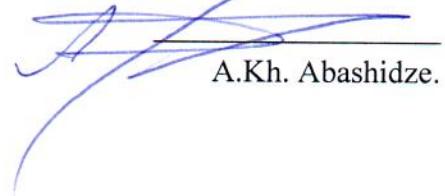


**APPROVED**

Academic Council

Law Institute of RUDN University

Protocol No. 0900-УСП-4, 23.12.2025



A.Kh. Abashidze.

Federal State Autonomous Educational institution of higher education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE  
LUMUMBA

**LAW INSTITUTE**

**Department of Foreign Languages**

**ENTRY EXAMINATION PROGRAMME  
for postgraduate educational programme  
in research speciality**

**5.8.2. Training Foreign Language, Translation, and Interpreting Skills  
for Specific Purposes within Digitalisation**

MOSCOW  
2026

## Table of contents

1.1. GENERAL PROVISIONS .....	3
1.2. PROGRAMME GOAL .....	3
1.3. PROGRAMME SCOPE .....	3
1.4. REGULATIONS .....	3
1.5. RECOMMENDATIONS ON APPLICANT'S KNOWLEDGE LEVEL FOR ENTRY EXAMINATION .....	3
1.6. PROCEDURE FOR ENTRY EXAMINATION .....	4
1.7. STRUCTURE, POINTS AND EVALUATION CRITERIA FOR PORTFOLIO ELEMENTS .....	4
1.8. RESOURCES RECOMMENDED FOR ENTRY EXAMINATION .....	5
	7

## **1.1. GENERAL PROVISIONS**

This programme is formed on the basis of the Independently established requirements of the RUDN University for the structure of training programmes for scientific and scientific-pedagogical personnel in postgraduate school, the conditions for their implementation, the terms for mastering these programmes, taking into account various forms of education, educational technologies and the characteristics of individual categories of graduate students and determines the general content of the enrollment examination for admission to study at the postgraduate educational programme "Training Foreign Language, Translation and Interpreting Skills for Specific Purposes within Digitalization", implemented in English, of the Law Institute of the Peoples' Friendship University of Russia in the scientific specialty 5.8.2 Professional Education Methodology and Technology.

This Programme is not applicable for admission to postgraduate programmes for groups of scientific specialties implemented in Russian at the Law Institute of RUDN University.

This Programme considers the provisions of the RUDN University educational standard for postgraduate studies, the requirements of the Higher Attestation Commission of the Russian Federation for the mandatory minimum content and level of preparation of applicants for admission to postgraduate school in the group of scientific specialties 5.8. «Pedagogy» and determines the content and form of the enrolment exam to the postgraduate studies of the Law Institute of the RUDN University.

## **1.2. PROGRAMME GOAL**

The purpose of the programme is to help applicants to the postgraduate educational programme of the RUDN Institute of Law to systematise their knowledge in Pedagogy and to enable applicants to demonstrate at the enrolment examination the systemic understanding of foreign language, translation and interpreting skills training, formed by them as a result of mastering study programmes in at least at the master's level, and also knowledge of English, motivation and previous experience of teaching and research.

The content of the programme integrates basic theoretical knowledge and the practical skills in analysing didactic materials, which are necessary for the effective development of the specialty.

## **1.3. PROGRAMME SCOPE**

The purpose of the enrolment examination for the postgraduate educational programme is to assess the motivation of the applicant and his/her previous experience and the results of training and scientific activities, to assess the applicant's knowledge of disciplines in Foreign Languages, Translation and Interpreting Didactics and the skills to apply them, to assess the degree of occupational competence in English.

The programme reflects the theoretical and applied nature of the enrolment examination, the form of the enrolment examination; sources of educational information recommended for the entry examination; criteria for evaluating the results of the entry examination.

The components of the enrolment exam provide an opportunity for an objective assessment of the motivation, knowledge, and professional training of future graduate students.

## **1.4. REGULATIONS**

- Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation";
- Federal state requirements for the structure of programmes for the training of scientific and scientific-pedagogical personnel in graduate school, the conditions for their implementation, the timing of the development of these programmes, taking into account various forms of education, educational technologies and features of individual categories of graduate students, approved by order of the Ministry of Education and Science of Russia No. 951 of 10.20.2021
- The procedure for admission to study in educational programmes of higher education - programmes for the training of scientific and scientific-pedagogical personnel at graduate school, approved by order of the Ministry of Education and Science of Russia No. 721 of 08/06/2021
- Independently established requirements of RUDN University for the structure of programmes for the training of scientific and scientific-pedagogical personnel in graduate school, the conditions for their implementation, the timing of the development of these programmes, 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 dated 09.03.2022
- Order of the Rector No. 225 of April 14, 2022 "On approval of the rules for admission to graduate school"
- RUDN Charter.

## **1.5. RECOMMENDATIONS ONAPPLICANT'S KNOWLEDGE LEVEL FOR ENTRY EXAMINATION**

The programme assumes that a person applying for the educational programme at the time of the entry examination is expected to have a system of theoretical knowledge and methodological skills in Didactics and Pedagogy. The applicant to the PhD programme 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 programme 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 5.0points (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/Higer (Business English Certificate).

## **1.6. PROCEDURE FOR ENTRY EXAMINATION**

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 programmes - postgraduate programmes in 2022 (hereinafter referred to as the Rules). The second package is the portfolio itself.

The entry examination procedure for the Programme is carried out in the form of a portfolio assessment, in accordance with the procedure approved by the order of the Rector of RUDN University.

To conduct an entry examination, an examination committee is organized by order of the University.

To test the knowledge, experience and motivation of the applicant, the structure of the entry examination is specified in this Programme.

All elements fully or partially presented by the applicant together form his portfolio.

If the applicant has one document that can be evaluated by several portfolio items, the examination committee has the right to evaluate it by one or more portfolio items at its discretion.

The documents included in the portfolio are submitted in English. Identity documents, as well as education documents obtained in a foreign state, must be accompanied by a translation into Russian, certified by a notary.

Each portfolio is checked by at least two members of the examination committee. Points are given for each portfolio item and then summed up.

All the decisions of the examination committee following the results of the entry examination are taken by a simple majority of votes of the committee members. In case of equal number of votes "for" and "against", the chairman of the examination committee has the right to make a 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 results of the entry examination takes place in accordance with the schedule for the announcement of the results of entry examinations for postgraduate educational programmes.

Providing the process of assessing the entry examination with the necessary resources is carried out in accordance with the RUDN Charter.

## 1.7. STRUCTURE, POINTS AND EVALUATION CRITERIA FOR PORTFOLIO ELEMENTS

### Entry Examination Grading System

N o. ne	Portfolio Structural Element	Points
1	<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> <b>Assignment for 2022 admission:</b> Look through the extract of a research article on educational issues and make a written description of this research, which meets the following requirements: 1. Identification of research goal 2. Identification of research hypothesis (if any) 3. Identification of research questions or tasks 4. Identification of research methodology (research sample, approaches, methods, and tools)	Up to 50 points, including up to 20 points for written response, up to 30 points for defence

The lower limit of knowledge assessment is **30 points**. 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 (up to 25 points).

A motivation letter should justify the applicant's interest in studying for an educational programme and testify that he 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.

Criteria	Points
No motivation letter, cannot be identified, does not meet the requirements of the Programme	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 entrant is used for evaluation.

#### 2) CRITERIA FOR CV ASSESSMENT (UP TO 10 POINTS)

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. d. The CV must be written in

English.

N o.	Criteria	Points
1	The submitted CV has little content or contains formatting errors	<b>5 points</b>
2	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 (up to 5 points)**

N o.	Criteria	Points
0	There are no scientific publications	0 points
2	There are one or more publications in the publications included at the time of publication in the RSCI	2
3	There are one or more publications in publications included at the time of publication in the list of VAK of Russian Federation	3
4	There are one or more publications in the publications included at the time of publication in the RSCI ("RSCI core")	4
5	There are one or more publications in publications included at the time of publication in Scopus and / or Web of Science Core Collection	5

The examination committee 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 (UP TO 10 POINTS)**

N o.	Criteria	Points
0	The presence of a diploma of higher education (level - magistracy or specialist) in any specialty with honors (25% of grades "4" are allowed, the rest are "5")	<b>5 points</b>
2	The presence of a diploma of higher education (Master's or Specialist level) in any specialty with honors (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 entrant 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 (up to 45 points for a creative task, including up to 20 points for a written response and 25 points for defence)**

No.	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 committee. 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.

## **1.8. RESOURCES RECOMMENDED FOR ENTRY EXAMINATION**

### **MAIN READING**

1. Coe, R., Waring, M., Hedges, L. V., & Ashley, L. D. (Eds.). (2025). Research methods and methodologies in education. SAGE Publications Limited.
2. Piccardo, E., Germain-Rutherford, A., & Lawrence, G. (Eds.). (2021). The Routledge handbook of plurilingual language education. Routledge.
3. 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 READING**

1. Bashir, S., & Lapshun, A. L. (2025). E-learning future trends in higher education in the 2020s and beyond. *Cogent Education*, 12(1), 2445331.
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. 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.
4. Xia, J., Sun, S., & Gao, X. (2025). The other side of PhD education: A systematic review of research on PhD students' development as university teachers. *Review of Education*, 13(1), e70024.
5. Zubaidi, A. M., & Velusamy, S. (2025). The Necessity of Educational Technology in Teaching Methods: Why Educational Technology in Teaching Is Important?. In *Encyclopedia of Information Science and Technology, Sixth Edition* (pp. 1-12). IGI Global.

### **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