

**FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION  
OF HIGHER EDUCATION  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
LAW INSTITUTE  
DEPARTMENT OF FOREIGN LANGUAGES**

*Approved by the Law Institute  
Academic Council*  
(Protocol No 0901-08/3 of 1 December, 2022)

Chairman  
S.B. Zinkovskiy



**PHD COURSE  
FIELD OF STUDIES/ SPECIALITY 5.8.2.  
SPECIALIZATION: TRAINING FOREIGN LANGUAGE,  
TRANSLATION, AND INTERPRETING SKILLS  
FOR SPECIFIC PURPOSES WITHIN DIGITALISATION  
GUIDELINES FOR ADMISSION PROCEDURE  
PORTFOLIO AND ASSESSMENT TOOLKIT**

MOSCOW  
2022

## **TABLE OF CONTENTS**

<b>1. GENERAL PROVISIONS .....</b>	<b>3</b>
<b>2. GUIDELINES GOAL .....</b>	<b>3</b>
<b>3. GUIDELINES SCOPE .....</b>	<b>4</b>
<b>4. REGULATIONS .....</b>	<b>4</b>
<b>5. RECOMMENDATIONS ON APPLICANT’S KNOWLEDGE LEVEL FOR ADMISSION .....</b>	<b>5</b>
<b>6. ADMISSION PROCEDURE .....</b>	<b>6</b>
<b>7. STRUCTURE, POINTS AND EVALUATION CRITERIA FOR PORTFOLIO ELEMENTS.....</b>	<b>7</b>
<b>8. RESOURCES RECOMMENDED FOR CREATIVE TASK .....</b>	<b>11</b>

## **1. GENERAL PROVISIONS**

The Guidelines have been developed in compliance with the Independently Established Requirements of the RUDN University for the structure of training programmes for scientific and scientific-pedagogical personnel at the postgraduate level of higher education (hereinafter Requirements).

The Guidelines meet the specified conditions and terms set forth by the Requirements for their implementation, takes into account various forms of education, educational technologies and characteristics of individual categories of graduate students.

The Guidelines establish the procedure for admission to study at the postgraduate educational programme *Training Foreign Language, Translation, and Interpreting Skills for Specific Purposes within Digitalization* (scientific speciality 5.8.2. Theory and Methodology of Training and Education, by fields and levels of education), the course is run in English, at the Law Institute of the Peoples' Friendship University of Russia.

The Guidelines are not applicable for admission to postgraduate programmes for groups of scientific specialities that are run in Russian at the Law Institute of RUDN University.

The Guidelines consider the provisions of the RUDN Independently Established Requirements for the research personnel training at the postgraduate level of higher education, the requirements of the Higher Attestation Commission of the Russian Federation for the mandatory minimum content and level of education of applicants for the admission to postgraduate studies within the group of scientific specialties under the umbrella of the Pedagogy field (index 5.8., Education and Pedagogical Sciences) and specify the admission procedure to the mentioned PhD course of the RUDN University Law Institute.

## **2. GUIDELINES GOAL**

The purpose of the Guidelines is to help applicants to the postgraduate educational programme of the RUDN Institute of Law to reveal their motivation and previous experience of teaching and research, to systematise their knowledge in Pedagogy, to

enable applicants to demonstrate the systemic understanding of a foreign language, translation and interpreting skills, that have been developed as a result of mastering academic courses within previous education.

### **3. GUIDELINES SCOPE**

The purpose of the admission procedure is to assess the applicant's motivation to join the PhD course, his/her previous experience in educational, research, professional activities, as well as to evaluate the applicant's applied skills in the field of foreign language, translation and interpreting, ICT-facilitated multilingual communication, and training, and to consider the degree of the applicant's occupational competence in a language for specific purposes (LSP).

The Guidelines introduce the admission procedure scope, stages, format; educational resources to prepare for admission procedure; criteria for the results evaluation.

### **4. REGULATIONS**

- Federal Law No. 273-FZ of 29 December 2012 "On Education in the Russian Federation"
- The federal state requirements for the structure of programmes for the training of scientific and scientific-pedagogical personnel at the graduate school, the conditions for the PhD courses implementation, the length of studies regarding respective courses, taking into account various forms of education, educational technologies and features of individual categories of graduate students, as approved by order of the Ministry of Education and Science of Russia No. 951 of 20 October 2021
- The procedure for admission to study at educational programmes of higher education for the training of scientific and scientific-pedagogical personnel at the graduate school, approved by order of the Ministry of Education and Science of Russia No. 721 of 8 June 2021
- The RUDN University Requirements for the structure of programmes for the training of scientific and scientific-pedagogical personnel at the graduate school, the conditions for the PhD courses implementation, the length of studies regarding respective courses, taking into account various forms of education, educational

technologies and features of individual categories of graduate students, approved by order of the Rector No. 139 of 9 March 2022

- Order of the Rector No. 225 of 14 April 2022 "On approval of the rules for admission to graduate school"
- RUDN Charter.

## **5. RECOMMENDATIONS ON APPLICANT'S KNOWLEDGE LEVEL FOR ADMISSION**

The Guidelines assume that a person applying for the PhD course is expected to have a system of theoretical knowledge and methodological skills in Language, Translation and Interpreting Didactics and Pedagogy. The applicant to the PhD course is expected to be aware of the fundamentals and basics of Pedagogy as a science and its branches, research methodology in the field of instruction, features of educational process and its technology.

The applicant to the PhD course is expected to

### **know:**

- conceptual and categorical apparatus of Pedagogy
- methodological foundations for the study of Pedagogy
- branches of Pedagogy
- research methodology in the field of Pedagogy
- fundamentals and essence of educational process

### **be able to:**

- analyse educational theory and practice within the social and economic realities of the state
- substantiate the connection between Pedagogy as science and educational practice
- conduct analytical studies in the field of Pedagogy and analyse relevant issues and facts from the point of view of the set tasks

### **master:**

- domain-specific terminology, correctly use respective concepts and constructs

- techniques to explore educational theory and practice phenomena
- skills in applied use of domain-specific knowledge.

The applicant shall provide relevant evidence of his/her mastery of the English language. The following documents are subject to acceptance: graduate diploma of Higher Education English-taught programme, CPD Certificates (Completion of the Course in English Training at B2 level) and Diplomas (Diploma on the Conversion Course in English or Translation (English as a working language), ELTS with 5.0 points (as minimum), TOEFL IBT with 60 points (as minimum), TOEFL PBT with 500 points (as minimum), CAE (Certificate of Advanced English), CPE (Certificate of Proficiency in English), BEC Vantage/Higher (Business English Certificate).

## **6. ADMISSION PROCEDURE**

To assess the knowledge, experience and motivation of the applicant, the assessment procedure specified in these Guidelines is implemented.

To conduct the assessment, the examination board is appointed according to the University order.

The admission procedure rests on the applicants' competitive selection.

To pass the competitive selection, applicants submit two packages of documents.

*The first package* forms the personal file of the applicant and contains the documents specified in the Rules for admission to RUDN University for applicants for higher education PhD programmes in 2023 (hereinafter referred to as the Rules). The second package is the portfolio itself.

*The second package* forms the portfolio.

The admission procedure is carried out in the form of a portfolio assessment, in compliance with the Order of the Rector of RUDN University.

The portfolio documents shall be submitted in English. Additional supporting documents may be submitted in other languages. Identity documents, as well as education documents obtained in a foreign state, shall be accompanied by a translation into Russian, certified by a notary.

All the documentary evidence of the applicant's qualifications, academic results, employment experience, volunteering activities, that is fully or partially submitted by the applicant, aggregately forms the applicant's portfolio.

If the applicant submits a document that can be assessed across several portfolio items, the examination board is entitled to evaluate within one or more portfolio items at the board's discretion.

Each portfolio is evaluated by at least two members of the examination board. The points are awarded for each portfolio item and accumulated.

All the decisions of the examination board based on the evaluation results are made by a simple majority of the board members' votes. In case of equality of votes "for" and "against", the chairman of the examination board is entitled to make the final decision.

Should there be persons who scored the same number of points as the result of the entry examination, an additional ranking shall be carried on grounds of the results of an additional interview conducted by the examination committee.

The announcement of the evaluation results takes place in accordance with the schedule for the announcement of the admission evaluation results.

The provision of the necessary resources for the evaluation procedure is carried out in accordance with the RUDN University Charter.

## **7. STRUCTURE, POINTS AND EVALUATION CRITERIA FOR PORTFOLIO ELEMENTS**

<b>No.</b>	<b>Portfolio Structural Element</b>	<b>Maximum Points</b>
one	<b>Motivation letter</b>	Up to 25 points
2	<b>CV</b>	Up to 10 points
3	<b>Availability of scientific publications</b>	Up to 5 points
4	<b>Characteristics of a higher education diploma</b>	Up to 10 points
5	<b>Creative task and its defence in the form of an interview</b>	Up to 50 points, including up to 20 points

<b>Assignment for 2023 admission:</b>	for written response, up to 30 points for defence
<p>Look through the extract of a research article on educational issues and make a written description of this research, which meets the following requirements:</p> <ol style="list-style-type: none"> <li>1. Identification of research goal</li> <li>2. Identification of research hypothesis (if any)</li> <li>3. Identification of research questions or tasks</li> <li>4. Identification of research methodology (research sample, approaches, methods, and tools)</li> </ol>	

The lowest limit of knowledge assessment is **30 points**. The applicants who receive a lower grade are not allowed to compete. The maximum number of points an applicant can receive is 100 points.

### **1) CRITERIA FOR MOTIVATION LETTER ASSESSMENT**

**(25 points maximum)**

A motivation letter should justify the applicant's interest in studying for an educational programme and testify that he/she has sufficient knowledge, skills and abilities that will allow him/her to successfully master the postgraduate programme. The motivation letter should indicate the expected learning outcomes. The volume of the motivation letter is no more than 6000 characters, excluding spaces.

<b>Assessment Criteria</b>	<b>Points</b>
No motivation letter/ cannot be identified, does not meet the requirements specified in the Guidelines	0
The argumentation presented by the applicant is formal, unconvincing, insufficiently developed, lacking content.	10



The provided arguments are quite original, creative, but not convincing enough to indicate the applicant's desire to master a specific postgraduate programme	15
A detailed, convincing and meaningful argument is presented in favour of studying in a specific postgraduate programme, but the arguments made by the applicant in his support are not sufficiently substantiated	20
A detailed, convincing and meaningful argumentation of the applicant in favour of studying on a specific postgraduate programme is presented, the expected learning outcomes are detailed.	25

The points obtained when evaluating this portfolio element are not summed up; the score that gives the maximum advantage to the applicant is used for evaluation.

## **2) CRITERIA FOR CV ASSESSMENT (10 points maximum)**

A CV is a document that includes a list of publications, information about participation in conferences, schools, other scientific events, research competitions for students and/or young scientists, research projects, scientific grants, work experience, knowledge of languages and software, etc. The CV must be written in English.

<b>No.</b>	<b>Assessment Criteria</b>	<b>Points</b>
<b>1</b>	The submitted CV has little content or contains formatting errors	<b>5 points</b>
<b>2</b>	Provided a detailed and informative summary	<b>10 points</b>

The points obtained in the course of this portfolio element evaluation are not summed up; the score that gives the maximum advantage to the applicant is used for evaluation.

## **3) CRITERIA FOR SCIENTIFIC PUBLICATIONS ASSESSMENT (5 points maximum)**

<b>No.</b>	<b>Assessment Criteria</b>	<b>Points</b>
one	There are no scientific publications	0 points

2	There are one or more publications in the editions included in the RSCI at the time of publication	2
3	There are one or more publications in the editions included in the list of Russian Higher Attestation Commission at the time of publication	3
4	There are one or more publications in the editions included in the RSCI ("RSCI core") at the time of publication	4
5	There are one or more publications in the editions included in Scopus and / or Web of Science Core Collection at the time of publication	5

The examination board has the right not to consider the publications of applicants in publications that conduct an unscrupulous editorial policy, including publications equated to "garbage" in accordance with the local acts of the RUDN University, as well as in publications to which *Dissernet* has claims. The points obtained when evaluating this portfolio element are not summed up; the score that gives the maximum advantage to the entrant is used for evaluation.

#### **4) CRITERIA FOR HIGHER EDUCATION DIPLOMA ASSESSMENT**

**(10 points maximum)**

<b>No.</b>	<b>Assessment Criteria</b>	<b>Points</b>
<b>one</b>	The presence of a diploma of higher education (level - magistracy or specialist) in any specialty with honours (25% of grades "4" are allowed, the rest are "5")	<b>5 points</b>
<b>2</b>	The presence of a diploma of higher education (Master's or Specialist level) in any specialty with honours (100% grades "5")	<b>10 points</b>

The points obtained when evaluating this portfolio element are not summed up; the score that gives the maximum advantage to the applicant is used for evaluation. The characteristics of a diploma of higher education (level - bachelor's) for the assessment

of this element of the portfolio are not evaluated and are not considered.

**5) CRITERIA FOR ASSESSMENT OF CREATIVE TASK AND ITS DEFENCE RESULTS (45 points for a creative task, including up to 20 points for a written response and 25 points for defence)**

No.	Assessment Criteria	Points for written answer	Points for oral defence
1	Identification of research goal	0 to 4 points	0 to 5 points
2	Identification of research hypothesis	0 to 1 points	0 to 5 points
3	Identification of research questions or tasks	0 to 1 points	0 to 5 points
4	Identification of research methodology (research sample, approaches, methods, and tools)	0 to 12 points	0 to 15 points

The defence procedure within the framework of this element of the portfolio takes place in the form of an interview with members of the examination board. The points obtained in the evaluation of this portfolio element are summed up.

The plagiarism in the texts included in the portfolio implies a deduction of up to 25 points from the assessment for the creative task.

The absence of a response to a creative task or the inability to identify it entails a score of 0 points.

The non-appearance of the applicant for the interview entails a score of 0 points for the defence of the creative task.

**8. RESOURCES RECOMMENDED FOR CREATIVE TASK**

*Main readings*

1. Bovtenko, M., Kuchina, S., Panova, E., Shifman, D., & Barancheeva, E. (2022, July). Digital Multimodal Projects in LSP and CLIL Courses. In *Integration of Engineering Education and the Humanities: Global Intercultural Perspectives:*

Proceedings of the Conference Integration of Engineering Education and the Humanities: Global Intercultural Perspectives, 20–22 April 2022, St. Petersburg, Russia (pp. 243-252). Cham: Springer International Publishing.

2. Grosbois, M., Sarré, C., Brudermann, C., & Nawel, Z. (2022). Coda–Language Use, Technology and Professionalisation in Higher Education: Roadmap for Future Research Directions. *Australian Journal of Applied Linguistics*, 5(3), 199-205.

3. Klyushina, A. M., Stoykovich, L. Y., & Stoykovich, G. V. (2022). The role of digitalization in future translators' professional training. In *Digital Technologies in the New Socio-Economic Reality* (pp. 833-838). Springer International Publishing.

4. Matias, C. E. (Ed.). (2021). *The handbook of critical theoretical research methods in education*. New York: Routledge.

5. Piccardo, E., Germain-Rutherford, A., & Lawrence, G. (Eds.). (2021). *The Routledge handbook of plurilingual language education*. Routledge.

6. Rico, C., & González Pastor, D. (2022). The role of machine translation in translation education: A thematic analysis of translator educators' beliefs. *Translation & Interpreting*, 14(1), 177-197.

7. Zajda, J. (Ed.). (2021). *Third International Handbook of Globalisation, Education and Policy Research* (Vol. 1). Springer. <https://link.springer.com/content/pdf/10.1007/978-3-030-66003-1.pdf>

#### *Additional readings*

1. do Carmo, F., & Moorkens, J. (2022). Translation's new high-tech clothes. In *The Human Translator in the 2020s* (pp. 11-26). Routledge.

2. Enders, J., & Naidoo, R. (2022). The rise and work of new professionals in higher education. In *Research Handbook on Academic Careers and Managing Academics*. Edward Elgar Publishing.

3. Grosse, C. U. (2022). Insights and innovation from languages for specific purposes. In *Chinese for Business and Professionals in the Workplace* (pp. 11-24). Routledge.

4. Hidson, E., & Leask, M. (2022). Pedagogy: The science, craft and performance of teaching. In *Learning to Teach in the Secondary School* (pp. 405-417). Routledge.

5. Lafeber, A. (2023). Translator training at United Nations Headquarters, New York. In *Institutional Translator Training* (pp. 234-244). Routledge.

6. Liu, C. F. M. (2022). Walking along the same path, or going in different directions? A comparison between the perceptions of translators and clients of translator professionalism in Asia. *The Interpreter and Translator Trainer*, 1-16.

7. Pál, Á., & Koris, R. (2022). LSP teacher perspectives on alternative assessment practices at European Universities amid the COVID-19 crisis and beyond. In *Emergency Remote Teaching and Beyond: Voices from World Language Teachers and Researchers* (pp. 535-555). Cham: Springer International Publishing.

### *Legislation*

1. Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  
<https://unesdoc.unesco.org/ark:/48223/pf0000245656>

2. Global Convention on the Recognition of Qualifications concerning Higher Education 2019

[http://portal.unesco.org/en/ev.php-URL\\_ID=49557&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=49557&URL_DO=DO_TOPIC&URL_SECTION=201.html)

3. National legislation on higher education of the applicant's country of origin upon applicant's choice.