection** is conducted to check if the quality of core business processes associated with programme implementation meets the applicable standards and requirements; administrative inspections may cover activities of the Programme Office, implementation of different programme elements (courses, internships, projects), contact time between teachers and students, activities of the Academic Supervisor, etc. Such inspections may be carried out by the administrative staff of the University within the scope of their official duties, by representatives of the Faculty or programme management. Administrative inspections may be scheduled (the parties concerned are notified of them in advance) or unscheduled.

6.3. Indirect Assessment Procedures

Indirect procedures of programme quality assessment and recognition comprise different means and methods designed to assess the quality of qualifications achieved by the programme students and alumni. These include the following:

- Professional certification of programme alumni;
- External examinations/independent tests for different programme elements taken by programme students and/or alumni (international language tests, federal online examinations, student competitions, etc.);
- Participation in professional and academic competitions, conferences (including those with official publication of the results); professional awards received by programme students and alumni;
- Monitoring career trajectories and employment options of the alumni, etc.

7. Formatting and Presentation of Degree Programmes

Information about degree programmes is published on the corporate portal (website) of the University: www.hse.ru; degree programmes are presented most comprehensively on their respective websites. Academic Supervisor/Academic Director is responsible for compilation, storage and completeness of hard copies of all the programme documents³⁹. Academic Supervisor and/or Academic Council (or Academic Director and Academic Council of the Doctoral School, for doctoral programmes) shall draw up the complete list of supporting documents and materials for the programme, including documents and materials (links) published on the programme website, apart from the mandatory ones. Faculty's Dean shall appoint Programme Office employees responsible for publishing the relevant programme information in full and in a timely manner.

7.1. Arranging Programme Information on its Website

³⁹If storage in hard copies is required.



There are two versions of each programme website: one for prospective students, and another for current students. Information published on each version may differ.

Each programme website must contain the following information and materials:

7.1.1. Programme summary:

- Title of the degree programme;
- Level of education;
- Field of study (code and name);
- Mode of study;
- Duration;
- Qualification awarded;
- Profile (if any); concentrations (if any);
- Languages of instruction;
- Brief description of the programme;
- Contact information (or a link to it) of the Faculty responsible for the programme, Academic Supervisor of the programme/Academic Director of the Doctoral School, and the Programme Office (or persons vested with its functions).

7.1.2. Documents and materials listed in Section 3 (full text or links);

7.1.3. Information on the total number of places financed by the federal subsidies for state assignment and places financed by individuals and/or legal entities under educational agreements (hereinafter, agreements for paid educational services); on the number of vacant places for admission/transfer, financed either by the federal subsidies for state assignment or through agreements for paid educational services;

7.1.4. Links to message boards with the Faculty/University management, to Feedback hotline, Academic Guide on HSE corporate portal (website), and LMS;

7.1.5. Other materials and elements needed to provide comprehensive information about the degree programme to all parties to the educational process, included within the scope of the programme by its Academic Supervisor and/or Academic Council/Academic Director of the Doctoral School.

It is advisable to provide the following information on the programme website:

- Links to texts and/or summaries of theses prepared by programme students and published on HSE corporate portal (website);
- Links to Admission Policy, Admissions Office, and a list of entrance examinations for the given calendar year.
- Information about academic, educational and cultural life of the University and about external events that might be of interests to programme students;
- Survey and feedback forms for programme students and alumni devoted to different aspects of programme implementation.

7.2. Storing Programme Materials and Documents

Hard copies of programme documents and materials are kept at the Programme Office.

Hard copies of the following documents must be present:

- Approved conceptual framework of the degree programme;
- Internship agreements;
- Approved FSC outlines;



- Meeting minutes of state examination boards;
- Meeting minutes of certification boards;
- Meeting minutes or other documents certifying that employer representatives took part in programme development and quality assessment.
- Final documents certifying programme quality assessment results (originals and copies).
- Other documents, as decided by the Academic Supervisor and Academic Council of the programme/Academic Director and Academic Council of the Doctoral School.

Inspection officers with access to programme materials may request hard copies of course syllabuses, internship plans, curricula and academic calendars.

Approved curricula, academic calendars and data on teaching loads of the programme faculty members are stored electronically in the ASAV information system.

HSE bylaws, teaching and learning materials, course information and syllabuses, access links to institutional information, research and educational databases and library resources are available electronically on HSE corporate portal (website)

Teaching and learning materials for courses, and assessment standards are stored electronically in LMS.



Programme Documentation List

1. *Regulatory materials* (full-text documents or links to their location):
 - An educational standard based on which this degree programme has been developed (HE FSES/HSE ES);
 - conceptual framework;
 - competency matrix;
 - curriculum;
 - academic calendar;
 - course (module) syllabuses;
 - internship plans;
 - requirements for arrangement and outcomes of project and research activities performed by students;
 - final state certification framework;
 - documents and materials governing the scope and course of the educational process at the University and Faculty level comprising student assessment methods, internal regulations and administrative arrangements of the educational process, etc. (for instance, patterns and frameworks of development of general and professional competencies in students in the course of the degree programme; conceptual framework of the research seminar/research project, etc.);
 - assessment means (samples from previous years and/or samples for self-preparation) and teaching and learning materials.

2. *Teaching and learning and informational resources of the degree programme* (full-text documents or links to their location):
teaching and learning materials and recommendations at the University/Faculty/programme level, describing distinctive features of educational technologies used within the degree programme, and requirements for teachers and students in terms of different educational activities, including:
 - teaching and learning recommendations for term papers and internships;
 - teaching and learning recommendations for theses preparation;
 - description of library and information services provided to teachers and students at the University;
 - assessment criteria for different assignments and examinations;
 - faculty, programme and course profiles on different information resources and social networking websites;
 - websites of leading online publications in the programme's field of study, etc.

3. *Human resources of the degree programme*:
 - Information about all faculty members, their field-specific education, academic degrees and titles, research activities, University employment status (employed full-time/part-time, etc.), in any format;



- information on leading Russian and foreign researchers involved in the programme implementation;
- information on expert practitioners, directors of businesses and organisations in the given domain involved in the programme implementation;
- list of personal profiles of the programme faculty.

4. *Facilities, resources and financial arrangements for the programme implementation* (full-text documents or links to their location):

- facilities for practical classes, libraries, sports facilities;
- special laboratories, facilities and complex equipment prescribed by the educational standard (HE FSES/HSE ES);
- student catering and healthcare facilities;
- access to information systems, telecommunications networks, and educational e-resources for students;
- dormitory accommodation, number of dormitory places for out-of-town students, dormitory fees calculation, opportunities and special features associated with dormitory accommodation;
- different social benefits and financial support;
- conditions of study under agreements for paid educational services;
- tuition fee discounts, opportunities to transfer from a fee-paying place to a free one;
- information on paid educational services, including template agreements for paid educational services, documents stipulating tuition fees for the given programme, etc.

5. *Sociocultural and academic environment of the Faculty/University* (full-text documents or links to their location):

- student mobility opportunities;
- programme/Faculty cooperation with other educational and research institutions (including foreign and international ones);
- conferences in the programme's field of study regularly held by the University/Faculty;
- participation in student government and different self-organised student activities (student clubs, volunteer groups, theatre companies, etc.) within the University/Faculty;
- establishment of individual educational trajectories, in particular, outside the class hours (summer schools, open lectures, special programmes organised by the University/Faculty);
- volunteer programmes;
- tutoring centre (academic counselling services), career development centre and other University/Faculty subdivisions that can provide support to the students;
- online courses and other elements of external education programmes (including continuing education programmes) that can be included into individual curricula, etc.

6. *Labour market connections and main employers* (full-text documents or links to their location):



- professional certificates (and requirements for their receipt) that are demanded on the labour market in the given professional field;
 - courses (modules) within the given degree programme whose learning outcomes can be used to receive the relevant professional certificates;
 - research findings and/or analytics regarding career trajectories and employment opportunities of the programme alumni;
 - alumni career success stories;
 - alumni and/or employer reviews of the degree programme, etc.
7. *Programme quality assurance* (full-text documents or links to their location):
- procedures for quality assessment and recognition that the degree programme has completed/is planning to complete (for instance, certificates of state and/or public (including international) and/or public and professional accreditation);
 - certificates and results of quality expert review of the degree programme (including international ones);
 - latest results of programme self-evaluation, etc.



Provisional Outline of the Programme Conceptual Framework**Conceptual Framework for the _____ (title of the programme)
in (code) “name of the field of study”
(qualification (degree) _____)****1. General outline of the degree programme**

(provide a brief summary, goals and mission statement of the programme).

1.1. Programme goals (mission statement)

1.2. Brief summary of the degree programme

1.3. Key programme parameters (duration, study modes, study load in credits).

2. Labour market analysis and demand for programme alumni

(provide information about potential main employers of the programme alumni, and labour markets to which the programme is targeted and why).

3. Programme advantages and distinctive features in the context of education market

(provide results of the comparative analysis of similar education programmes implemented by leading foreign and Russian educational institutions; explain – if possible and necessary – the programme uniqueness and innovativeness in the context of education market; describe any distinctive features of programme implementation)

4. Entrance Requirements

(describe prospective applicants; list any special requirements for the applicant’s level and nature of qualifications and experience, if any; describe the entrance examinations planned; specify if there would be any creative competition, portfolio review or other special provisions, if any)

5. Professional paths of programme alumni

(define professional domain and activities for which programme students are prepared, with due account of educational and professional standards in the given field; if possible, indicate research results based on which the list of types and objectives of professional activities has been compiled and/or which employers contributed their opinion on the issue⁴⁰)

5.1. Domain and objects of the alumni’s professional activities.

5.2. Types and objectives of professional activities for which programme students are prepared.

6. Target competencies developed in the course of the degree programme

(list key learning outcomes, and competencies that students develop in the course of the degree programme, based on HE FSES/HSE ES for the given field of study/major and adapted and/or amended depending on the programme’s focus and/or opinions of main employers)

7. Project and/or research activities of programme students

⁴⁰ It is crucial for field-specific programmes that have additional types and objectives of professional activities, apart from those defined in educational standards (HE FSES/ HSE ES).



(describe the main guidelines for arranging project and research activities within the programme; for masters programmes, define conceptual framework of the research seminar)

8. **CV of the Academic Supervisor of the degree programme** (optional, only for new programmes)



Competency Matrix templateCompetency Matrix⁴¹ Degree Programme _____

Level of study: bachelor's/specialist/master's/doctoral

Programme structure (depending on the programme's level)	Credits	General competencies ⁴²					Professional competencies			Professional objectives ⁴³
		Code	Credits ⁴⁴	Code	Credits	...	Code	Credits	...	
Study block										
Basic component										
Course		RB, VM		RB, AS			RB, AS, VM ⁴⁵			<i>Obligatory for AS level</i>
Course		RB, AS, VM		RB, AS, VM			RB, AS, VM			
Course		RB, AS, VM		RB, AS, VM			RB, AS, VM			
Elective component										
Course										
Course										
Course										
Interdisciplinary term paper 1										
Interdisciplinary term paper 2...										
Internships										
Internship										

⁴¹ See http://www.hse.ru/deprog/Department3_01 on completing the Competency Matrix⁴² Competencies are selected from the educational standard in accordance with the conceptual framework (if a field-specific programme comprises additional target competencies, they also should be included into the Competency Matrix).⁴³ Professional objectives are selected from the educational standard in accordance with the conceptual framework (for field-specific programmes, a special emphasis is put on professional objectives tailored to the given field).⁴⁴ The scope of competency development expressed in credit points (depending on the credits for each programme element and total number of credits for the programme). For elements that cannot be expressed in credits (student government, etc.) this column should be left empty.⁴⁵ RB, AS, VM – competency development levels (resource-based, action strategies, values and motivation).

Internship										
Research seminar/Project seminar										
Research seminar 1										
Research seminar 2..										
Projects										
Project 1										
Project 2										
Other research and project activities										
RSG										
PSG										
Other(specify)										
Final state certification										
Interdisciplinary state examination*										
Thesis defence										
Student government and self-organised activities										
Specify										
Specify										

* if any



Appendix 5 to Regulations for Degree Programmes

Academic Calendar template

Федеральное государственное автономное образовательное учреждение высшего профессионального образования "Национальный исследовательский университет "Высшая школа экономики"																																																															
БАЗОВЫЙ УЧЕБНЫЙ ПЛАН																																																															
Направление																																																					"						"				
факультет																																																															
Годы обучения:																																																															
Форма обучения:																																																															
Квалификация (степень) -																																																															
Срок обучения:																																																															
I. График учебного процесса																																																				II. Сводные данные по бюджету времени											
Курсы	Сентябрь				Октябрь				Ноябрь				Декабрь				Январь				Февраль				Март				Апрель				Май				Июнь				Июль				Август				Теоретическое обучение и НИР	Зачетно- экзаменационн ые недели	Практики	итоговая государственная аттестация, включая каникулы, включая отпуск после	Всего	Зачетные единицы									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48							49	50	51	52					
I								э									э	к	к													э																					36	5	0	0	11	52	60				
II								э									э	к	к													э																	36	5	0	0	11	52	60								
III								э									э	к	к													э																	36	5	0	0	11	52	60								
IV								э									э	к	к										э	э		а					а	а	а	а	а	а	а	п	п	э	а	а	к	к	к	к	к	к	к	к	26	5	2	8	11	52	60
	1 модуль				2 модуль					3 модуль				4 модуль				Всего (в неделях):				134	20	2	8	44	208	240																																			
Условные обозначения:																																		теоретическое обучение и НИР																													
																																к		каникулы																													
																																п		практика																													
																																а		итоговая государственная аттестация, включая подготовку и защиту ВКР																													
																																э		зачетно-экзаменационные недели																													

