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Federal State Budget Educational Institution
of Higher Education
Pacific State Medical University
of the Ministry of Health of the Russian Federation

APPROVED BY
Head of the Department of Humanities
and Social Studies and Economy
_____ / Chernaya I.P./
"23rd" of April 2026

COLLECTION OF ASSESSMENT TOOLS
B1.V.15 International academic integration
of the basic educational program
of Higher Education

Specialty	**31.05.01 General Medicine (English-language program)** (code, name)
Degree	Specialist's degree
Profile	02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system)
Mode of study	**Full-time**
Period of mastering the BEP	**6 years** (nominal length of study)
Department	of Humanities and Social Studies and Economy

Vladivostok, 2026

1. INTRODUCTION

1.1. Collection of Assessment Tools is a document that regulates the format, content, and types of assessment tools for continuous assessment, interim examination and final (state final) examination, and graded criteria for each type of assessment tools.

1.2. Assessment tools allows to evaluate the development of universal, general professional, and professional competencies (UCs, GPCs and PCs respectively) outlined in Federal State Educational Standard of Higher Education and defined in the basic educational program of higher education for the specialty 31.05.01 General Medicine (English-language program), profile 02 "Healthcare" (in the field of providing primary health care to the population in medical organizations: polyclinics, outpatient clinics, inpatient/outpatient facilities of the municipal health care system).

(BEP HE for the 31.05.01 General Medicine (English-language program), section 3. Learning Outcomes Requirements of the Basic Educational Program of Higher Education)

2. DOCUMENT BODY

2.1. Types of Assessment, Formats of Assessment Tools

No.	Types of assessment	Assessment Tools Format
1	**Continuous assessment**	**Tests**
		Interview Questions
		Mini-Case Studies
2	**Interim assessment**	**Interview Questions**
		Tests (http://fepo.i-exam.ru)

3. The contents of assessment tools for continuous and interim examination are prepared by the teacher of the course

Test questions

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program))
C	UC-3	Able to organize and manage teamwork, develop a team strategy to achieve the project's goals
C	UC-4	Able to apply modern communicative technologies, including those that require the knowledge of foreign languages, for academic and professional interaction
I		**ANSWER LEVEL 1 TEST QUESTIONS (ONE CORRECT ANSWER)**
		1. Which term refers to deliberate efforts of universities to incorporate an international dimension into education and research? A) Globalization +B) Internationalization C) Universalization D) Standardization 2. When was the Bologna Process launched? A) 1988 +B) 1999 C) 2005 D) 2010

3. How many countries signed the Bologna Declaration in 1999?
A) 4
B) 10
+C) 29
D) 47

4. Which document became the legal basis for the recognition of qualifications in the “European Education Area”?
A) The Hague Convention
+B) The Lisbon Recognition Convention
C) The Geneva Convention
D) The Paris Convention

5. What is the purpose of an apostille in the context of academic mobility?
A) To translate a diploma into a foreign language
B) To recognize a qualification abroad
+C) To legalize a document for use in another country
D) To ensure the equivalence of credit units

6. What is the international unit for measuring the workload of a study program?
A) Classroom hour
+B) ECTS credit
C) Academic point
D) Study module

7. How does a joint educational program differ from a double-degree program?
A) They are synonyms and have no difference
B) A joint program is always delivered online
+C) A joint program leads to one diploma; a double-degree program leads to diplomas from two universities
D) A double degree does not involve student mobility

8. Which organization publishes global statistics on student mobility?
A) WTO
+B) UNESCO
C) NATO
D) IAEA

9. Which type of mobility involves the use of digital technologies without physical movement?
A) Physical mobility
B) Blended mobility
+C) Virtual mobility
D) Reverse mobility

10. What is a “network university”?
A) A university with an extensive internal campus network
+B) An association of universities jointly delivering educational programs
C) A university with a corporate computer network
D) An online platform for distance learning

11. Which of the following is an indicator of a university's internationalization?
A) Number of local students
+B) Share of international students
C) Number of computers in classrooms
D) Average admission score

12. Which standards are used in Europe to ensure education quality?
A) ISO 9001
+B) ESG (European Standards and Guidelines)
C) GOST R
D) ESTE

13. Which organization coordinates quality assurance in the European Higher Education Area?
+A) ENQA
B) OECD
C) ECH
D) Erasmus+

14. Which ranking is considered one of the major international university rankings?
A) Fortune 500
B) Forbes 100
+C) QS World University Rankings
D) Global 500

15. What does the acronym CLIL stand for in the context of a university's language policy?
+A) Content and Language Integrated Learning (an approach to teaching subject matter through a foreign language)
B) A student grant system
C) A type of international accreditation
D) A form of academic mobility

16. Which mechanism helps a student pre-agree the recognition of study periods abroad?
A) Credit agreement
+B) Learning Agreement
C) Apostille
D) Nostrification

17. Which European Union program funds academic mobility?
A) Horizon Europe
B) Creative Europe
+C) Erasmus+
D) Cohesion Fund

18. What is a university's "integration roadmap" in the context of internationalization?
A) A map showing campus transport accessibility
+B) An action plan with milestones, responsibilities, and KPIs to achieve internationalization goals
C) A list of foreign partners without implementation timelines

		D) Rules for admitting international students 19. Which of the following represents a legal barrier to academic mobility? +A) Differences in qualification recognition requirements B) High airfare costs C) Time zone differences D) Variety of student scholarships 20. Which document typically formalizes cooperation between two universities on a double-degree program? A) Curriculum schedule +B) Double Degree Agreement C) Collective agreement D) Student rental agreement
		ANSWER LEVEL 2 TEST QUESTIONS (MULTIPLE CORRECT ANSWERS)
		1. Ancient culture includes +a) the culture of Ancient Rome +b) the culture of Ancient Greece c) the culture of the ancient Sumerians d) the culture of Ancient China e) the culture of Ancient Egypt 2. Social culture refers to _____ culture +a) legal +b) political c) animal husbandry d) agricultural 3. The two groups of sections of cultural studies are +a) the theory of culture and the history of cultural thought +b) philosophy of culture and psychology of culture c) applied and historical cultural studies d) cultural and social anthropology 4. Cultural languages do not include +a) tsunamis +b) desert sands c) philosophical texts d) acts of human behavior e) ceremonial situations 5. Two aspects of the traditional socio-cultural system are +a) low social mobility +b) sacralization of values c) equality of opportunity d) universal basic education 6. The ancient Eastern type of culture is expressed in +a) collectivism +b) deification of power c) individualism d) humanism
		ANSWER LEVEL 3 TEST QUESTIONS (MATCHING QUESTIONS)

1. Match the form of worldview and its characteristics

1	Religion	A	sensory-figurative perception of folk traditions and myths considered sacred
2	Mythology	B	understanding of the essence of the processes and phenomena surrounding a person based on logical and theoretical conclusions
3	Philosophy	C	exists in the form of common sense, spontaneous and unsystematic ideas about the world
4	Everyday	D	worldview determined by belief in the existence of a divine essence

Correct answer: 1-D; 2-A; 3-B; 4-C

2. Match the philosophical school of thought and its essence

1	Rationalism	A	The world originated from a single substance
2	Monism	B	Consciousness is primary, matter is derived from consciousness
3	Agnosticism	C	The world is unknowable
4	Idealism	D	Reason is at the center of knowledge of the world

Correct answer: 1-D; 2-A; 2-C; 4-A

3. Match the philosopher and the era

1	Augustine of Hippo	A	Modern Era
2	Plato	B	Middle Ages
3	Francis Bacon	C	Antiquity
4	Nicholas of Cusa	D	Renaissance

Correct answer: 1-B; 2-C; 3-A; 4-D

4. Match the philosophers and the key categories of their concepts:

1	Epicurus	A	Impulse of Life
2	Nietzsche F.	B	Positive Philosophy
3	Bergson A.	C	Will to Power

4	Comte O.G.	D	Ataraxia

Correct answer: 1-D; 2-C; 3-A; 4-C

5. Match the philosopher and the concept they studied

1	Kuhn T.	A	Scientific Paradigm
2	Lakatos I.	B	Law of Three Stages
3	Komte O.	C	Research Program
4	Feyerabend P.	D	Epistemological Anarchism

Correct answer: 1-A; 2-C; 3-B; 4-D

6. Match the main archetypes of C.G. Jung with their meaning

1	Person	A	Ideal unconscious structures reflecting ideas of femininity and masculinity, respectively
2	Shadow	B	the center of the personal unconscious, in which material repressed from consciousness is concentrated
3	Anima/animus	C	the central archetype of order and integrity of the personality
4	Self	D	how we present ourselves to the world: character, social roles, individual style of expression

Correct answer: 1-D; 2-B; 3-A; 4-C

7. Match the philosophers with their quotes

1	Aristotle	A	Man is a wolf to man
2	Hobbes T.	B	Man is a friend to man
3	Feuerbach L.A.	C	Man is a god to man
4	Locke J.	D	Man is a political (social) animal

Correct answer: 1-D; 2-A; 3-B; 4-C

Assessment criteria
"Very good" – over 80% correct answers of questions of every level
"Good" – 70-79% correct answers of questions of every level
"Satisfactory" – 55-69% correct answers of questions of every level
"Unsatisfactory" – less than 55% correct answers of questions of every level

Interview questions

	Code	Competence description / name of labor function / name of work activity / text
S	31.05.01	General Medicine (English-language program)
C	UC-3	Able to organize and manage teamwork, develop a team strategy to achieve the project's goals
C	UC-4	Able to apply modern communicative technologies, including those that require the knowledge of foreign languages, for academic and professional interaction
I		**ANSWER THE QUESTIONS** **Concepts and History** 1. The concept of "education internationalization": content and approaches to definition. 2. The relationship between the concepts of "globalization," "internationalization," and "academic integration." 3. Integration vs. isolation in education policy: a comparative analysis of approaches. 4. Historical stages in the development of international academic integration. 5. The role of medieval universities in shaping the international education space. 6. The Bologna Process: goals, objectives, and significance for academic integration. 7. The Sorbonne and Bologna Declarations: their contribution to European educational integration. 8. Levels of academic integration: national, regional, and global. 9. Actors in the international education space: functions and interactions. 10. The international education space: mechanisms of formation and key trends. **Legal and Regulatory Framework** 11. International conventions in the field of qualification recognition: overview and purpose. 12. The Lisbon Recognition Convention: content and practical significance. 13. The role of UNESCO in regulating the recognition of educational qualifications. 14. The Hague Convention and apostille: the mechanism for document legalization for academic mobility. 15. The procedure for recognizing foreign diplomas: stages and participants. 16. Nostrification vs. recognition of a study period: differences and areas of application. 17. Double degree agreements: structure, standard terms, and legal aspects. 18. Joint educational programs vs. double degree programs: a comparative overview. 19. Legal barriers to academic mobility: types and ways to overcome them. 20. The impact of national regulations on international university cooperation.

		Models and Forms of Cooperation 21. Academic mobility: definition and classification of forms. 22. Physical, virtual, and blended mobility: features and areas of application. 23. Joint educational programs: principles of design and implementation. 24. Network universities: organizational model and functioning mechanisms. 25. University consortia and associations: objectives, interaction formats, and examples. 26. University branches and campuses abroad: models of establishment and management specifics. 27. Joint research projects and publications as a tool for academic integration. 28. Indicators of university internationalization: classification and calculation methods. 29. Student vs. faculty mobility: comparative analysis of goals, mechanisms, and effects. 30. Short-term academic mobility: formats (internships, schools, semesters) and selection criteria. **Quality, Rankings, and Strategy** 31. ESG standards and the role of ENQA in ensuring the quality of international education. 32. The international accreditation procedure: stages, requirements, and evaluation criteria. 33. International university rankings: main systems and assessment methodologies. 34. The impact of rankings on shaping a university's internationalization strategy. 35. A university's language policy: goals, tools, and implementation effects. 36. The CLIL approach in educational programs: specifics and application opportunities. 37. A multicultural university environment: formation, benefits, and management challenges. 38. Stages in developing an institutional internationalization strategy. 39. KPIs for assessing university internationalization: selection, interpretation, and dynamics. 40. Risks in an internationalization strategy: identification, assessment, and management methods. **Applied Issues and Analysis** 41. Methodology for comparative analysis of education systems across different countries. 42. Hubs attracting international students: attractiveness factors and regional specifics. 43. Designing an individual academic mobility pathway for a student. 44. Comparability of credit units (ECTS): purpose, calculation principles, and application. 45. Assessing the effectiveness of academic mobility: criteria and tools. 46. Audit of a university's internationalization: criteria, methods, and data sources.

		47. Strengths and areas for improvement for Russian universities in the field of international integration. 48. Preparing a documentation package for recognition of a foreign qualification: requirements and common mistakes. 49. Typical errors in designing a joint educational program and ways to prevent them. 50. A roadmap for a university's international integration: structure, implementation stages, and control system.

Assessment criteria

Level of mastery	Evaluation criteria	Number of points
Basic	A student has a solid knowledge of the material, presents it clearly and to the point, avoids significant inaccuracies in answering questions, correctly applies theoretical principles to solving practical problems and tasks, and possesses the necessary skills and techniques for completing them.	*10*
Threshold	A student who has only basic knowledge of the material but has not mastered its details, makes inaccuracies, insufficiently correct formulations, and lacks logical consistency in presenting the program material, and experiences difficulty completing practical assignments.	*6-8*
Level not reached	A student who lacks a significant knowledge of the program material, makes significant errors, and performs practical assignments with uncertainty and great difficulty. As a rule, a grade of "unsatisfactory" is given to students who cannot continue their studies without additional classes in the relevant subject.	*5-0*

Standardized case studies and checklists for the **B1.V.15 International academic integration** course

Case Study No. 1

	Code	**Competence description / name of labor function / name of work activity / text**
S	31.05.01	General Medicine (English-language program))
C	UC-3	Able to organize and manage teamwork, develop a team strategy to achieve the project's goals
C	UC-4	Able to apply modern communicative technologies, including those that require the knowledge of foreign languages, for academic and professional interaction
I		**Project Assignment: "Developing a Roadmap for a University's International Academic Integration"** **Project type:** group (3–5 students) or individual — at the instructor's or students' discretion. **Project Goal** To develop a well-substantiated roadmap for the international academic integration of a selected university over a medium-term horizon (3–5 years), including concrete activities, performance indicators, and implementation mechanisms. **Project Objectives**

		Conduct an audit of the selected university's current level of internationalization. Benchmark its position against peer institutions and leading universities. Define priority areas, goals, and target performance indicators for development. Design a set of activities and a management framework for implementation. Document the results and deliver a project presentation. **Project Components** Section 1. University Profile. Institutional profile, structure, existing international partnerships, programs, share of international students and faculty, participation in rankings and associations. Section 2. Internationalization Audit. Assessment using selected criteria (mobility, programs taught in foreign languages, joint and double-degree programs, networked projects, support infrastructure, language policy). Identification of strengths and areas for improvement. Section 3. Benchmarking. Comparison with 2–3 peer universities in Russia or abroad; conclusions on applicable best practices. Section 4. Strategic Priorities. 3–4 development directions (e.g., expanding mobility, launching a double-degree program, developing virtual mobility, attracting international students), with goals and KPIs for each direction. Section 5. Roadmap. Activities with phases, deadlines, responsible parties, resources, and expected outcomes; risk map and mitigation strategies. Section 6. Presentation. Project defense in front of the class (10–12 minutes), including Q&A. **Stages and Timeline (approximate, for a semester)** Select a university and confirm the topic — weeks 1–2. Collect data and perform the audit — weeks 3–5. Conduct benchmarking and define strategic priorities — weeks 6–8. Develop the roadmap and perform risk analysis — weeks 9–11. Finalize the report and presentation — weeks 12–13. Project defenses and peer review — weeks 14–15.
Q	1	**Deliverables and Requirements** Explanatory report (15–20 pages), formatted according to the university's standards. Slides presentation (10–15 slides). Roadmap in tabular form (activity — deadline — responsible party — resources — KPIs). Data reliability: sources must be official university websites, institutional reports, rankings, and UNESCO/OECD statistics, with references provided. **Evaluation Criteria (100 points total)** **Criterion — Points** Completeness and quality of the internationalization audit — 20 Soundness of benchmarking and strategic priorities — 20 Realism and detail of the roadmap (activities, KPIs, resources, risks) — 25 Quality of the report and presentation — 15 Defense: argumentation, Q&A, contribution of each team member — 20

		Grading scale: “Pass” — 60+ points; “Pass with distinction” — 85+ points (at the instructor’s discretion). **Possible Topic Variants (group choice)** Roadmap for integrating PSMU (or the students’ home university) into the Asia-Pacific education space. Design of a double-degree program with a specific foreign partner. Strategy to attract international students to a selected university. Development of virtual academic mobility based on online platforms.
R2	Very good	Awarded to a student if they have thoroughly and thoroughly mastered the program material, present it comprehensively, consistently, clearly, and logically, are able to closely link theory with practice, easily solve problems, questions, and other types of knowledge application, and are not at a loss when answering modified assignments, use material from monographs in their answers, correctly justify their decisions, and possess a wide range of skills and techniques for completing practical tasks
R1	Good/ Satisfactory	Awarded to a student if they have a solid knowledge of the material, present it competently and to the point, avoiding significant inaccuracies in answering questions, correctly apply theoretical principles to solving practical questions and problems, and possess the necessary skills and techniques for completing them. Awarded to a student if they have only basic knowledge of the material but have not mastered its details, make inaccuracies, Insufficiently accurate wording, illogical consistency in the presentation of the program material, and difficulty completing practical assignments.
R0	Fail	Given to a student who lacks a significant understanding of the program material, makes significant errors, and performs practical assignments with uncertainty and difficulty. Typically, a grade of "unsatisfactory" is given to students who cannot continue their studies without additional classes in the relevant subject.

Final testing - http://fepo.i-exam.ru .

4. Assessment criteria for learning outcomes

"Pass" is given to a student who has shown a sufficiently strong knowledge of the basic concepts of the subject; is able to complete specific practical tasks outlined in the program with no outside help, use recommended reference material, and correctly evaluate the results.

"Fail" is given to a student who has significant gaps in knowledge of the basic concepts of the subject, is not able reach the correct solution to a specific practical task outlined in the curriculum even with outside help.