**Social and Professional International Expertise**

**“Sociology” Educational Programme**

**Faculty of Sociology**

**National Research University – Higher School of Economics**

**Centre for Development of Sociological Education, HSE**

**Moscow 2013**

**Glossary**

HSE – Higher School of Economics

F&S – faculty and staff;

CSA – Complex Social Analysis master’s programme

CTP – core training programme;

TP – training programme (a set of all curriculum disciplines, current progress monitoring and final testing as well as other types of academic activities: practical training, research seminars, etc.);

FSC – final state certification;

FQP – final qualification paper (graduation thesis, master’s thesis)

HSE ES – original educational standard of the HSE.

CC – common cultural competences

PC – professional competences

FS – federal state educational standard

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**The Report includes the following information (sections):**

1. Background of the Faculty of Sociology (the Faculty as part of the University structure).

2. Resources of bachelor and master’s level training programmes of the Faculty of Sociology

2.1. Human resources (education, R&D experience, professional development of the F&S).

2.2. Training literature and software.

2.3. Contacts with prospective employers.

2.4. International cooperation, internationalization, incoming/outgoing mobility of students.

2.5. Material and technical resources for training process support.

3. HSE’s educational programme “Sociology” (bachelor’s level).

3.1. Regulatory framework for organizing and carrying out the training process.

3.2. Applicant – student – graduate: entrance procedure, training process organization, employment of graduates

3.2.1 Applicants. Enrollment.

3.2.3. Students: Training – research – practice.

3.2.3. Graduates: Employment and contacts with employers.

3.3.Impact of the self-assessment process on the improvement of the bachelor’s level training programme.

4. HSE’s educational programme “Sociology” (master’s level).

4.1. Rules for organizing master’s programmes. HSE master’s programme standard.

4.2. Master’s programmes of the Faculty of Sociology: specifics of organizing master’s programmes in sociology

4.3. Information on the Complex Social Analysis (CSA) master’s programme.

4.3.1. Overview. Analysis of strengths and weaknesses.

4.3.2. Programme concept.

4.3.3. Curriculum for the programme implementation period (basic curriculum; working curriculum).

4. 3.4. Schedule of classes, information about available classroom facilities.

4.3.5. Package of discipline training programmes for the programme implementation period.

4.3.6. Support of the training programme with research and practical components.

5. Assessment of results.

5.1 Competence-based approach: implementation monitoring.

5.2. HSE provisions on knowledge assessment.

5.3. Forms of assessment and grading procedure.

5.3.1. Current assessment.

5.3.2. Intermediate assessment. Result measurement: methodology of instrumentation.

5.3.3 Final assessment. Provisions on FSC.

Annex A

Annex B (Availability of faculty members)

**1. Background of the Faculty of Sociology**

* 1996 – first enrollment to the department of sociology at the Faculty of Economics of the HSE.
* 1999 – according to order #312 “On the establishment of the Faculty of Sociology” as of 14.07.1999, the HSE’s Faculty of Sociology is established including the following three academic departments: Department of General Sociology, Department of Economic Sociology and Department of Methods of Collection and Analysis of Sociological Information.
* 2002 – Department of Analysis of Social Institutions is opened.
* 2003 – the first master’s programme “Complex Social Analysis” is established.
* 2005 – the second master’s programme “Applied methods of market social analysis” is established.
* 2005 – the corporate academic departments of GfK Rus and FOM (Public Opinion Foundation) are opened.
* 2005 – the laboratory for studies in economic sociology is opened.
* 2008 – the corporate academic department of L evada-Centre is established.
* 2010 – the corporate academic department of the All-Russian Centre for the Study of Public Opinion (WCIOM) is established.

The Faculty, its structural divisions (academic departments), administrative bodies (Office of the head of studies) and the classroom facilities, used during the training process, are located at 3 Kochnovsky proezd, Moscow, Russia 125319. The webpage of the Faculty of Sociology in the HSE corporate website is <http://www.soc.hse.ru/>

**Faculty Structure with Main Academic, Administrative and Methodological Divisions (2013)**

Table 1.1

Profile Departments:

- Department of Economic Sociology: Department Head is Doctor of economics, Prof. Vadim Radaev.

- Department of Analysis of Social Institutions: Department Head is Doctor of sociological sciences, Prof. Inna Devyatko.

- Department of Methods of Collection and Analysis of Sociological Information: Department Head is PhD, Prof. Irina Kozina.

- Department of General Sociology: Department Head is Doctor of sciences, Prof. Nikita Pokrovsky.

To cause professional education and practical research to converge, corporate academic departments are established at the Faculty of Sociology as innovative structural divisions. The main purpose of corporate academic department that is opened by one of the leading employers, is to supplement students’ theoretical knowledge with skills in organizing and carrying out empirical (applied) projects, processing and analysis of source information, as well as with project team work skills.

Corporate Academic Departments of the Faculty of Sociology:

- Corporate academic department of GfK Rus (Department Head is PhD, Prof. Alexander Demidov)

- Corporate academic department of Public Opinion Foundation (FOM) - (Department Head is PhD, Prof. Alexander Oslon)

- Corporate academic department of the Analytical Centre of Yuri Levada (Department Head is Doctor of sciences, Prof. Lev Gudkov)

- Corporate academic department of the All-Russian Centre for the Study of Public Opinion (WCIOM) - (Department Head is PhD, Prof. Valery Fedorov).

To involve students in research and project activities, the Faculty of Sociology hosts two research laboratories:

- Laboratory for Comparative Sociological Research. Head of the Laboratory is Associate Professor of the Department of Economic Sociology, PhD Denis Strebkov.

- Laboratory for Studies in Economic Sociology. Head of the Laboratory is Head of the Department of Economic Sociology, Doctor of Sciences, Prof. Vadim Radaev.

**Main Goals of the Faculty of Sociology in the Field of TP Development**

The institutional development goal of the HSE’s Faculty of Sociology is to maintain leadership in Russia in the field of social education and research. The main academic capital of the Faculty is its F&S who maintain a high level of presenting a variety of sociology-related subjects and sciences.

The strategic development goal is to strengthen the leadership in the market of sociological education and academic sociological research in the fields that are of high priority for the Faculty; to develop master’s programmes; to integrate into international exchange and cooperation programmes and efforts in the upgrade of sociological education in the country; to maintain the leadership in this field.

To ensure a continuous transfer of academic research results to the training process. To achieve a level competitive with the world’s leading universities in teaching sociology. The difference between any TP of the HSE’s Faculty of Sociology and other TPs and its competitive advantage is high-quality training in the unit of maths disciplines, economics-related disciplines and English in the bachelor level programmes and profile, research master’s programmes in the basic lines of academic development of the Faculty.

Achievement of the level competitive with the universities of the developed countries will result from the development of modern educational technology and international recognition of the leadership of the faculty members in the field of fundamental research and analysis of social processes going on in Russia. To create the unified training system of bachelor’s – master’s – postgraduate programmes in compliance with the international standards.

Table 1.2

Matrix of Relationship between Institutional Training Goals and Programme-Based Training Goals

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A) Bachelor’s Level: Sociology | | | | |
| Institutional goal 1  Train staff –professional sociologists for the modern Russian society oriented towards the development of civil freedoms and democratic values | Institutional goal 2  Strengthen the potential for further social mobility | Institutional goal 3:  Develop an academic community of faculty members teaching sociology in accordance with the international requirements | Institutional goal 4:  Meet customer demands | Institutional goal 5 Achieve the level competitive with the leading universities of the developed countries in the field of academic research (Make the Faculty a research centre) |
| Ensure interaction during the period of practical training and work as a public servant and analyst in government agencies (ministries and departments) | Get exchange education in partner universities of Europe and USA | 1) Enhance the F&S.  Ratings of faculty members, student polls | 1) Ensure interaction with employers through corporate academic departments | Ensure a continuous transfer of academic research results to the training process |
| B) Complex Social Analysis (CSA) Master’s Level | | | | |
| 1)Proprietary programmes  2) Engage foreign lecturers from the world’s leading universities | 1) Increase (double) the academic hours for learning English; Promote taking of international exams in English.  2) Have graduates obtain the European Diploma Supplement.  3) Make sure the TP structure corresponds to the Bologna framework.  4) Credit rating | 1) Engage in the training process the faculty members with PhD degree.  2) Provide academic bonuses as a way to encourage the faculty members to carry out research | 1) Ensure high-quality training in the unit of maths disciplines and economics-related disciplines.  2) Enhance professional analytical skills and practical competences through teaching a wide range of applied disciplines at one’s discretion | Develop international level R&D projects in currently important fields of sociological research; ensure full integration into the international academic community based on joint research with Russian and foreign colleagues. Publish major results of research in international journals. |

1. **Resources of Bachelor and Master’s Level Training Programmes of the Faculty of Sociology**

2.1. Human Resources (Education, R&D Experience, Professional Development of the F&S)

According to HR Department, the total number of staff at the Faculty of Sociology is 151, including 91 full-time faculty members. The number of external part-timers, i.e., employees who work for the Faculty maximum on half pay, is 29. The number of moonlighters within the Faculty is 31. It is not possible to specify the exact number of employees engaged in particular TPs as the employees of administrative divisions and laboratories of the Faculty and members of academic departments are concurrently involved in multiple TPs within the training process.

Since the Faculty’s establishment, the number of faculty members (full-time and moonlighters) had increased from 62 in 2003 to 122 as of early 2009, while it has dramatically decreased in the last few years amounting to 97 people now. One of the reasons for the decrease can be the policy of “cross-pollination” when the departments of one Faculty send their faculty members to participate in the training process of other programmes and divisions. For example, in other faculties sociology is taught by the faculty members of the Department of General Sociology of the Faculty of Sociology. At the same time, the qualification and age structures have changed just slightly. In 2003, 71% of the faculty members had an academic degree. In 2009 they amounted to about 72%: from 88% and 82% at the Department of Analysis of Social Institutions and the Department of Economic Sociology, respectively, and up to 45% at the Department of Methods of Collection and Analysis of Sociological Information. In academic year 2012/2013, 82% of the faculty members engaged in the implementation of educational programme 040100 “Sociology” have an academic degree. Both among staff members and invited lectures there are those with PhD obtained in foreign universities.

The dynamics of the age structure indicate an inflow of young staff members recruited from among the Faculty’s postgraduates and holders of the master’s degree as well as those who finished academic and research training in the Faculty’s laboratories.

Training of research and academic staff of highest qualification level is done through postgraduate programmes in the following majors:

22.00.01 - theory, methodology and history of sociology;

22.00.03 - economic sociology and demography;

22.00.04 - social structure, social institutions and processes;

22.00.08 - sociology of management.

The current number of full-time and part-time postgraduate programme participants is 33.

The following two tables provide an overview of the number of HR resources of the TP.

Table 2.1

Staff Structure of the Faculty of Sociology as of 14.05.2013

|  |  |
| --- | --- |
| **Division** | **Employees (on 1.0, 0.5, or 0.25 pay)** |
| **F&S, including:** | **97** |
| **Professors** | **26** |
| **Associate professors** | **36** |
| **Senior lecturers** | **19** |
| **Lecturers** | **15** |
| **Assistants** | **1** |
| **Foreign specialists recruited in the international labour market (PhD)** | **6** |
| **Heads of corporate academic departments** | **4** |
| **Laboratory for Studies in Economic Sociology** | **25** |
| **Centre for Development of Social Education** | **2** |
| **Training laboratory** | **4** |
| **Training and methodological classrooms of departments** | **3** |
| **Auxiliary and academic personnel of departments** | **9** |
| **Faculty’s Office of the Head of Studies** | **7** |

For information on the HR resources of the training process, see Annex B (“Availability of Academic Staff” Table). As seen from the Annex, most faculty members have specialized basic education.

Some employees are honoured science workers, HSE's honorary workers, and holders of professional awards and prizes.

The recent years’ dynamics show a steady decline in the number of external part-timers. At the same time, the Faculty is actively engaging moonlighters within the HSE from among research staff of its leading research institutes and laboratories, who have extensive research experience. Such employees are most actively engaged in supervising FQP of the participants of bachelor and master’s programmes. External part-timers are employees of sociological and marketing firms and often have knowledge and experience specific for the field of applied research. Such involvement of experts allows students, already during the training process, to obtain skills and knowledge they will need for future work.

The University’s HR policy and internal rules for competitive selection for vacancy of faculty member positions suppose that each employee of the Faculty actively publishes his/her work; is ready to fully support the courses he/she reads with training and methodological materials, gets positive references from students (rating higher than 3 on a 5-grade scale); and has experience in carrying out his/her own research or project work. The vast majority of the faculty members are thus involved in academic research activities either as moonlighters within the HSE’s laboratories and institutes or as independent researchers.

Table 2.2

Academic Degrees of the F&S of the Faculty of Sociology as of 14.05.2013

|  |  |
| --- | --- |
| **Degree** | **Number** |
| **Doctor of sciences** | **18** |
| **PhD, including 6 Russian and 6 invited foreign lecturers (from the HSE’s Institute of Fundamental Interdisciplinary Research)** | **12[[1]](#footnote-1)** |
| **Candidate of sciences (Russian equivalent of PhD)** | **62** |
| **No degree** | **17** |

So 82% of the faculty members involved in the implementation of educational programme 040100 “Sociology” by the basic profile (Professional cycle) have an academic degree and 18% have a degree of the doctor of sciences conferred by the State Commission for Academic Degrees and Titles of the Russian Federation.

**Research Activities**

Most faculty members carry out research activities, including fundamental and applied research. These activities cover a variety of sociological disciplines, such as economic sociology, sociology of culture, sociology of education, public sociology, methodology and methods of sociological research.

Major research projects implemented within the Faculty of Sociology during the last 5 years:

Monitoring of the dynamics of trust in financial institutions and financial behaviour of Russians (Olga Kuzina)

Basic forms of contractual relationship development in retail (Vadim Radaev)

Entrepreneurial activity of the population of Russia: inter-regional comparison (Alexander Chepurenko)

Informal economics in Russia (Svetlana Barsukova)

Informal economic activities of the police in transformation countries: a comparative study (Leonid Kosals)

“Ugric Project” (interdisciplinary study of the prospects for development of rural areas of the Russian Near North, Nikita Pokrovsky)

Funding of research activities was provided in the following three main fields:

* + - * 1. federal budget (HSE programme of fundamental research);
        2. projects funded by Russian ministries and departments,
        3. projects funded by Russian research foundations (Russian Foundation for Humanitarian Research).

The total funding of research carried out by the faculty members in 2012 amounted to 17.2 million rubles, or more than $0.5M. Considering that the number of researchers and F&S is about 100 people, this amount is deemed insignificant. Foreign funding sources amounted only to 1M rubles ($30K), which is also rather small.

What concerns work results, more than 80% (79 people) of the F&S published them in 2012. This included 293 publications, most of which (285) outside the HSE. More than 50% of those (138 publications) were articles in journals, 89 of which were peer-reviewed journals (65 – from the list of Russia’s State Commission for Academic Degrees and Titles, 59 – included in the Russian Science Citation Index). The number of articles published in international peer-reviewed journals indexed by the Web of Science or Scopus was very small. In 2012, the F&S of the Faculty of Sociology published 15 monographs, two of them abroad.

Sociology students are quite active participants in research activities, mostly in the work of research laboratories. They attend research seminars, work as assistants and trainee researchers within scientific projects supervised by the faculty members (see tables below). The HSE specially encourages such participation, in particular, under the “Teacher and Students” grant programme funded by the HSE Scientific Fund.

Table 2.3

**Involvement of Bachelor’s Programme Participants of the 1st-4th Years in the Activities of the HSE’s Research Divisions in 2012, % by Row (\*)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Full-time employees of a structural division** | **Participate in projects and events but are not full-time employees** | **Attend seminars and other scientific events** | **Do not participate in the activities** | **Number of respondents** |
| **Psychology** | **24** | **8** | **28** | **40** | **25** |
| **Applied political science** | **13** | **18** | **34** | **36** | **56** |
| **Sociology** | **8** | **4** | **16** | **72** | **75** |
| **Business informatics** | **5** | **7** | **22** | **67** | **60** |
| **PLA** | **5** | **5** | **31** | **58** | **77** |
| **Mathematics** |  | **10** | **66** | **24** | **29** |
| **Economics** | **5** | **3** | **20** | **72** | **137** |
| **World economics and international affairs** | **7** |  | **26** | **67** | **87** |
| **Law** | **4** | **3** | **32** | **61** | **158** |
| **Statistics, data analysis and demography** | **6** |  | **25** | **69** | **32** |
| **Applied mathematics and computer science** |  | **3** | **23** | **74** | **35** |
| **International College of Economics and Finance** |  | **3** | **29** | **68** | **38** |
| **Management** |  | **2** | **20** | **78** | **54** |
| **Software engineering** |  |  | **32** | **68** | **41** |
| **Oriental studies** |  |  | **24** | **76** | **38** |
| **Integrated communications** |  |  | **22** | **78** | **58** |
| **Logistics** |  |  | **17** | **83** | **59** |

*(\*) Data of the HSE’s Centre of Internal Monitoring*

Table 2.4

**Involvement of Master’s Programme Participants in the Activities of the HSE’s Research Divisions in 2012, % by Row (\*)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Full-time employees of a structural division** | **Participate in projects and events but are not full-time employees** | **Attend seminars and other scientific events** | **Do not participate in the activities** | **Number of respondents** |
| **Sociology** | **15** | **15** | **30** | **40** | **88** |
| **Economics** | **9** | **6** | **43** | **42** | **144** |
| **Applied mathematics and computer science** | **8** |  | **52** | **40** | **25** |
| **World economics and international affairs** | **5** |  | **50** | **45** | **42** |
| **Psychology** | **4** | **4** | **40** | **53** | **53** |
| **Law** | **3** | **4** | **45** | **48** | **75** |
| **Management** | **2** | **3** | **33** | **62** | **132** |
| **Business informatics** |  | **5** | **17** | **78** | **64** |
| **PLA** |  | **2** | **56** | **42** | **45** |
| **Media communications** |  | **8** | **37** | **55** | **38** |

*(\*) Data of the HSE’s Centre of Internal Monitoring*

The table data shows that the research activity of sociology students participating in the bachelor’s programme is slightly higher than the average one in the HSE, while that of the master’s programme participants is distinctly higher than the average one.

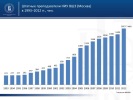
In many respects this results from the activities of the research and training laboratories where the sociology students can work: Laboratory for Studies in Economic Sociology (Vadim Radaev) and Laboratory of Entrepreneurship Research (Alexander Chepurenko). These laboratories are implementing a number of long-term large-scale projects. They also regularly hold research seminars with active participation of the faculty members and students who work in the laboratories.

At the same time, notwithstanding quite a high level of academic activity of the F&S and students of the Faculty of Sociology, there are problems that form certain vectors for changes required. This mainly refers to the necessity to make the current research more international. So far, the Faculty has no international laboratory. The scope of joint research is not large. Neither is the number of publications in international peer-reviewed journals. The main line of research development is further internationalization. The Faculty has the necessary prerequisites and resources for that. In particular, there are 11 faculty members with PhD from foreign universities, eight of them recruited from the international labour market.

**Promotion of Research**

The University carries out a policy for encouraging academic research activities of the faculty members via a clear system of extra pay and bonuses to their total standard wage rates. Data on the faculty members is presented in the public website, the “HSE: Figures and Facts” section[[2]](#footnote-2) (<http://www.hse.ru/figures/>)

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| |  | | --- | | [http://www.hse.ru/data/2013/03/18/1292699211/1Слайд1.jpg](http://www.hse.ru/figures/77268121.ht) | |  | [Percentage of HSE Employees who Had the Right to Submit an Application and Took Part in the Competition for Individual Grants in 2006-2012](http://www.hse.ru/figures/77268121.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2013/03/18/1225386310/Слайд2.jpg](http://www.hse.ru/figures/10480532.ht) | |  | [Individual Research Projects  of the HSE Scientific Fund in 2006-2012, Moscow](http://www.hse.ru/figures/10480532.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2013/03/18/1234616067/Слайд3.jpg](http://www.hse.ru/figures/48593.ht) | |  | [Individual Research Projects  of the HSE Scientific Fund in 2006-2012, Regional Campusеs](http://www.hse.ru/figures/48593.html) | |
| |  |  | | --- | --- | |  | [http://www.hse.ru/data/2013/03/18/1225386309/Слайд4.jpg](http://www.hse.ru/figures/10480535.ht) | |  | [Percentage of HSE Employees who Had the Right to Submit an Application and Received Academic Increments in 2006-2012](http://www.hse.ru/figures/10480535.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/07/16/1229240711/¦б¦¬¦-¦¬¦Ж¦+3.jpg](http://www.hse.ru/figures/13810517.ht) | |  | [HSE’s Academic Increments  (Moscow and Regional Campuses) in 2005-2012](http://www.hse.ru/figures/13810517.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2013/03/15/1233437952/Слайд3.jpg](http://www.hse.ru/figures/1230802.ht) | |  | [Expertise of Applications for HSE’s Academic Increments in 2008-2012](http://www.hse.ru/figures/1230802.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2013/03/18/1233437983/Слайд6.jpg](http://www.hse.ru/figures/1230797.ht) | |  | [Amount of the HSE Rector’s Academic and Personal Increments in 2005-2013, Thousand Rubles](http://www.hse.ru/figures/1230797.html) | |

[](http://www.hse.ru/figures/6873231.ht)

[Number of HSE’s Full-Time Faculty Members (Moscow)   
in 1993-2012](http://www.hse.ru/figures/6873231.html)

[Faculty Members](http://www.hse.ru/figures/45840.html)

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| |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/11/21/1234616100/Слайд6.jpg](http://www.hse.ru/figures/48630.ht) | |  | [HSE’s Full-Time Faculty Members (Moscow) in 1993-2012: Age](http://www.hse.ru/figures/48630.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/11/07/1226754813/Слайд5.jpg](http://www.hse.ru/figures/8964143.ht) | |  | [HSE’s Faculty Members (Moscow): Position, Academic Degree and Rank HSE in 2012](http://www.hse.ru/figures/8964143.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/11/07/1240993078/Слайд6.jpg](http://www.hse.ru/figures/7213028.ht) | |  | [HSE’s Full-Time Faculty Members (Moscow) in 2007-2012: Position](http://www.hse.ru/figures/7213028.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/11/07/1235487725/Слайд7.jpg](http://www.hse.ru/figures/3279167.ht) | |  | [HSE’s Full-Time Faculty Members (Moscow) in 2005-2012: Academic Degree](http://www.hse.ru/figures/3279167.html) | |
| |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/01/13/1226754784/Slide05.jpg](http://www.hse.ru/figures/8964146.ht) | |  | [Number of HSE’s Ordinary Professors in 1996-2011](http://www.hse.ru/figures/8964146.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/06/26/1241219380/¦б¦¬¦-¦¬¦Ж¦+1.jpg](http://www.hse.ru/figures/7177190.ht) | |  | [Number of HSE's Faculty Members with PhD, 2008-2012](http://www.hse.ru/figures/7177190.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/02/14/1235486982/14.jpg](http://www.hse.ru/figures/3279828.ht) | |  | [Distinguished Experts – HSE’s Faculty Members in 2011 by Faculty.](http://www.hse.ru/figures/3279828.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2013/04/30/1234616107/Слайд09.jpg](http://www.hse.ru/figures/48633.ht) | |  | [To What Extent HSE’s Faculty Members Were Satisfied with  Teaching and Research Conditions in 2012, %](http://www.hse.ru/figures/48633.html) | |

**Training and Methodology Activities of the Faculty Members**

For regulatory documents on the activities of the faculty members, see: <http://www.hse.ru/org/hse/aup/eduprocess/6205383/normdok>

The forms and regulations are posted at:

<http://www.hse.ru/org/hse/aup/eduprocess/6205383/inf_OKP>

*Reference*

*On the Planned Teaching Load of the HSE’s F&S*

Professor 1.0 pay total of hours 600, including teaching load 144 h,

0.5 pay total of hours 300, including teaching load 72 h,

0.25 pay total of hours 150, including teaching load 36 h.

Associate Professor 1.0 pay total of hours 700, including teaching load 216 h

0.5 pay total of hours 350, including teaching load 108 h

0.25 pay total of hours 175, including teaching load 54 h

Senior Lecturer, Lecturer, Assistant:

1.0 pay total of hours 750, including teaching load 288 h

0.5 pay total of hours 375, including teaching load 144 h

0.25 pay total of hours 187.5, including teaching load 72 h

Table 2.5

**Planned/Actual Training Load of the F&S of the Faculty of Sociology**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Faculty name** | **Acad. year 2009/2010** | | | **Acad. year 2010/2011** | | | **Acad. year 2011/2012** | | |
| **Planned annual training load, hours** | **Actual training load, hours** | **Actual training load, %** | **Planned annual training load, hours** | **Actual training load, hours** | **Actual training load, %** | **Planned annual training load, hours** | **Actual training load, hours** | **Actual training load, %** |
| **Socio-logy** | **33,640** | **20,990** | **62%** | **39,928** | **36,083** | **90%** | **40,616** | **41,588** | **102%** |

For the full list of the F&S involved in the implementation of the bachelor’s level TP and Complex Social Analysis TP, see Annex B (7A).

For information about the remuneration of the F&S, see the HSE website[[3]](#footnote-3)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | |  | **[http://www.hse.ru/data/2012/07/16/1233402570/¦б¦¬¦-¦¬¦Ж¦+1.jpg](http://www.hse.ru/figures/1194008.ht)** | |  | [**Number of HSE’s Faculty Members and Research Staff (Moscow), who Received Additional Incentives to Salaries in 2012**](http://www.hse.ru/figures/1194008.html) | | |  |  | | --- | --- | |  | **[http://www.hse.ru/data/2012/07/16/1234615541/¦б¦¬¦-¦¬¦Ж¦+2.jpg](http://www.hse.ru/figures/48679.ht)** | |  | [**Number of HSE’s Faculty Members who Received Additional Incentives to Salaries in 2012  by Incentive Type**](http://www.hse.ru/figures/48679.html) | | |  |  | | --- | --- | |  | **[http://www.hse.ru/data/2013/01/24/1211257803/Слайд08.jpg](http://www.hse.ru/figures/27545881.ht)** | |  | [**Average Wages of the HSE's Faculty Members (Moscow) in 2009-2012, Rubles**](http://www.hse.ru/figures/27545881.html) | |  |
| |  |  | | --- | --- | |  | **[http://www.hse.ru/data/2013/01/24/1211257795/Слайд09.jpg](http://www.hse.ru/figures/27545873.ht)** | |  | [**Average Wages of the HSE Research Staff (Moscow) in 2009-2012, Rubles**](http://www.hse.ru/figures/27545873.html) | | |  |  | | --- | --- | |  | **[http://www.hse.ru/data/2013/01/24/1210950150/Слайд10.jpg](http://www.hse.ru/figures/29073620.ht)** | |  | [**Structure of the Average Wages of the HSE’s Full-Time F&S (Moscow) in 2007-2012, Rubles**](http://www.hse.ru/figures/29073620.html) | | |  |  | | --- | --- | |  | **[http://www.hse.ru/data/2013/01/24/1210947035/Слайд11.jpg](http://www.hse.ru/figures/29071113.ht)** | |  | [**Structure of the Average Wages of the HSE’s Full-Time Research Division Employees (Moscow) in 2007-2012, Rubles – 1**](http://www.hse.ru/figures/29071113.html) | | |  |  | | --- | --- | |  | **[http://www.hse.ru/data/2013/01/24/1210946606/Слайд12.jpg](http://www.hse.ru/figures/29071100.ht)** | |  | [**Structure of the Average Wages of the HSE’s Full-Time Research Division Employees (Moscow)**](http://www.hse.ru/figures/29071100.html) | |

2.2. Training Literature and Software

The training process of the bachelor and master’s programmes is, to a large extent, based on either translated or proprietary textbooks and training aids developed by the F&S of the Faculty and HSE. This is due to the fact that social education has no long tradition (it is only 23 years old) and that the quality of textbooks is low in Russia.

Besides, during the training process, students are recommended to read original literature in English, available thanks to a huge base of e-subscriptions in the HSE library, as well as readers and translated anthologies.

In general, by most basic training courses at the bachelor and master’s level, students are offered a set of major and additional sources standard for Western universities, as well as relevant academic publications in the leading international and Russian profile journals.

To develop data analysis skills, students can take some courses that allow them to operate SPSS software. A number of electives use STATA and ATLAS.ti licensing packages.

There are some difficulties due to the fact that the policy carried out by some software vendors in recent years has greatly increased the cost of individual subscriptions. As for corporate subscriptions, they allow both students and faculty members to use the corresponding resources in the training facilities only, the number of which is insufficient, especially for the work of the F&S.

2.3. Contacts with Potential Employers

An important role in the matter is played by corporate academic departments (see section 3.2.3. above), as well as contacts with previous year graduates, a large number of who are now leading specialists of various marketing , consulting, event and PR companies.

Students of the Faculty of Sociology receive good professional training so employers are usually ready to continue cooperating with them under employment contracts. Graduates of the Faculty of Sociology work for leading companies that carry out sociological and marketing research, studies of various markets (Analytical Centre of Yuri Levada, GfK Rus, A/R/M/I-Marketing, TNS MIC, Ipsos ASI and so on), or as employees of marketing, PR, etc., departments of Russian and international companies of a variety of profiles (Rolf, Kaspersky Lab, PricewaterhouseCoopers Russia, Unilever, Kimberly-Clark Corporation, Renault (OJSC Avtoframos) and so on). Some of them are successfully employed abroad (Ukraine, USA, England). Some graduates, who plan to make an academic career, stay at the HSE as research staff and faculty members (Department of Economic Sociology, Department of Methods of Collection and Analysis of Sociological Information, Laboratory for Comparative Social Research, Laboratory for Studies in Economic Sociology).

Data on official partner companies and organizations which, among other, enable student practical training and field experience can be found in Annex B (5).

**2.4. International Cooperation, Internationalization, Incoming/Outgoing Mobility of Students**

**The main goal of the Faculty in promoting international cooperation in the field of academic activities is to introduce dual degree programmes.**

Today, there is only one programme of dual degrees (master’s programme) with the Paris West University Nanterre La Défense (starting from academic year 2010-2011). Negotiations are in progress with a number of British universities (the University of Essex, the University of Sheffield, and King’s College London) on establishing dual degree master’s programmes completely in English.

To develop professional communication skills among students, international summer schools are held (e.g., Exploring Entrepreneurship from 2011)

*Cooperation with other academic and educational institutions and companies as well as international cooperation allows the faculty members* to keep the level of academic awareness up to date.

The Faculty's leading professors and associate professors actively participate in international conferences and have extensive international contacts. The world’s leading experts in sociology regularly lecture at the Faculty, which creates the necessary information field and allows students to get to know the best practices and promotes internationalization of academic activities.

The faculty members take an active part in various scientific conferences both in Russia and abroad, often being not only participants but also organizers of appropriate sections and conferences.

International conference “Social Embeddedness and Beyond: Do Sociological Theories Meet Economic Realities?” was held in Moscow on 25-28 October, 2012, with active participation of the Department of Economic Sociology and Laboratory for Studies in Economic Sociology (Chairman of the Organizing Committee was Head of the Department, Prof. Vadim Radaev). The conference was organized by the efforts of the leading organizations in the field of sociology from all continents: the “Economy and Society” committee of the International Sociological Association and research network in economic sociology of the European Sociological Association involving the section of economic sociology of the American Sociological Association. More than 200 sociologists from Australia, England, Brazil, Germany, Canada, New Zealand, USA, France and other countries came to the conference. The topics of the conference reports and discussions included financial markets; globalization and development of modern capitalism; labour markets; the role of economic theories in economic life; importance of culture in modern economy, innovation and organization.

In May 2013, Professor Alexander Chepurenko and Associate Professor John Round actively participated in the creation of the international consortium of researchers of informal entrepreneurship in Central and Eastern Europe and CIS involving representatives of 12 countries.

**International Seminar of the Faculty of Sociology**

 Starting from 2011, the Faculty hosts the international seminar "Social Networks and Collective Actions" with invited foreign experts as participants and all students and faculty members as attendees.

**Seminar Programme for Spring Term 2013:**

**April 10** Delia Baldassarri (New York University)

“Cooperative Networks: Altruism, Group Solidarity, and Reciprocity in Ugandan Farmer Organizations”

**April 17** Daniel Alexandrov (HSE St. Petersburg)

“Networks in Classes: Anti-School Culture, Ethnicity and Grades in High School”

**April 24** Judith Stepan-Norris (University of California, Irvine)

"The Rise and Fall of U.S. Unionism: The Role of Politics and Democracy"

**May 15** Michael Biggs (University of Oxford)

“How Suicide Protest Entered the Repertoire of Contention”

**May 29** Oleg Poldin, Dilyara Valeeva and Maria Yudkevich (HSE Nizhny Novgorod / HSE Moscow)

"How Student Ties Make Peer Effects Work"

**June 5** Pamela Oliver (University of Wisconsin, Madison)

"The Ethnic Dimensions: Bringing Ethnic Divisions and Conflict to the Centre of Social Movement Theory"

**Autumn Term 2012**

19 September. Mikhail Sokolov (EUSP)."Gangs, Specialties, and World-Systems: Applications of the Social Network Analysis to Studies of Academic Life".

26 September -- Dieter Boegenhold (University Klagenfurt). "Heterogeneity of Self-Employment and Occupational Transformations: Empirical Observations on Service Sector Shifts"

10 October -- Irina Denisova (NES). "Preferences for Redistribution in Transition Countries"

24 October. Jonathan Gershuny (University of Oxford). "Time, Behaviour and Position: Connecting Social Circumstances With Daily Activity".  
21 November. Stanley Wasserman (Indiana University). TBA

5 December. Olessia Kirchik (HSE). "Limits and Strategies for the Internationalization of Russian Economic Science: Sociological Interpretation of Bibliometric Data".  
19 December. Tatiana Mikhailova (NES). "Gulag, WWII, and the Long-Run Patterns of Soviet City Growth".

The Faculty has both long-term and new foreign partners with which it has signed cooperation agreements

The Friedrich Schiller University of Jena, the Faculty of Social and Behavioural Sciences

The George Mason University (USA)

The University of Cologne: The Faculty of Management, Economics and Social Sciences

Vienna University of Economics and Business

Free University of Berlin; the Institute of Sociology and the Institute for East European Studies

Charles University in Prague: the Faculty of Social Sciences  
Paris West University Nanterre La Defense

The list is growing. We are discussing an agreement with the Higher School of Social and Economic Sciences (Cachan, France) and the Shanghai University (Chinese People’s Republic).

**Table 2.6** shows the level of activity of the students of the Faculty of Sociology in the international academic mobility.

Table 2.6



During the period from 2008 to 2013, dozens of experts from all over the world had visited the Faculty for short periods of time; students from the USA, Germany, the Netherlands, France and some other countries had been trained at the Faculty.

The most prominent programme of student academic mobility is the 2011-2013 exchange programme between the HSE and the George Mason University (USA) for the participants of the bachelor and master’s programmes, implying annual exchange of eight students of the Faculties of Sociology of the HSE and the George Mason University during the spring term. The project is part of the Russian-American partnership programme in the field of higher education funded by the grant won by the HSE jointly with the George Mason University in 2010.

The main project objectives were:

1) internationalization of research in Sociology educational programme;

2) enhancement of the academic and methodological level of the training process through development of the line of courses taught in English, including for American students;

3) intensification of the academic mobility of the F&S and students of the Faculty of Sociology.

The main objectives have been reached.

At least 4-5 students a year go to Germany and Austria for pre-degree practical training in GfK research companies organized by the corporate academic department GfK Rus.

The HSE and the Faculty also offer programmes for support of long- and short-term international academic mobility.

However, the percentage of the bachelor and master’s programme participants taking the opportunity in the recent years is steadily low, amounting to not more than 1.5-2% per year. As for incoming mobility, it is rather an exceptional situation despite stable international contacts of the Faculty in general and its leading F&S, as well as a large number of courses of different levels and profiles taught in English by the highly qualified F&S (see Tables 2.7 and 2.8).

Table 2.7.

**Undergraduate** **Level** **(** **BA** **)**

|  |  |  |  |
| --- | --- | --- | --- |
| *No* | *Title of the course* | *No. of modules and dates* | *Instructor* |
| 1 | Economy and State  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/04/1241911536/Economy%20and%20State)Economy and State.doc](http://www.hse.ru/data/2012/09/04/1241911536/Economy%20and%20State.doc) | 3, 17.01.2013-25.03.2013 | **Benjamin Lind**,  PhD (University of California, Irvine, USA) |
| 2 | Sociology of Development  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/04/1243204019/Sociology%20of%20development%20-%20course%20description)Sociology of development - course description.doc](http://www.hse.ru/data/2012/09/04/1243204019/Sociology%20of%20development%20-%20course%20description.doc)  [[http://soc.hse.ru/images/share/portal2/fileicons/pdf.gif](http://www.hse.ru/data/2012/09/04/1243204031/SociologyofDevelopment)Sociology of Development.pdf](http://www.hse.ru/data/2012/09/04/1243204031/SociologyofDevelopment.pdf) | 2, 01.11.2012-20.12.2012 | **Ruben Flores,** PhD (University of Kent, UK) |
| 3 | Moderne Deutsche Gesellschaftstheorie  [[http://soc.hse.ru/images/share/portal2/fileicons/pdf.gif](http://www.hse.ru/data/2012/09/06/1241906149/DeuGesTheo_Syllabus_20120116)DeuGesTheo\_Syllabus\_20120116.pdf](http://www.hse.ru/data/2012/09/06/1241906149/DeuGesTheo_Syllabus_20120116.pdf) | 2-3, 01.11.2012-25.03.2013 | **Rafael Mrowczynski**, PhD (Leibniz Universitaet Hannover, Germany) |
| 4 | Social Change and Life Course  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/04/1243192797/lifecourse%20advertisement%20swader%20doc)lifecourse advertisement swader doc.doc](http://www.hse.ru/data/2012/09/04/1243192797/lifecourse%20advertisement%20swader%20doc.doc)  [[http://soc.hse.ru/images/share/portal2/fileicons/ppt.gif](http://www.hse.ru/data/2012/09/04/1243192814/lifecourse%20advertisement%20swader%20ppt)lifecourse advertisement swader ppt.ppt](http://www.hse.ru/data/2012/09/04/1243192814/lifecourse%20advertisement%20swader%20ppt.ppt) | 3, 17.01.2013-25.03.2013 | **Christopher Swader**, PhD (Universität Bremen, Bremen International Graduate School of Social Sciences, Germany) |
| 5 | Theories of Globalization | 1-2, 1.09.2012- 20.12.2012 | **Nikita Pokrovsky**, Dr. of Phil. (Moscow State University) |
| 6 | La sociologie francaise: lire et comprendre des textes | 3, 17.01.2013-25.03.2013 | **Yana Roshina**, Cand. of Econ. (Russian Academy of Sciences) |

Table 2.8

**Graduate** **Level** **(** **MA** **)**

|  |  |  |  |
| --- | --- | --- | --- |
| *No* | *Title of the course* | *No.*  *of modules*  *and dates* | *Instructor* |
| 1 | Political Power: Theoretical Discourse and Research Models  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/06/1241905990/Ледяев_Power)Ledyaev\_Power.doc](http://www.hse.ru/data/2012/09/06/1241905990/Ледяев_Power.doc) | 3,  17.01.2013  -25.03.2013 | **Valeri Ledyaev,** PhD  (University of Manchester, UK) |
| 2 | Environmental Sociology  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/06/1241906025/Брукмайер_Social%20Ecology)Bruckmeier\_Social Ecology.doc](http://www.hse.ru/data/2012/09/06/1241906025/Брукмайер_Social%20Ecology.doc) | 3,  17.01.2013  -25.03.2013 | **Karl Bruckmeier,** PhD  (Free University of Berlin, Germany) |
| 3 | History of Social Movements  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/04/1241911534/History%20of%20Social%20Movements.)History of Social Movements.docx](http://www.hse.ru/data/2012/09/04/1241911534/History%20of%20Social%20Movements.docx) | 4,  04.04.2013  -20.06.2013 | **Benjamin Lind**, PhD  (University of California, Irvine, USA) |
| 4 | Qualitative Data Analysis Using Atlas.ti  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/04/1243191621/HSE_QDA_Initial-Presentation_short)HSE\_QDA\_Initial-Presentation\_short.rtf](http://www.hse.ru/data/2012/09/04/1243191621/HSE_QDA_Initial-Presentation_short.rtf)  [[http://soc.hse.ru/images/share/portal2/fileicons/ppt.gif](http://www.hse.ru/data/2012/09/04/1243192832/QDA_Intro.)QDA\_Intro.pptx](http://www.hse.ru/data/2012/09/04/1243192832/QDA_Intro.pptx) | 3,  17.01.2013  -25.03.2013 | Rafael Mrowczynski, PhD |
| 5 | Individualization and Intimacy  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/04/1243192720/Individualization%20advertisement%20swader%20doc)Individualization advertisement swader doc.doc](http://www.hse.ru/data/2012/09/04/1243192720/Individualization%20advertisement%20swader%20doc.doc)  [[http://soc.hse.ru/images/share/portal2/fileicons/ppt.gif](http://www.hse.ru/data/2012/09/04/1243192726/Individualization%20advertisement%20swader%20ppt)Individualization advertisement swader ppt.ppt](http://www.hse.ru/data/2012/09/04/1243192726/Individualization%20advertisement%20swader%20ppt.ppt) | 3,  17.01.2013  -25.03.2013 | **Christopher Swader**, PhD  (Universität Bremen, Bremen International Graduate School of Social Sciences, Germany) |
| 6 | Economic Sociology of Popular Finance | 4,  04.04.2013-20.06.2013 | **Olga Kuzina,** PhD  (University of Essex) |
| 7 | Social Structures and Social Inequalities  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/04/1243191649/HSE_SocIneq_Presentation_short)HSE\_SocIneq\_Presentation\_short.rtf](http://www.hse.ru/data/2012/09/04/1243191649/HSE_SocIneq_Presentation_short.rtf)  [[http://soc.hse.ru/images/share/portal2/fileicons/ppt.gif](http://www.hse.ru/data/2012/09/04/1243192880/HSE_SocIneq_Presentation_slides.)HSE\_SocIneq\_Presentation\_slides.pptx](http://www.hse.ru/data/2012/09/04/1243192880/HSE_SocIneq_Presentation_slides.pptx) | 3,  17.01.2013-25.03.2013 | **Rafael Mrowczynski,** PhD  (Leibniz Universitaet Hannover, Germany) |
| 8 | Comparing Societies in Transformation: Trajectories and Systems  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/10/1242507293/Kosals_Comparing%20Societies%20in%20Transformation)Kosals\_Comparing Societies in Transformation.doc](http://www.hse.ru/data/2012/09/10/1242507293/Kosals_Comparing%20Societies%20in%20Transformation.doc) | 3-4,  17.01.2013- 20.06.2013 | **Leonid Kosals**, Dr. of Science  (Russian Academy of Sciences) |
| 9 | Enterprise, Employment and Place  [[http://soc.hse.ru/images/share/portal2/fileicons/ppt.gif](http://www.hse.ru/data/2012/09/06/1241905343/Round_Enterprise,%20Employment%20and%20Place%20(abs))Round\_Enterprise, Employment and Place (abs).ppt](http://www.hse.ru/data/2012/09/06/1241905343/Round_Enterprise,%20Employment%20and%20Place%20(abs).ppt) | 3-4,  17.01.2012- 20.06.2013 | **John Round**, PhD  (University of Birminham, UK) |
| 10 | The Globalization of Social Time | 3,  17.01.2013 -25.03.2013 | **Nikita Pokrovsky,**  (Moscow State University) |
| 11 | Sociology of Civil Society and Third Sector  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/04/1243203929/Sociology%20of%20Civil%20Society%20-%20course%20description)Sociology of Civil Society - course description.doc](http://www.hse.ru/data/2012/09/04/1243203929/Sociology%20of%20Civil%20Society%20-%20course%20description.doc)  [[http://soc.hse.ru/images/share/portal2/fileicons/pdf.gif](http://www.hse.ru/data/2012/09/04/1243203860/Civilsociety)Civil society.pdf](http://www.hse.ru/data/2012/09/04/1243203860/Civilsociety.pdf) | 1-2,  01.09.2012-31.12.2012 | **Ruben Flores**, PhD  (University of Kent, UK) |
| 12 | Social Geography of Post-Socialist Societies  [[http://soc.hse.ru/images/share/portal2/fileicons/doc.gif](http://www.hse.ru/data/2012/09/04/1241910512/The%20Social%20Geographies%20of%20post.)The Social Geographies of post.docx](http://www.hse.ru/data/2012/09/04/1241910512/The%20Social%20Geographies%20of%20post.docx)  [[http://soc.hse.ru/images/share/portal2/fileicons/ppt.gif](http://www.hse.ru/data/2012/09/04/1241910521/Round_Social%20geography%20(abs))Round\_Social geography (abs).ppt](http://www.hse.ru/data/2012/09/04/1241910521/Round_Social%20geography%20(abs).ppt) | 3,  17.01.2013-25.03.2013 | **John Round**, PhD  (University of Birmingham, UK) |
| 13 | Cultures of Disorder in Contemporary Society  [[http://soc.hse.ru/images/share/portal2/fileicons/pdf.gif](http://www.hse.ru/data/2012/09/06/1241905566/Culture%20of%20Disorder%20(Syllabus-New%20HSE%20Standard)(5))Culture of Disorder (Syllabus-New HSE Standard)(5).pdf](http://www.hse.ru/data/2012/09/06/1241905566/Culture%20of%20Disorder%20(Syllabus-New%20HSE%20Standard)(5).pdf) | 3-4,  17.01.2013 - 30.06.2013 | **Nikita Pokrovsky**, Dr. of Phil.  (Moscow State University) |

**2.5. Material and Technical Resources for Training Process Support**

The material and technical resources of the Faculty of Sociology are mainly located at 3, Kochnovsky proezd, Moscow, Russia. The building has a large enough space for classrooms to support the training process of bachelor and master’s programme participants, including spacious classrooms for group classes, language classes and seminars. All group and semigroup classrooms are equipped with amplification systems and media projectors.

The Faculty is provided with sufficient facilities to accommodate academic departments, methodological classrooms, Offices of the head of studies of the bachelor and master’s programmes, employees of the Dean’s office, Dean’s assistants, staff of the training laboratory and the Laboratory for Studies in Economic Sociology. Most of the classrooms have been repaired and had windows replaced in recent years.

Foreign PhDs are given private offices. Separate rooms are allocated for the activities of corporate academic departments, student board, and sociology club “Gorod” (City). The building has four computer-equipped rooms for practical classes using hi-tech software and packages.

The infrastructure of the academic building includes everything required for students’ extracurricular activities: a cafe, a library with a reading hall, a medical office.

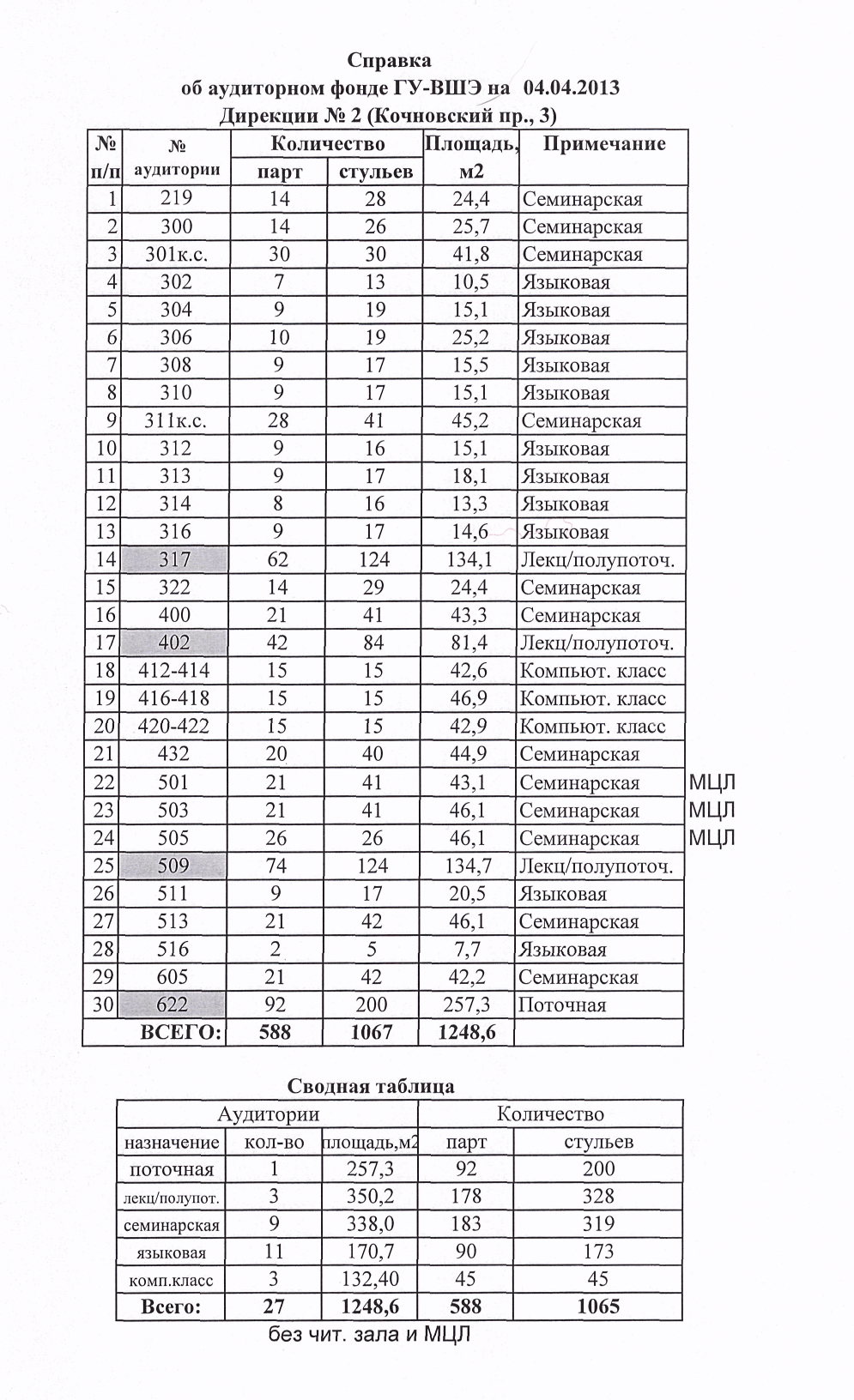
Free Wi-Fi is available throughout the entire area of the building as well as in all University buildings. Each student knows the password to access the network. Students can thus fully and without limitations use any training and methodology documentation required for the training process. Each student can also access information in the LMS system and resources of the HSE’s e-library any time.

The federal state standard for higher education does not require special laboratory or other complex equipment to be applied in the training process.

Each department has the necessary number of multimedia projectors and laptops. The Faculty has teleconference equipment for e-learning.

The use of the classroom facilities in the training process is shown in the Faculty website’s Schedule section (http://soc.hse.ru/courses\_schedules)

The Table below provides information on the classroom facilities.



The analysis of the state of the material and technical resources thus shows that there are all necessary and sufficient conditions for implementing the CTP of higher professional education in educational programme 040100 “Sociology.”

**3. HSE’s Educational Programme “Sociology” (Bachelor’s Level)**

**3.1.** **Regulatory Framework for Organizing and Carrying Out the Training Process**

Training and methodology documentation that supports the CTP implementation includes the following elements and can be freely accessed by the following web links:

1. state educational standard – HSE’s original educational standard; http://www.hse.ru/standards/standard
2. working programmes of training courses[[4]](#footnote-4); <http://www.hse.ru/edu/courses/> - full texts of all TPs, including optional courses, interfaculty courses, last years’ courses, courses of other faculties, divisions and branches; you can also find the programmes of practical training and course papers there;
3. websites of the courses with course programmes, instrumentation, including tests, the learning management system (LMS) for student activity monitoring, feedback and intermediate knowledge assessment (<http://lms.hse.ru>)[[5]](#footnote-5)
4. Training materials of the Faculty of Sociology ([*http://soc.hse.ru/gak*](http://soc.hse.ru/gak)*)*, including:
   1. schedule of the final certification and announcements;
   2. bachelor level programmes of the final interdisciplinary exam in sociology;
   3. regulations on the use of the Antiplagiat system (system for plagiarism detection).
5. University-wide “Training Process Manual” (http://www.hse.ru/studyspravka/), providing all regulatory and reference information required by the student.
6. Approximate topics of FQPs written within the departments; topics of course papers; information about the faculty members and their visiting hours; FQP samples, training and methodology literature: in the departments, their methodological classrooms and websites (<http://soc.hse.ru/chairs.html>)

Working programmes of disciplines shall be approved in compliance with the HSE’s regulations. Once a programme's validity period expires or working curricula change, the faculty members shall review the programme in accordance with the new requirements and approve it again. The bachelor level programme’s validity period is 4 years. Apart from the discipline programmes, a department shall regularly approve the programmes of practical training, field experience and research work for bachelor’s programme participants. All discipline programmes of the department meet the HSE’s educational standard and contain a list of competences developed during training in the course as well as descriptors of the level of their mastery. In addition, each programme shall specify the knowledge and skills to be acquired by a student who successfully completes training in the course.

3.2. **Applicant – Student – Graduate: Entrance Procedure, Training Process Organization, Employment of Graduates**

3.2.1 Applicants. Enrollment

In academic year 2012/2013 the total of 118 participants were enrolled in the bachelor level programme in sociology per course. For the dynamics of enrollment in educational programme 040100 “Sociology” at the Faculty of Sociology, see Annex 1.

For objective and comparative evaluation of the quality of student enrollment to the HSE’s Faculty of Sociology, here are the results of research held jointly by the HSE and the Russian News and Information Agency RIA NOVOSTI according to the Rating of Universities by Enrollment Quality Indicators in 2012.

The research analyses the Unified State Exam scores received by the students enrolled to the 1st year of the bachelor’s/specialist programme for either state-funded or fee-based full-time training in 2012.

The monitoring included all Russian state colleges and universities that enroll students mainly by the results of the Unified State Exam. It excluded art colleges and those of national security agencies. The presented set of materials covers only parent universities and colleges (without branches). Their total number is 507.

Based on the data from website EDU.RU

<http://www.edu.ru/abitur/act.6/fgos.040000/index.php>, in 2012, there were 137 universities and colleges that enrolled students for educational programme “Sociology” (federal state standard of higher education: 040100) at the bachelor level and 53 universities and colleges at the master level. The assigned rating by educational programme thus allows getting an idea about enrollment to the same educational programme (040100 “Sociology”) in all Russian universities and colleges that provide training in it.

**Total of Russian universities and colleges that enroll students for state-funded training in Sociology is 137.**

**Characteristics of Enrollment for Training on a Budgetary Basis (State-Funded)**

By the results of enrollment campaign in 2012:

- the HSE’s Faculty of Sociology is 3rd in Russia by the number of enrolled state-funded bachelor’s programme participants – 92 students (St. Petersburg State University – 110; Moscow State University – 100);

- the HSE’s Faculty of Sociology is 1st by the number of enrolled academic competition participants;

- the HSE’s Faculty of Sociology is 3rd in Russia by the average score of students enrolled by the results of the State Unified Exam in 2012 (per subject) – 83.5 scores (third to MGIMO University and St. Petersburg State University).

This means that we enroll for bachelor’s programme in 040100 “Sociology” typical A-students both from Moscow and the regions.

The Unified State Exam score of a weak student enrolled for the 1st year is 68.

The score data is given in Table 3.1 “Rating of universities and colleges. Quality of enrollment to state universities and colleges (state-funded enrollment): average and minimum score of the Unified State Exam (per subject) by educational programme 040100 “Sociology”[[6]](#footnote-6)

Table 3.1

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Value** | **Rating position** | **Comments** |
| **Average score of students enrolled by the results of the Unified State Exam in 2012 (per subject)** | 83.5 | 3 | Third to MGIMO University and St. Petersburg State University |
| **The score of the weakest student enrolled by the results of the Unified State Exam in 2012** | 68.0 | 7 |  |
| **Number of students enrolled for state-funded training** | 92 | 3 | St. Petersburg State University - 110  Moscow State University- 100 |
| **Including: students enrolled on a competitive basis** | 66 |  |  |
| **Including: academic competition participants** | 25 | 1 | St. Petersburg State University – 4  Russian State University for the Humanities - 3 |
| **Including: privilegees** | 0 |  |  |
| **Including: Employer-sponsored students** | 1 |  |  |
| **Difference between the average scores of the students enrolled by the results of the Unified State Exam in 2012 vs. 2011** | 3.1 |  |  |
| **Average Unified State Exam score of students enrolled on a competitive basis in 2012 (per subject)** | 83.7 | 5 |  |

Comments: Average Unified State Exam score was calculated based on the scores of all students entering a university by the Unified State Exam results.

**Characteristics of Enrollment for Training on a Contractual Basis (Commercial)**

By the results of enrollment campaign in 2012:

- the HSE’s Faculty of Sociology is 3rd in Russia by the average score of students enrolled by the results of the State Unified Exam in 2012 (per subject) – 71.8 scores (third to MGIMO University and State Academic University of Humanities);

- the HSEs Faculty of Sociology is 2nd in Russia by the minimum Unified State Exam score of a student enrolled on a fee basis – 63.8 (second only to MGIMO University);

Compared to the results of 2011, there is an increase in the average Unified State Exam score of students enrolled both for state-funded and fee-based training.

Table 3.2 reflects the “Quality of enrollment to state universities and colleges (enrollment for fee-based training): average and minimum score of the Unified State Exam (per subject) by educational programme 040100 “Sociology.

Table 3.2.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Value** | **Rating position** | **Comments** |
| **Average Unified State Exam score of students enrolled for fee-based training in 2012 (per subject)** | 71.8 | 3 | Third to MGIMO University and State Academic University of Humanities |
| **Min Unified State Exam score of students enrolled for fee-based training in 2012 (average by all educational programmes)** | 63.8 | 2 | Second to MGIMO University |
| **Total of students enrolled for fee-based training in 2012** | 27 | 22 |  |
| **Difference between the average Unified State Exam score of students enrolled for fee-based training in 2012 vs. 2011** | 0.3 | 40 |  |
| **Cost of training (rubles)** | 250,000 | 2 | Moscow State University – 287,200 |
| **Average score of students enrolled by the results of the Unified State Exam in 2012 (per subject)** | 83.5 | 3 | Third to MGIMO University and St. Petersburg State University |
| **Total of students enrolled by the results of the Unified State Exam in 2012** | 67 | 4 |  |
| **Average Unified State Exam score of students enrolled on a competitive basis in 2012 (per subject)** | |  |  | | --- | --- | |  | 3.7 | | 4 | Fourth to MGIMO University ,  St. Petersburg State University, and Pyatigorsk State Linguistic University |
| **Including: total of students enrolled on a competitive basis** | 66 | 3 | Third to St. Petersburg State University and Moscow State University |

Though one of the most expensive (250,000 rubles annually for admission in 2013), the Faculty of Sociology of the HSE enrolls prospective students with high potential.

Competing for the best entrants, the Faculty of Sociology keeps confident leadership both in the market of sociological education and among competitors in the field of related training.

3.2.3. Students: Training – Research – Practice

The programme duration is four years. Data on the number and progress of the cohort by training year is regularly published in the HSE website. To better motivate students, the rating system (current and cumulative) is used, the position in which allows them to claim for scholarships (see below[[7]](#footnote-7)) or discounts in training fees. The system proved to be comparatively highly effective judging by comparatively low dropout rates and high employment rates of graduates.

**Data on Scholarships and Discounts from the HSE website**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/03/22/1234615736/¦б¦¬¦-¦¬¦Ж¦+09.jpg](http://www.hse.ru/figures/49002.) | |  | [Number of Students Receiving Individual HSE Scholarships in 1994-2011](http://www.hse.ru/figures/49002.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/03/22/1234616111/¦б¦¬¦-¦¬¦Ж¦+10.jpg](http://www.hse.ru/figures/48637.) | |  | [Number of Students Receiving Social HSE Scholarships in 1995-2011](http://www.hse.ru/figures/48637.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2013/04/01/1234616127/РЎР»Р°РёМ†Рґ1.jpg](http://www.hse.ru/figures/48621.) | |  | [HSE Students Transferred from Fee-Based to State-Funded Training in 1999-2012](http://www.hse.ru/figures/48621.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2013/04/01/1239065427/РЎР»Р°РёМ†Рґ2.jpg](http://www.hse.ru/figures/5022081.) | |  | [Number of Students Transferred from Fee-Based to State-Funded Training during Four Academic Years 2008-2012 by HSE Faculty (Moscow)](http://www.hse.ru/figures/5022081.html) | |
| |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/11/21/1248346462/1Слайд1.jpg](http://www.hse.ru/figures/66995084.) | |  | [Ratio of Discounts Granted to HSE Students in 2008-2012 to Potential Revenues from Services of Higher Education % / mln. rubles](http://www.hse.ru/figures/66995084.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2012/11/21/1248346480/1Слайд2.jpg](http://www.hse.ru/figures/66995106.) | |  | [Changes in Training Fee Discounts Granted to Commercial Students in 2006-2012: Size Of Average Discount Off Total Training Cost, %](http://www.hse.ru/figures/66995106.html) | |  |  |

Some students drop out due to poor academic progress, change of major, etc. **Student dropout** rates by Sociology TPs are shown in the chart “Ratio (%) of students (Moscow, bachelor and master’s programmes), who dropped out in academic year 2011-2012 to the total of students by HSE faculty.”

See: <http://www.hse.ru/data/2013/04/30/1234613834/2Ru_All_2013.04.30.pdf>

Student dropout due to poor academic progress is stable at the level of 5-7% a year. Commercial students prevail among them. Students can be dismissed from the 1st through the last year of training, including by the results of state certification events. This indicates quite a serious and high level of intermediate and final knowledge testing.

**Studies**

When entering the University, student knowledge of English is tested, upon which they are distributed by academic group. So working curricula, plans of current, summative, and final knowledge assessment and other forms of training process organization and management use an academic group (20-30 students) as a structural unit of planning.

At the bachelor level training is carried out by individual curriculum. Yet, as common practice shows, an individual curriculum, that greatly deviates from the general schedule, is more often used when a student is transferred or reinstated upon the decision of the Academic Council; less often – based on their reasoned claim stating the wish to choose a flexible training trajectory. It is planned to make educational trajectories more individual, in particular, by developing a system of individual curricula for senior bachelor’s programme participants; by greatly enhancing the practice of teaching subjects in English (starting from academic year 2013-2014, there is a group of academic excellence with not only elective courses but also basic disciplines taught in English); by developing a system for student field experience.

Educational innovations are implemented based on a dual objective: meet labour market demand for universal social system analysts, on the one hand, and the needs of the academic community in an increase in young academic staff with research skills and extensive general sociological knowledge, on the other. Implementation of the objectives is carried out through a dialogue with the representatives of major employers, corporate academic departments (which should be more integrated in the current educational activities of the Faculty), and other interest groups in the professional community.

**Research**

Student research activities play an important role in the bachelor level TP. They start from career-guidance (1st year) and research seminars which are mandatory for all students. Afterwards, research activities may be continued in research groups, research project laboratories, and research training laboratories, where HSE students gain experience in project activities and get involved in labour relations (through the hiring/dismissal procedure, payment of salary and so on), being supervised by research faculty members and/or research division employees.

In addition, starting from the early 2000s, the Faculty hosts the student research club “Gorod” (City), which implements research initiatives and is engaged in the implementation of in-house monitoring and other research activities.

All this helps cultivate research taste and skills for research and academic and organizational activities among a large number of bachelor programme participants.

Recognition of student research results is achieved through their internal (in the University) and external (in the professional community) evaluation.

What concerns external evaluation: by the results of the first All-Russian competition of graduation papers in the field of sociology for the WCIOM prize, which completed on June 26, 2013, the students of the HSE’s Faculty of Sociology were among the prize winners. All in all, 151 applications were submitted for the competition by 57 graduates of Russian universities and colleges from 30 cities. 53 papers were presented in the “Best bachelor level graduation paper" category (17 universities and colleges from 11 cities); 83 papers in the “Best specialist level graduation paper” category (38 universities and colleges from 25 cities); and 15 papers in the “Best master level graduation paper” category (11 universities and colleges from 8 cities).

The winners in the “Best bachelor level graduation paper” category are:

· 1st-2nd prize – Konstantin Glazkov’s paper “Tour around the city: mental maps as a tool for working with city experience” (the HSE’s Faculty of Sociology). Academic advisor is Irina Kozina;

· 1st-2nd prize - Nikita Bolshakov’s paper “Development of methods for cultural capital research by the example of drama theatre audience” (the HSE’s Faculty of Sociology). Academic advisor is Nadezhda Astakhova;

· 3rd prize - Liza Timonina’s paper “Comparison of the efficiency of algorithms of filling gaps in data depending on the used analysis method” (the HSE’s Faculty of Sociology). Academic advisor is Irina Zangieva;

· 3rd prize - Impact of addiction to MMORPG on the intensity of communications, social skills and way of life of young gamers (the HSE’s Faculty of Sociology). Academic advisor is Olga Savinskaya.

The runner-up of the competition is Pavel Gladkov with his paper “Social problems of a megapolis through the eyes of Russian immigrants to the USA (by the example of NYC). Academic advisor is Elena Yarskaya-Smirnova.

The efficiency of research carried out by students can be estimated as high and the quality of academic products as complying with the criteria of professional evaluation. This fully meets the requirements of the HSE’s original educational standard in sociology.

**Practice**

**Specifics of Organization of Student Practical Training at the HSE’s Faculty of Sociology**

Student practical training at the HSE’s Faculty of Sociology is organized and carried out based on the standards of the following documents (for bachelor and master’s programmes), which regulate its content:

* + Standard Provisions for Educational Institutions of Higher Professional Education (approved by the Resolution of the Government of the Russian Federation as of 14.02.2008);
  + Federal Law No. 18-FZ “On Higher and Postgraduate Education” as amended on 10.02.2009;
  + Order #№1154 “On Approval of Provisions for the Procedure of Practical Training of Students of Educational Institutions of Higher Professional Education» as of 25.03.2003;
  + Charter of the National Research University – Higher School of Economics (in the wording of Russian Government Resolution #53 as of 31.01.2012 and Resolution #835 15.08.2012);
  + Educational Standard of the Federal State Autonomous Institution of Higher Professional Education National Research University Higher School of Economics in educational programme 040100.62 “Sociology” at the bachelor level;
  + Educational Standard of the Federal State Autonomous Institution of Higher Professional Education National Research University Higher School of Economics in educational programme 040100.68 “Sociology” at the master level;
  + HSE Order #6.18.1-06/1804-03 as of 18.04.2011 “On Introduction of the New Version of the Provisions for Organizing and Carrying Out Student Practical Training in the National Research University – Higher School of Economics”;
  + Practical training programmes;
  + Working curricula of the Faculty of Sociology for the current academic year;
  + Order #6.18.1-06/2307-03 as of 23.07.2012 “On Introduction of the New Version of the Provisions for Organizing Knowledge Testing.”

The Faculty of Sociology provides the following types of practical training.

Table 3. 3

**Types of Practical Training at the Faculty of Sociology**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Practical training name | Educational programme | Target group | Weeks | Number of credits | Total of hours |
| 1 | Practical training | 040100.62 “Sociology” bachelor level | 3rd year students, bachelor programme. | 2 | 3 | 108 |
| 2 | Field experience | 040100.62 “Sociology” bachelor level | 4th year students, bachelor programme, majoring in Economic Sociology, Applied Methods of Sociological Research, and Social Theory and Applied Social Knowledge. | 6 | 9 | 324 |
| 3 | Research work | 040100.68 “Sociology” master level | 2nd year students, master’s programme, majoring in Complex Social Analysis, Public Sociology and Social Communications, Applied Methods of Market Social Analysis. | 8 | 12 | 432 |

Below is a detailed description of organization of practical training as academic activity and types of practical training implemented under bachelor level programme (by the example of major in Economic Sociology, as the Department of Economic Sociology was most successful in monitoring the support of student practical training during preparation for state certification and international expertise).

*Practical Training*

Practical training is inseparable from the “Economic sociology training workshop” intended for 3rd year students, bachelor programme, within four modules of the academic year. The course implies that students are to undergo a full cycle of sociological research, including identification of a research problem within economic sociology, description of the initial situation, organization of a research team, preparation of a literature overview, development of tools for data collection and analysis, preparation of a report and presentation of research results.

Students work on their own in groups of 3-4 people. Supervisors of the “Economic sociology training workshop” give lectures and hold seminars; monitor the deadlines of student work phases; organize a conference on the results. Group counsellors, who are faculty members of the Department of economic sociology, act as consultants. They guide students on the selection of topics, literature, research methods and development of tools, collection of data, etc., as well as evaluate the student work at each phase. Annex A 3.4 lists projects implemented by 3rd year students in academic year 2012/2013. See Table 3.4. Topics of student projects in “Economic sociology training workshop” in academic year 2012/2013.

In fact, practical training is one of the phases of the “Economic sociology training workshop,” during which students collect empirical data on team projects in the 3rd module of the academic year. This phase involves a range of activities. Students:

* + - 1. Distribute responsibilities among the members of the research team at the current work phase.
      2. Draft cover letters to companies and instructions for interviewers, make forms of informed consent of respondents and other required documents.
      3. Collect data on their own, monitor whether sample parameters are met, questionnaires are filled completely, the interview guide is followed, etc.
      4. Carry out visual and technical control over the data collected.
      5. On their own enter poll data in the PC; transcribe interviews; clean arrays and text information before the analytical phase.
      6. Make a report on the research field phase.

The following criteria are evaluated when assigning a grade for practical training:

* • To what extent the volume of collected information meets the parameters specified in the “Economic sociology training workshop” (at least 200 respondents/ 20 interviews).
* • To what extent the information volume corresponds to that declared in the research programme.
* The quality of information entry (data array, interview transcripts).
* The quality of the final report on the field phase.
* Execution of the main research tools (questionnaire, interview guide).

The final grade (passed/failed and a mark on the 10-grade scale) is assigned by the workshop supervisors as recommended by the research team counsellor.

*Field Experience*

The purpose of field experience for 4th year students is majoring in Economic Sociology and gaining practical experience of participating in sociological and marketing research carried out by the industry’s leading companies or corresponding company divisions in R&D centres.

The content of field experience depends on the specifics of an institution where a student is sent. The following activities are recommended for students:

* participation in development or independent development of research programmes;
* participation in making reports;
* analysis of research results;
* work as an interviewer.

Field experience is supervised by the employee responsible for practical training and its supervisor within the department as well as field experience supervisor on behalf of the company.

The person in charge on behalf of the department is one of its faculty members. His/her responsibilities:

* create a database of companies, institutions and organizations for field experience;
* stay in touch with companies, institutions and organizations;
* develop a programme for field experience;
* ensure that events related to students’ preparation for field experience are held;
* organize field experience in compliance with its programme;
* carry out control over the deadlines and content of field experience;
* make sure that students timely deliver reports and journals of field experience;
* arrange pass-fail tests upon getting field experience;
* present a written report on completed field experience with comments and suggestions on its improvement to the Dean of the Faculty of Sociology.

Student field experience supervisor on behalf of the department is one of its faculty members, as a rule, an academic supervisor of the student’s FQP. His/her responsibilities:

* establish contacts with the field experience supervisor on behalf of a company, institution or organization and join efforts on making the working programme of field experience;
* develop topics of individual classes;
* participate in students’ distribution by workplace or their reassignment to different types of work;
* be in charge of the students’ adherence to the safety regulations jointly with the field experience supervisor on behalf of the company, institution or organization;
* carry out control over the deadlines and content of field experience;
* provide students with methodology support during their fulfilment of individual tasks and collection of information for FQP;
* evaluate the results of students’ fulfilment of the field experience programme.

Field experience supervisor on behalf of an organization can be one of its qualified specialists or division heads. It is not allowed to assign technical staff as field experience supervisors.

Student distribution for field experience is carried out in two ways:

* students establish contacts with organizations on their own;
* students are sent to an organization by the department.

To estimate the situation, the person in charge on behalf of the department beforehand asks students about their intentions and preferred content of work and, based on the information received, creates the actual student database.

Organizations engaged in student field experience include:

* Specialized state institutions dealing with sociological and marketing research (Institute of Sociology of the Russian Academy of Sciences and other, the HSE included).
* Large private firms and branches of foreign companies that specialize in sociological and marketing research (WCIOM, Levada-Centre, FOM, GfK Rus and other).
* Nonspecialized firms and institutions that have marketing and monitoring departments and carry out specific research activities. If a student is sent to a nonspecialized firm, the person in charge on behalf of the department is to make sure that the nature of student field experience is in line with the content of the training at the Faculty.

Centralized assignment of students for field experience is done based on the database of the firms and companies that engage specialists in sociology. The database includes data on the specifics of company activities, its interest in trainees, nature of work performed by students and so on. The database is regularly updated with information from student reports and other sources.

Reports on getting field experience are:

* field experience journals;
* student reports on completed field experience.

Apart from the plan and schedule of work, a journal includes a reference from the field experience supervisor on behalf of the organization where the student was working.

A field experience report includes the following items:

* overview of the organization activities;
* description of the organization structure;
* description of the specifics of activities of the division the trainee was assigned to and the project he/she was involved in;
* description of work carried out personally by the student;
* estimates of the prospects of cooperation with the organization during the field experience;
* organization address and contact phone.

The grade for field experience (passed/failed and a mark on the 10-grade scale) is assigned by the person in charge on behalf of the department based on the references from the field experience supervisors on behalf of the department and organization as well as based on the student field experience reports and journals. If necessary, a student is invited to talk to the person in charge on behalf of the department.

Data on field experience among 4th year students in academic year 2012/2013 is given in Annex A. (3.5)

The “Economic sociology workshop training” has been offered to sociology students for over 10 years. It is valuable because students, having acquired theoretical knowledge during lectures, implement their own sociological research through all phases from project topic selection to the final phase of making a report on its results and participating in a student conference. Practical training is inseparable from the “Economic Sociology Workshop Training”: students are given two weeks for data collection. Break-in of the workshop training along with the format of practical training has been going on for several years. Today the situation can be called good. During practical training students stay in the training environment: they implement the field phase under supervision and with assistance of the supervisors and counsellors of the “Economic sociology workshop training.” This enhances the quality of work performed by students during practical training and helps their counsellors get a complete picture for making decisions on assigning the final grade for practical training.

Some uncertainty regarding the objectives and tasks of practical training takes place when the students of the Faculty of Sociology are sent for field experience and research work. They face the labour market with its own requirements so student work may fail to correspond to the tasks specified in the practical training programmes. There also are some difficulties with assigning final grades. In compliance with the practical training programmes, the final grade is assigned by the person in charge on behalf of the department based on the references from the field experience supervisors on behalf of the department and organization as well as based on the student field experience reports and journals. If necessary, a student is invited to talk to the faculty member in charge on behalf of the department. Yet, in fact this information may be insufficient. It would be very advisable that the person in charge on behalf of the department study any results of student work such as data array, research result report, presentation made by the student. But it is actually impossible to fulfill the task today. All files constitute a trade secret or impose some other obligations on companies under their relationship with customers, respondents and partners. However, organizations do provide students with necessary official documents that certify their contribution to the work/research and estimate their readiness for practical professional activities in the form of a reference. In general, both field experience and research work are of great importance for future employment sociology students. They obtain experience of working in the labour market. Some students then stay as full-time employees in the companies where they had practical training. Field experience also allows students to work in the leading companies of the marketing and sociological research industry. Students cannot get employed there on their own as they have no required work experience and the like.

There also are some difficulties of administrative and organizational nature during practical training implementation. In most cases students are not paid for practical training and the system of education can do little to settle the problem. Sometimes students are offered to perform unskilled technical work. It is not seldom when the working day of a student lasts more than 8 hours. As a rule the persons in charge on behalf of the departments find out about such cases or any conflicts post factum.

Another problem with arranging practical training at the Faculty of Sociology is closed nature of places for practical training in the market of sociological and marketing research. Today it is undoubtedly a large and major segment of the labour market for future graduates. On the other hand, it is necessary to search for other areas of student force application. Often company representatives (in the field of production, finance and other areas insufficiently utilized by sociology students) have a very specific idea of the objectives and tasks of social education and don’t know that sociology students can work in their analytical and consulting divisions.

3.2.3. Graduates: Employment and Contacts with Employers

Graduates of the HSE’s Faculty of Sociology are in demand on the labour market.

Areas of their professional activities usually include:

- production and analytical departments of companies in various industries;

- public and municipal authorities;

- academic and departmental research organizations, sociological research centres;

- institutions of higher and secondary professional education, general secondary education and further education.

Areas of employment of graduates majoring in sociology are shown in Fig.3.1.

According to the training standard, a graduate of the bachelor programme is trained in the following types of practical activities:

* research (performing a sequence of actions aimed to obtain new knowledge about the objects of professional activities);
* project activities (diagnostics, planning and evaluation of current indicators that characterize the objects of professional activities; analysis of the correlation of the current and target indicators and development of measures for its optimization based on available resources; creation of information base for project activity monitoring);
* organizational and managerial activities (in different fields of professional activities);
* production and applied activities;
* teaching.

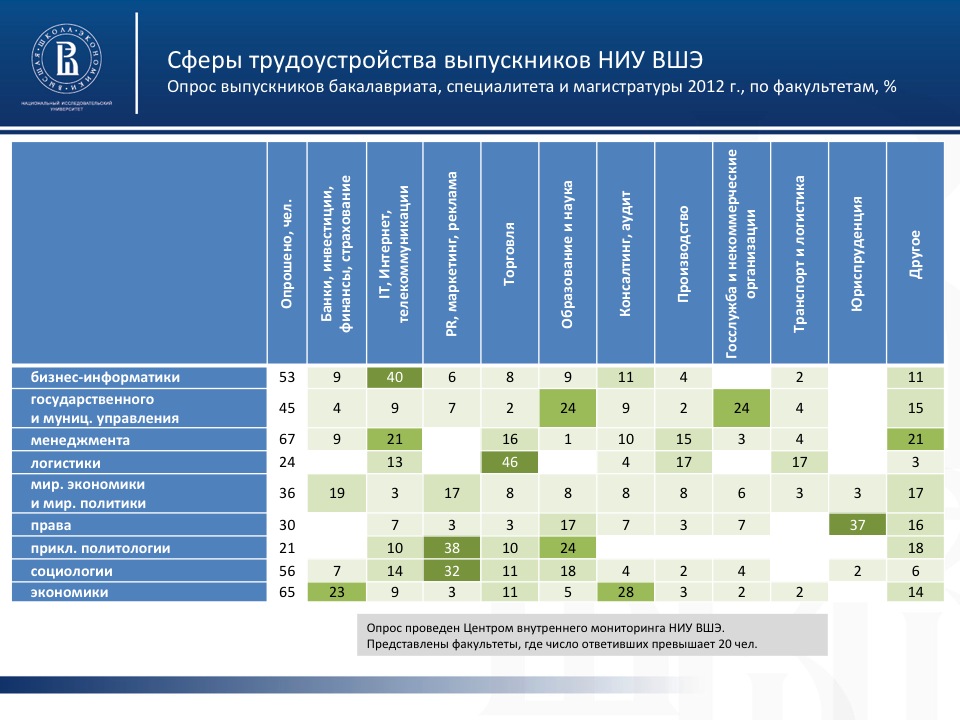


Fig.3.1 Areas of Employment of HSE Graduates (by Faculty)

A graduate of bachelor programmes is ready to solve professional tasks in the abovementioned areas. A full list of professional tasks is specified in the HSE’s original educational standard part of which is given in Annex A 3.6.

The full text of the HSE’s original educational standard (sociology/bachelor programme) translated in English can be found in Annex A 3.7.

Graduates of the Faculty have no serious problems with employment upon completion of the bachelor programme. In the last five years students got positive reference from employers that provided them practical training. Students demonstrate a high level of knowledge and skills and are ready to get actively involved in company activities. Once they graduate, some students continue working for the company where they had practical training.

Upon graduation, the majority of students get employed on their own through social networks or open channels. Field experience and research work carried out by students during training play an important role in the process of employment.

**Information about Employment of Graduates from the HSE Website[[8]](#footnote-8)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | [http://www.hse.ru/data/2013/04/30/1234335166/Слайд01.jpg](http://www.hse.ru/figures/292716.) | |  | [Are you employed at the moment? Poll of the Graduates of Bachelor, Specialist and Master Programmes in 2012, %](http://www.hse.ru/figures/292716.html) | | |  |  | | --- | --- | |  | [http://www.hse.ru/data/2013/04/30/1234615634/Слайд02.jpg](http://www.hse.ru/figures/49024.) | |  | [Where do HSE Graduates Work? Poll of the Graduates of Bachelor, Specialist and Master Programmes in 2012, %](http://www.hse.ru/figures/49024.html) | |  |

To make the graduates more competitive, including in the labour market segments related to the programme of the Faculty development, the following tasks were identified.

2010-2013:

- engage in the training process experts in public opinion and market research – this is done both through corporate academic departments and by inviting HSE previous years’ alumni, who have become renowned experts, to read some practice-oriented courses.

- develop the system of corporate academic departments (open 1-2 new ones) – the process of establishment of the corporate academic department of TNS Group (media research) is close to completion.

- integration on the corporate academic departments in the regular training process through practical training and field experience, onsite training, participation in research seminars, creation of the sociological data bank that can be used for the purposes of the educational process

- integration of the corporate academic departments in the academic life of the Faculty through their regular participation in research seminars and projects.

2014-2020:

- development of the system of alumni (sponsorship, employment, brand promotion )

**3.3. Impact of the Self-Assessment Process on the Improvement of the Bachelor’s Level Training Programme**

Self-assessment is the 1st phase of the multiphase process of TP analysis started at the Faculty of Sociology in November 2012 with the emphasis on the training results. At this phase, special attention is paid to the implementation of the programme of competence-based approach, which so far has no off-the-shelf solutions in Russia or abroad.

Work on the implementation and development of the new approach in sociological education is supervised by HSE pro-rectors Vadim Radaev and Sergey Roshchin as well as the Dean of the Faculty of Sociology Alexander Chepurenko.

Research and methodology development in this field is the result of active cooperation of the employees of the Centre for Development of Sociological Education (headed by Margarita Bershadskaya) and the teams of the Faculty departments with consulting support and continuous creative collaboration with the University’s Methodology Office (headed by Alexandra Serova).

This section provides specific examples of the following three important aspects:

* *how the process of self-analysis proper impacts TP improvement* (subsections 3.3.2 and 3.3.3);
* *how the process of self-analysis will be applied for the enhancement of the quality of training in the future* (subsection 3.3.8.);
* *the process of self-analysis as a powerful tool for involving the F&S in TP assessment and improvement* (subsections 3.3.7, 3.3.8) *.*

**3.3.1. Development of National Requirements for the Competences of a Bachelor and Master of Sociology**

*Development of common cultural and professional competences of a sociologist* is one of the major goals of the bachelor’s programme TP, which to the most extent corresponds to the institutional goals of the Faculty of Sociology.

According to this goal, self-analysis shall focus on the monitoring of the fulfilment of requirements for the structure of developed competences and methods of their development and assessment.

It should be emphasized here that development of *national requirements* for the structure of bachelor competences (and master competences as continuation) is the best practice of the previous experience of analytical work of the Faculty of Sociology. In 2009 the Faculty organized and chaired the Consortium of universities that developed the current Fedreral educational standards for bachelor and master training in sociology[[9]](#footnote-9). The team of authors of FS 2010 officially included five employees and leading faculty members of the Faculty of Sociology: Vadim Radaev (head of the Department of Economic Sociology, chairman of the Consortium of FS authors); Alexander Chepurenko (Dean of the Faculty, vice chairman of the Consortium); Andrey Kozhanov (Deputy Dean for academic affairs and methodology), Inna Devyatko (head of the Department of Analysis of Social Institutions, head of the master’s programme), Margarita Bershadskaya (head of the Centre for Development of Sociological Education).

The fact that the Ministry of Education and Science of the Russian Federation has approved the FSs developed by the initiative and under supervision of the HSE’s Faculty of Sociology is a *sure* *evidence of the competitive advantage of the Faculty and recognition of its experience in analytical work in the field of TPs for training in sociology.*

The same is true about methodological support of the FS implementation, in particular, recommendations in the form of approximate TPs for bachelor and master training (they include suggested curricula and training programmes for all disciplines)[[10]](#footnote-10).

These activities of the Faculty are going on: development of FS 2012 by the initiative of the Ministry – bachelor’s, master’s and postgraduate programmes. When performing these highly responsible activities, the Faculty mainly uses the results of analysis of its own TPs.

**3.3.2. Implementation of the Requirements for the Competences of a Bachelor in Sociology in the Bachelor Programme TP**

The HSE uses its own Original educational standards for training bachelors and masters in sociology, which were developed by the Faculty based on the FS requirements (not lower than the state requirements).

The curriculum is in full compliance with the structure of the TP specified in the original educational standard. The situation with a set of training programmes is more complicated. Already the first self-assessment phase showed that the programme authors were mainly focused on the discipline content and rational distribution of training load based on the curriculum, but not always understood the competence-based approach to training results, which was new for them.

The shortcomings identified at this phase showed that it was necessary to immediately do the following:

* enhance the qualification of faculty members;
* correct the training programmes of disciplines;
* repeat TP monitoring (second self-assessment phase).

The mechanism of detecting shortcomings is implied in the system of programme self-assessment including:

* development and analysis of the matrix of competences, which distributes the competences a graduate should have by the basic programme disciplines (i.e., partial development of competences in some disciplines);
* creation and analysis of the matrix of knowledge and skills, which distributes them by competences (this forms a basis for creating the resource base for each of the competences of the resource base);
* development of suggestions on the correction of discipline training programmes to eliminate the shortcomings detected.

Taking into account the importance of the specified elements of self-analysis, they are described in more detail below (subsections 3.3.3 and 3.3.4).

This subsection just gives an overview of general results of the first self-assessment phase (Table 3.8) and shows the role of self-analysis and its impact on TP improvement as a consequence of the general results of the second self-analysis phase (Table 3.9).

Table 3.8 lists the TP strengths and weaknesses detected at the first self-assessment phase and gives corresponding suggestions on how to make corrections in the training programmes (see subsection 3.3.2.).

Table 3.8

Results of the First Self-Assessment Phase

Bachelor Level Training Programme

|  |  |  |
| --- | --- | --- |
| STRENGTHS | SHORTCOMINGS | EVENTS |
| The curriculum is in full compliance with the requirements of the standard for the programme structure |  |  |
| The training programmes of the disciplines and practical training provisions are in compliance with the curriculum |  |  |
| The training programmes of the basic disciplines, developed by the Faculty of Sociology, are written based on a common template that focuses on training results | The training programmes, developed at other faculties are not template-based and contain no information about the competences to be developed and indicators of their mastery | Recommendations on how to correct the training programmes of other faculties |
| A high level of the content and efficiency of the methods for knowledge and skill development (according to the TP expertise) | Not all the competences specified in the standard are included in the training programmes of the basic disciplines | Distribution of uncovered or insufficiently covered competences by discipline |
| The template-based  training programmes of the basic professional disciplines formulate the descriptors of the competences to be mastered within the discipline | - Insufficient number of the descriptors of the competences developed in the basic professional disciplines;  - Some descriptors are worded incorrectly | - make and analyse lists of descriptors;  - suggestions on how to correct the wording |
| The F&S of the Faculty were trained on how to develop tests for competence assessment | Insufficient number of tests for competence assessment | Develop tests for competence assessment |
| The training programmes contain requirements for the knowledge and skills to be acquired upon mastering the discipline | - Some standard requirements for the knowledge and skills are not completely reflected in the programme;  - The knowledge and skills are not specified in the competence descriptors | Suggestions on how to create the resource base of the competences based on the requirements for the knowledge and skills - formulate the appropriate descriptors and distribute them by competence |
| **The qualification of faculty members is to be improved based on the self-analysis results** | | |

Table3.9 gives examples of some shortcomings, detected during the first self-analysis phase, to show how the self-analysis process impacts the programme improvement.

Table 3.9

Results of the Second Self-Assessment Phase: Examples of Eliminating the Shortcomings Detected during the First Phase

|  |  |  |
| --- | --- | --- |
| PROGRAMME WEAKNESSES | BEFORE | NOW |
| **1**. The TPs of the basic professional disciplines, which contain no information about competence development | 2 | 0 |
| **2**. Competences not covered in the programme | 2 | 0 |
| **3**. PCs partially developed in one or two disciplines  in one discipline  in two disciplines | 3  4 | 0  0 |
| **4**. Incorrect wording of the indicators of competence mastery (descriptors) | 8 | Update and correction |
| **5.** Insufficient number of the descriptors of the competences developed within the basic professional disciplines (16 mandatory competences)  total  average per competence | **57**  **3.6** - from  0 to10 | **139**  **8.7** |
| **6**. Insufficient number of tests for competence assessment | 80 | 400 |
| **7.** Insufficient number of descriptors specified based on the requirements for the knowledge and skills | 19 | 51 |

**3.3.3. Analysis of the Matrix of Competences and its Impact on the Process of TP Improvement**

The main tool for assessing the competence-based approach by the entire set of TP elements (training programmes of the basic disciplines, practical training and FSC provisions) is creation and analysis of the matrix of competences.

To illustrate the efficiency of TP self-assessment with aggregation of results and further measures for eliminating the shortcomings detected, below there are the results of monitoring the competence-based approach for mastering the basic professional disciplines.

The TP template, suggested to faculty members since 2011, includes not only the list of the competences developed when training in the discipline (fully or partially), but also the indicators of competence mastery (descriptors), which are tested both when studying the discipline and within various types of testing by the discipline.

Unfortunately faculty members do not always understand the new approach and its role in the training process, so when developing training programmes, they often just formally list competences and descriptors trying (intentionally or not) to make the number of competences, developed during the discipline study, minimal. Hence, a real risk of not fulfilling the requirements for the competences to be acquired by a programme graduate. The matrix of competences created during the first self-assessment phase identifies some competences that are insufficiently or not at all covered in the programme. By way of example, let’s give the results of the analysis of the initial matrix of competences developed in the basic part of the programme – when studying the basic disciplines of the professional cycle during theoretical training. The matrix showed that more than five out of 16 competences are not sufficiently covered in the discipline TPs. These include two common cultural competences (CC) and three professional competences (PC):

* CC-12 Understanding of essence and value of information in the development of modern society, recognize risks and dangers, satisfy information security requirement, including protection of official secrets.
* CC-16 Knowledge of safeguards for personnel and public protection from the consequences of accidents and disasters.
* PC-6 Ability to participate in elaboration of recommendations based on professional sociological knowledge aimed at social problems solutions, elaboration of mechanisms for coordinating the interests of social groups and communities.
* PC-10 Ability to apply basic theoretical knowledge and practical skills for participation in scientific and applied research, analytical work and consulting.
* PC-11 Ability to use methods of collection, processing and interpretations of complex social information to solve the administrative tasks including those beyond the immediate sphere of activities.

In addition, two TPs were found to be missing information about the competences to be developed:

* “Economic and social statistics”
* “Social structure and social stratification”

As is seen from the first phase matrix, the shortcomings, specified in items 1, 2, 3 of Table 3.9 in the previous subsection, were identified. This allowed carrying out some work on the programmes during the second phase, which fully eliminated the bottlenecks of the first matrix.

The first and second self-analysis phase matrixes of competences, which give a summary of this subsection, can be found in Annexes A.3.8 and A3.9.

3.3.4. **Analysis of the Matrix of Knowledge and Skills and its Impact on the Process of TP Improvement**

Knowledge and skills are the necessary and very important component of any developed competence and its resource base.

At the first self-analysis phase it was found out that the discipline TPs quite fully reflect the process of obtaining knowledge and skills during discipline study. One of the shortcomings is a weak correlation between the knowledge and competences developed when training in the discipline. This results from the distribution of the knowledge and skills by the competences developed, i.e., the matrix of knowledge and skills. The matrix was created based on the appropriate analysis of the competence descriptors that reflect their resource base. The mandatory competences of the professional cycle are described considering the standard requirements for the cycle resource base. *Formal* absence of the correlation between the knowledge and skills and mandatory competences is quite significant: the three requirements for the knowledge and skills were not reflected in any competences; 10 out of 16 competences had no descriptors of the resource base.

Although mastery of the knowledge and skills, implied by the training programmes, is undoubtedly the basis for developing the competences, the absence of the formal correlation with the competences did not allow evaluating them as part of the competences (the resource base and the competences are evaluated separately).

As a result of the analysis of the resource base and the content of the discipline training programmes, over 30 descriptors of the resource base were formulated additionally for all the mandatory competences of the professional cycle. Correction of the training programmes in compliance with the suggestions made dramatically changed the matrix (see Table 3.10). The competences that contained the descriptors of the resource base at least in one of the basic disciplines in the original matrix are marked with \*. The **#** character indicates changes in the second programme self-assessment phase.

As is seen, at the second self-analysis phase, the matrix of knowledge and skills has no gaps: all the knowledge and skills are included in the competences (one or several); each of the 16 mandatory competences now contains the descriptors of the knowledge and skills.

Table 3.10

Matrix of Knowledge and Skills at the Second Self-Analysis Phase

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Requirements for knowledge and skills** | **CC** | | | | | **PC** | | | | | | | | | | | |
| **8** | **9** | **10** | **12** | **16** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| ***Know (resource base):*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| main classic and modern sociological theories and schools |  |  | \* |  |  | **#** |  |  |  |  | **#** |  |  |  |  |  | **#** |
| main factors in integrated social processes and functioning mechanisms of major social communities |  |  | **#** |  |  |  |  |  | **#** |  | **#** |  |  |  | **#** |  | **#** |
| Methodology basics of sociological research, main methods of sociological information collection and analysis |  |  |  |  |  | \* |  |  | **#** |  |  |  |  |  |  |  |  |
| theoretical foundations of sociological branch disciplines | **#** |  | **#** |  |  |  |  |  | **#** |  |  |  |  |  |  |  | **#** |
| main factors of socio-economic, political and management processes, principal approaches to their study, as well as peculiarities of the application in Russia |  |  | \* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| main theoretical models and research methods that describe social action, social perception, communication and interaction at micro/micro levels |  |  | \* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***be able to:*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| produce, select, process and analyse data on social processes and social communities |  | **#** |  |  |  |  |  |  |  |  |  |  |  |  |  | \* |  |
| apply relevant methods of data collection and analysis, recognize limitations, evaluate quality (validity and reliability) of sociological data |  | **#** |  |  |  |  | **#** |  |  |  |  |  |  | \* |  |  |  |
| participate in project work and accomplish own analytical projects |  |  | **#** |  |  |  | \* | \* |  |  |  |  |  | \* |  |  |  |
| present the results of research and analytical work to public and professional audience |  |  |  |  |  | **#** | **#** |  |  | \* |  |  |  |  |  |  |  |
| ***have skills of:*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| application of fundamental sociological knowledge in practical work |  |  |  |  |  |  |  |  |  |  | **#** |  |  |  |  |  |  |
| social data analysis by applying statistical software systems |  | # |  |  |  |  | \* |  | **#** | **#** | **#** |  |  |  |  |  |  |
| obtaining professional information from various sources, including Internet and foreign literature |  |  |  |  |  |  | \* | **#** |  |  |  | **#** |  | **#** | **#** | **#** | **#** |

3.3.5. **Suggestions on Correction of Training Programmes of Other Faculties Based on the Requirements for Sociology Training Programme**

To make sure the requirements of our TP resulting from the analysis of the matrix of competences and matrix of knowledge and skills are met, we were to develop suggestions on how to correct the TPs of the basic professional disciplines of other faculties (“Economic and social statistics”; “Social structure and social stratification”). The aim was to formulate the competences, required by a sociologist, based on the specifics of the content of these courses, which, as our preliminary analysis shows, contains all necessary conditions for their development.

There are two different ways to formulate competences developed by disciplines and their corresponding descriptors. The first approach is to limit the number of such competences to 5-6. Most authors of training programmes of other faculties are committed to this principle. The second approach, which is applied by our Faculty to the basic professional disciplines, implies step-by-step development of system and professional competences in most disciplines of the cycle. We believe (and were supported in the matter by psychologists during one of the meetings on methodological issues), that such approach is more effective, the more so because, as a rule, none of the disciplines can be responsible for the development of all professional competences.

It was this approach that we followed to develop recommendations on how to make changes in the above-named disciplines. Recommendations on how to fill the table of competences in these disciplines’ TPs are given in the Annex. Considering the importance of these courses for sociology students, the recommendations contain the wording of descriptors of all the mandatory competences of the professional cycle (more than 30 descriptors per discipline). The recommended descriptors (see tables in Annexes A.3.10 and A.3.11) are in full compliance with the content of the disciplines and are easy to verify.

**3.3.6. Development of the Methodology School at the Faculty of Sociology**

The HSE’s Faculty of Sociology, renowned for its academic school, in recent years has gained prominence for its methodology development, too. Promotion of the methodology school at the Faculty is carried out under the guidance and in creative collaboration with the HSE’s Methodology Office.

First recognition of our methodology school is its winning of the competition for the development of state educational standards in sociology (2009) and further development of approximate TPs for Russian universities and colleges that train bachelors and masters in sociology. The Centre for Development of Sociological Education was opened at the Faculty to coordinate the activities on the implementation of new educational standards in Russian universities and colleges.

The next important development phase was working out of our own original standards introduced in 2010.

Then followed a great volume of work on the implementation of the new standards along with the development of methodology materials, organization of professional development courses, in-house and field seminars for faculty members and the members of the Consortium of universities with experience shared during round tables, All-Russian and inter-university conferences, social networks, publication of developed methodologies in journals and conference files.

*Professional development of the F&S of the Faculty* is mainly aimed to solve the most critical problem with the implementation of standards – that of competence-based approach to training results. The HSE’s Methodology Office has developed very good methodologies, templates and algorithms for competence evaluation[[11]](#footnote-11). Every two weeks there are events called “Methodology Wednesdays” where the methodology materials are explained and discussed. The F&S of the Faculty of Sociology take an active part in sharing the experience. It should be noted that there was a clear increase in their activity during TP self-assessment. This is a strong evidence of the fact that the process of TP self-assessment is *a powerful tool for integration of the F&S of the Faculty of Sociology in TP evaluation and improvement.* Things, that first were not accepted by the faculty members (competences, descriptors, etc.), are gradually not just entering their vocabulary but also more actively used to formulate the course objectives and requirements for mastering it (see sections devoted to TP improvement in the process of self-analysis: 3.3.2.; 3.3.5; 3.3.6). The most active employees and faculty members participate in such projects of the Methodology Office as development and expertise of tests for competence evaluation, development of a competence-based course profile, certificates of system competences and so on.

Faculty events on the issues of sociological education proper are held by the University’s Methodology Office (or jointly). The nature of discussions indicates that the process of TP self-assessment *makes the faculty members more and more interested in methodology issues*. One should just see the expressions on their faces when they are discussing the tasks in the field of methodology development (slides on page 65) – this is so unlike many meetings and seminars of the kind when the faces of the participants express nothing but indifference, incomprehension and no interest.

These and other similar slides (see Annex A.3.12) summarize the results of 2009-2012 and tasks for the future (2013-2016), some of which are already in progress during self-assessment.

Information about the fulfilment of the main tasks of our methodology school, which are directly related to the improvement of the bachelor programme TP, is given in in Table 3.11.

Table 3.11

Main Tasks of the Faculty’s Methodology School on TP Improvement

|  |  |  |
| --- | --- | --- |
| Tasks | Performance Indicators | |
| 2009-2012 | 2013/2014 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

The full list of events related to methodology issues of sociological education, arranged by the Faculty or actively involving its representatives in 2010-2013, can be found in the website of the Centre for Development of Sociological Education at <http://www.hse.ru/org/hse/socedu/>. See Annex A 3.11.

1. Including those who have the second Russian scientific degree of the candidate of sciences or doctor of sciences. [↑](#footnote-ref-1)
2. To open a chart in a separate window, Ctrl + click on the link with its name. [↑](#footnote-ref-2)
3. To open a chart in a separate window, Ctrl + click on the link with its name. [↑](#footnote-ref-3)
4. To search the text of a programme on the training courses webpage, go to <http://www.hse.ru/edu/courses/> and specify the exact name of the course as per curriculum in the search table, select programme 040100 “Sociology,” the Faculty of Sociology. The page will display information about the faculty member and the module in which the course is given. You will also find a shortcut to view the programme’s full text. [↑](#footnote-ref-4)
5. To log in to the system, you need personal login and password. [↑](#footnote-ref-5)
6. <http://www.hse.ru/ege/second_section2012/rating/2012/44754396/gos/?glist=%D0%A1%D0%BE%D1%86%D0%B8%D0%BE%D0%BB%D0%BE%D0%B3%D0%B8%D1%8F> [↑](#footnote-ref-6)
7. To open a chart in a separate window, Ctrl + click on the link with its name. [↑](#footnote-ref-7)
8. To open a chart in a separate window, Ctrl + click on the link with its name. [↑](#footnote-ref-8)
9. <http://ecsocman.hse.ru/sociology/bac.html> [↑](#footnote-ref-9)
10. <http://www.hse.ru/data/2011/04/07/1211727134/plan_ba.pdf>

    <http://www.hse.ru/org/hse/socedu/plany?_r=299391305232597.03483&__t=1063857&__r=OK> [↑](#footnote-ref-10)
11. <http://www.hse.ru/studyspravka/programmauchdisc> [↑](#footnote-ref-11)