



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT
on the results of the work of the external expert commission on
assessment
for compliance with the requirements of the standards of international
accreditation of educational programs (based on ESG)

"1-25 01 03 (01) - World Economy"
"1-25 01 04 (10) - Finance and Credit"

Technological University of Tajikistan

Site Visit Dates: from 10 to 12 February, 2020

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

Addressed to
IAAR Accreditation Council



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**Technological University of Tajikistan
from 10 to 12 February, 2020**

Dushanbe

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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

RF - Russian Federation
RT - Republic of Tajikistan
CIS - Commonwealth of Independent States
TUT - Technological University of Tajikistan
IAAR - Independent Agency for Accreditation and Rating
EEC - External Expert Commission
US – University Staff
RW - Research Work
RDW - Research and Development Work
JSTW - Joint Student and Teacher Work
SIW - Student Independent Work
EP - Educational Program
MM – Mass Media

(II) INTRODUCTION

In accordance with the order No. 2-20-OD of January 13, 2020 of the Independent Agency for Accreditation and Rating, from February 10 to 12, 2020, an external expert commission assessed the conformity of educational programs “1-25 01 03 (01) - World Economy”, “1-25 01 04 (10) - Finance and Credit” of the Technological University of Tajikistan to the standards of international accreditation of the IAAR (approved for No. 68-18 / 1-OD of 05.25.2018).

The report of the external expert commission (EEC) contains an assessment of the presented educational programs to the IAAR international standards, recommendations of the EEC on further improvement of educational programs and profile parameters of educational programs.

EEC STAFF:

1. **Chairman of the commission** - Akybaeva Gulvira Sovetbekovna, candidate of economic sciences, Astana IT University (Nur-Sultan, Republic of Kazakhstan);
2. **IAAR expert** - Denis Shabanov, Head of Innovation Development Department, Federal State Budgetary Institution National Accreditation Agency in the Field of Education (Russian Accreditation Agency) (Moscow, Russian Federation);
3. **IAAR expert** - Chizovich Veslav Aleksandrovich, Professor, Doctor of Economics, Higher Commercial School (SGH) in Warsaw (Warsaw, Poland);
4. **IAAR expert** - Timurbekova Aigul Kulakhmetovna, professor, candidate of technical sciences, Kazakh National Agrarian University (Almaty, Republic of Kazakhstan);
5. **IAAR expert** - Komilova Dilrabo Abduvalievna, associate professor, candidate of technical sciences, Khujand Polytechnic Institute of the Tajik Technical University named after academician M. Osimi (Khujand, Republic of Tajikistan);
6. **Representative of employers of the IAAR** - Khotamov Bako Tagoevich, deputy General Director of “Gulistoni Dushanbe” OJSC (Dushanbe, Republic of Tajikistan);
7. **The representative of the IAAR students** - Ashurov Shakhrom Sayfiddinovich, the 4th year student of the educational program 1-74060202 "Technical support of the processes of storage and processing of livestock products", Tajik Agrarian University named after Shirinsho Shotemur (Dushanbe, Republic of Tajikistan);
8. **Coordinator from the IAAR** - Timur Kanapyanov, Doctor PhD, Head of the International Projects and Public Relations of the IAAR (Nur-Sultan).

(III) REPRESENTATION OF THE EDUCATION ORGANIZATION

The Technological University of Tajikistan was established by Decree of the Council of Ministers of the Tajik SSR of September 20, 1990 No. 207 as the Higher College of Technology of Tajikistan, in 1991 by the Resolution of the Cabinet of Ministers of the USSR of July 29, 1991 No. 530 and the Resolution of the Cabinet of Ministers of the Tajik SSR of September 29, 1991 No. 266 transformed into Technological Institute of Light and Food Industry. In 1993, by the Decree of the Council of Ministers of the Republic of Tajikistan No. 80 dated February 19, 1993, it was transformed into the Technological University of Tajikistan.

The Technological University of Tajikistan, being one of the leaders of educational institutions of higher professional education of the Republic of Tajikistan, seeks to realize the goals of the state strategy in the field of education, as well as focuses on increasing its status in the global educational space

The Technological University of Tajikistan was among the first to start training competitive specialists in the field of light and food industries and one of the first to introduce a credit system in the educational process.

During its existence, TUT has prepared more than 12,500 highly qualified specialists for various sectors of the national economy, of which more than 600 students graduated with honors.

Currently, the university employs 280 teachers, including 22 doctors and 120 candidates of sciences. The degree of teaching staff is 50.7%. Out of the total number of teaching staff, 218 (75%) are full-time employees, of which 109 people have the degree of candidate and doctor of sciences (50.0%).

5694 students study at the university (as of 1.02.2020), of which 4314 (75.7%) are full-time students, 186 (3.2%) are masters students, 1380 students (21.1%) are students in correspondence and distance form.

In December 2013, the Technological University of Tajikistan was recognized by the Interfax Agency as the only university in the Republic of Tajikistan to be included as the best in the 200 universities of the CIS countries. As a result of monitoring by the Interfax Agency among the 400 best universities of the CIS countries, TUT took 151 place.

According to the results of the rating of multidisciplinary universities, TUT takes the forefront in the National Rating of Higher Education Institutions of the Republic of Tajikistan, in 13th place - in 2016, and 11th place in 2018, and 10th in 2019, which characterizes the continuous growth of the TUT ranking among higher education institutions of the Republic of Tajikistan.

Personnel with higher and postgraduate education are trained at 8 faculties in 41 undergraduate specialties, 36 master's specialties and 8 PhD doctoral programs. TUT is one of the first universities of the republic, which over the years has been phased implementation of the main provisions of the Bologna process. In the 2005-2006 academic years, work began on the implementation of educational programs on the credit system of education and today practical results have been achieved, both in mandatory and optional and recommendatory parameters of the Bologna process, such as:

- three-tier system of higher education;
- academic mobility of students and teachers;
- quality control of higher education;
- active involvement of students in the formation of educational programs, the organization of the educational process and social work;
- lifelong education, distance and e-learning.

The university has 8 faculties, 19 departments, 3 centers, as well as the Institute of Technology and Innovation Management in Kulob, a branch of the university in Isfara, a gymnasium in Kulob and the Innovative Lyceum "Dushanbe".

The necessary infrastructure of the educational process has been created at TUT. There are 133 classrooms, including 26 lecture rooms, 25 computer classes, 17 laboratories and 65 classrooms for practical and seminar classes. The number of places at the university is 3380, of which 1815 are places for lectures, 625 for practical classes, 598 for computer classes and 342 for laboratory classes. At the university, all laboratories are equipped with the necessary modern equipment, as well as 54 university classrooms equipped with multimedia technologies (electronic boards and projectors). Currently, 819 computers, 247 printers, 94 projectors, 64 electronic boards, 43 scanners and 20 copy machines are used in the learning process.

In 2020, the university plans to introduce modular structuring of educational programs, taking into account a competent approach.

Indicators of the quality of training specialists at TUT are their relevance in the labor market, career achievements and a high level of competitiveness - the employment of graduates has reached more than 74%.

The system of social partnership is built on interaction with consumers; concluded more than 65 contracts with enterprises and organizations for employment and internships; surveys of leaders of practice bases are conducted; the content of educational programs is updated taking into account the requirements of employers. In 2010, the TUT Association of graduates was organized.

TUT actively uses the capabilities of modern information and communication technologies - it creates its own software products to support the educational process, specialized websites and faculty sites, e-books, video lecture courses, animation of technological equipment, documentaries and information programs are produced.

Scientific activity is organized under the leadership of the Department of Science, scientific structures of faculties and departments with the direct participation of the faculty of the university. Over the past 3 years, the total funding from foreign grants for research projects amounted to more than 625.6 thousand somoni. Accordingly, TUT also carries out research projects financed from the budget of the Republic of Tajikistan, the amount of financing of which for the same period amounted to 1526.2 thousand somoni. The university has a number of scientific schools engaged in research work, which for 2016-2018 received 19 patents of international and national level. For scientific and educational achievements, 5 young scientists at TUT received I. Somoni state awards for young scientists in the field of science and technology, 2 received the A. Sino State Prize, 2 received the S. Umarov State Prize. In addition, the 2nd received a WIPO gold medal, one gold medal named after V. Blinikov and one was awarded the WIPO - 2019 medal, two were awarded the silver and bronze medals "KIWIE-2016" and "KIWIE-2019" in South Korea.

TUT carries out research in accordance with the priority directions of state policy, reflected in state programs for the development of education and science, the development and functioning of industries, innovative development of the Republic of Tajikistan, etc. The research and development at the university reflected state and industry priorities, as well as specialized research areas formed on the basis of state strategies, concepts and programs, in particular:

1. The National Development Strategy of the Republic of Tajikistan until 2030.
2. The medium-term development program of the Republic of Tajikistan for the period 2016-2020.
3. The strategy of innovative development of the Republic of Tajikistan for the period until 2020.

4. The national concept of targeted research on human development, ensuring democratic principles and the development of civil society for 2013-2028.

5. The program for the development of natural, mathematical and technical sciences for 2010-2020.

6. The state environmental program of the Republic of Tajikistan for 2009-2019.

7. The program of accelerated industrialization of the Republic of Tajikistan for the period 2020-2025.

8. The program for the development of human potential and intellectual property for the period until 2020.

9. The program of development of the state language of the Republic of Tajikistan.

10. The list of priority areas for the development of science, engineering and technology in the Republic of Tajikistan for 2015-2020.

The results of scientific research of university scientists are introduced into the educational process in the relevant disciplines when giving lectures, performing laboratory and practical work, conducting SRSP and SRS. Based on the research results, programs are compiled and special courses and elective courses for students are taught. Monographs, study guides, electronic textbooks, and teaching staff articles published in various collections and magazines are used by students in their term papers, dissertations, and master's theses.

In general, for 2016-2019 years according to the results of research work, teaching staff of TUT has been published 49 monographs, 186 textbooks and teaching aids, 80 electronic textbooks and other scientific and methodological works that are used on a systematic basis in the educational process.

As a result of research and promotion in the publication for 2015-2019 years university staff and students published over 2040 scientific papers. During this period, more than 740 students participated in scientific conferences, subject Olympiads, competitions, exhibitions, etc.

The principle of information transparency of the university is implemented at TUT, it is widely represented in the information space of the republic and the Internet space. The principle of feedback has been implemented - sociological surveys and monitoring of the social well-being of students and teachers are carried out.

The TUT scientific library has more than 173,700 copies of educational, educational, methodological, scientific and technical literature, as well as an electronic information base of more than 490 thousand sources of educational and scientific-technical nature. The library is equipped with a modern reading room with 287 seats, an electronic reading room with 53 seats has been organized, the electronic scientific literature fund is more than 41 thousand copies.

One of the priorities of the TUT team is the implementation of a set of measures to educate young people with high civil and moral principles, a sense of patriotism and social responsibility. To implement these tasks, student self-government, the Ecological + Charity Club "Eco +", youth organizations were created; more than 100 events of a patriotic orientation were held (in the period 2016-2019). The university has created all the necessary conditions for the creative development of students and the holding of sports events. The proportion of students actively participating in social activities, the work of circles, sections, etc. makes up more than 40% of the total contingent.

The Technological University of Tajikistan is an active conductor of the idea of a global educational space and to date has already concluded 117 cooperation agreements with universities in 24 countries, including 14 countries included in the European higher education zone Belarus, Great Britain, Germany, Spain, Italy, Cyprus, Latvia, Lithuania, Russia, Poland, Turkey, Sweden, Ukraine, France, as well as 10 countries of the Asia-Pacific region: India, Kazakhstan, China, Pakistan, Kyrgyzstan, Uzbekistan. New Zealand, Malaysia,

etc. TUT is one of the most active universities in the Republic of Tajikistan in the field of academic mobility.

The academic mobility of faculty and staff is one of the important areas of international and educational activity of the Technological University of Tajikistan.

Thanks to the active participation of university employees and teachers in international competitions for educational grants, the Technological University of Tajikistan (TUT) became the owner of 12 grants of the European Union and other foreign communities, which play an important role in the training of modern specialists, access to modern educational and technical equipment and vocational training faculty and staff of the university.

In the framework of cooperation with the TEMPUS, Erasmus Mundus, Erasmus + programs, from 2014-2019, 103 university teachers took advanced training courses in countries such as Germany, Spain, Italy, Portugal, Slovakia, Poland. During this period, 27 undergraduate students, 21 undergraduate students, 19 university employees under doctoral programs were sent to European Union countries. In addition, during this period, as part of the university's international cooperation on various other international programs, 153 teachers participated in scientific and educational seminars, trainings, master classes in foreign countries of the European Union, Russia, Kazakhstan, China, Korea, India, Japan, Korea, Pakistan and etc.

In the academic year 2018-2019 alone, TUT sent 1 master's degree in the Erasmus + project to the Silesia University of Poland, 1 PhD graduate student in Latvia, 12 graduate students in information technology from the St. Petersburg University of Information Technology, Mechanics and Optics, and 10 students to continue their studies Moscow University of Electronic Engineering in the field of contact information. And also during the academic year, 3 students submitted documents for training in the countries of the European Union, by announcing the educational quotas of these states in the direction of undergraduate and graduate programs and their results will be known in October-November of the current year.

TUT closely collaborates with GIZ in the framework of the project "Professional Education in Central Asia". The project partners are selected universities in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan with educational programs in the field of food technology.

The goal of the Vocational Education in Central Asia program is to support its partners in improving vocational education in the food industry in order to achieve international standards and regional commensurability.

The University of Technology of Tajikistan is actively involved in international programs and projects, such as, Erasmus Mundus, Erasmus +; Giz; JICA; WTIT; The World Bank; ITS UNDP; Agahan Foundation, UNESCO, LOEO, ITEC, etc.

The educational activities of EP 1-25 01 04 - "Finance and Credit", 1-25 01 03 - "World Economy" are carried out on the basis of State License AY No. 0002786 dated May 07, 2019 and appendices to the license issued by the State Supervision Service in education sector of the Ministry of Education and Science of the Republic of Tajikistan

The graduating departments are the departments of "Finance and Credit" and "International Economics". Training is conducted in Tajik (state), Russian and English in full-time, part-time and distance learning. Duration of study: on the basis of secondary general education and on the basis of secondary vocational education - 4 years (full-time and distance education) and 5 years (correspondence department), on the basis of higher education - 3 years (correspondence and distance education).

EP 1-23 01 03 - "The World Economy" was opened in 1993.

EP 1-25 01 04 - "Finance and Credit" was opened in 2004.

The staff of the Department of International Economics consists of 20 teachers, where 11 are full-time, including 2 professors, 5 candidates of sciences, 2 senior teachers and 1 assistant. The number of full-time teachers with academic degrees and titles in the department of "International Economics" is 72.8%.

The staff of the department "Finance and Credit" consists of 20 teachers, where 14 are full-time, including 2 professors, 6 candidates of sciences, 1 senior teacher and 5 assistants. The number of full-time teachers with academic degrees and titles at the Department of Finance and Credit is 57.2%.

Students are enrolled in undergraduate studies under accredited EPs based on the results of the NTC under the President of the Republic of Tajikistan.

The contingent of students in the EP "Finance and Credit" in the current academic year is 678 people, in the framework of the EP "World Economy" 140 students.

The departments are an active participant in projects of the European Union, such as Tempus, Erasmus Mundus, Erasmus and others. Currently, successfully participates in the implementation of 7 projects of the EU and the German Society for International Cooperation (GIZ).

At the beginning of the academic year, informational seminars are held with students of the departments, where students can get complete information about academic mobility programs, conditions for participation in the qualifying competition, admission of documents and information is uploaded to the official website of the university www.tut.tj.

Graduates of specialties 1-250104 - "Finance and Credit" and 25010301 - "World Economy" have the opportunity to find jobs in organizations and institutions such as:

- state bodies of the republican and local level;
- Ministry of Finance of the Republic of Tajikistan;
- National Bank of Tajikistan;
- economic services of ministries and departments;
- banks;
- insurance, pension, mortgage and leasing companies;
- budgetary institutions and organizations;
- investment funds;
- business entities of various forms of ownership;
- research organizations.

It is important to note that research activity is one of the relevant qualitative indicators of the educational activity of the university, so the results of research of university scientists are introduced into the educational process in the relevant disciplines when giving lectures, performing laboratory and practical work, conducting JSTW and SIW. Based on the research results, programs are compiled and special courses and elective courses for students are taught. Monographs, study guides, electronic textbooks, and teaching staff articles published in various collections and magazines are used by students in their term papers, dissertations, and master's theses.

In the period 2016-2018 years and in the current 2019 teaching staff TUT, according to the results of research, 37 monographs, 178 textbooks and teaching aids, 80 electronic textbooks and other scientific and methodological works that are systematically used in the educational process were published.

It is important to note that there is experience in the participation of teachers and students of accredited programs in scientific projects and exchange programs. So, for example, Imomnazarov M.A. candidate of Economics, Associate Professor - took part in the projects of the Erasmus Mundus program and completed an internship at the University of Duesto, Bilbao, in Spain from 02/27/2014 to 04/01/2014, as part of triangular cooperation between TUT, the UNDP organization and Russian venture capital companies in the science park of Moscow State University, Moscow, 2018 is a national expert of the project

“Assistance to expand the economic opportunities of women, youth and people with disabilities” in the UNDP project, and an internship was held in the Republic of Kazakhstan as part of this project.

Sobirjanov A.S. Ph.D., senior lecturer is the main consultant in the project of the World Bank on "Employment of graduates."

Associate Professor of the Department of Finance and Credit Sattorov A.A. from 11/26/2017 to 12/03/2017 took part in training sessions of the RAWER project on the Bologna process system and the European credit transfer system (ECTS) at the Agrarian Department of Szeged University (Hungary). He also participated in the regional seminar of the RAWER project at the Agrarian University of the Republic of Kazakhstan on 05.10.2018. Toshmatov M.N. - acting professors of the department "Finance and Credit" and associate professor of this department A. Sattorov from June 28, 2019 to June 30, 2019 participated in a republican seminar on the preparation and procedure for passing Tajik universities international accreditation. Associate Professor of the Department of Finance and Credit Khasanov AR in 2018 participated in training seminars within the framework of the RAWER project of the ERASMUS program at the National Agrarian University of the Republic of Kazakhstan, and in 2019 senior teachers of this department Mirzoyev Sh.T. and Sulonov A.N. on this project, they completed an internship in the city of Bishkek, the Republic of Kyrgyzstan.

Students of EP 1-250104 - “Finance and Credit” annually take an active part in republican subject Olympiads and occupy leading positions. For example, in 2005 - Mukhitdinova F.F., in 2006 - Mukhitdinova F.F. in 2010 - Shokarimov B.I., in 2013 - Evazov S., in 2015 - Davlatova Z.A. won first place in 2007 - Mukhitdinova F.F. in 2009 - Shokarimov B.I., in 2014 - Davlatova Z.A. won the second place.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The educational programs “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit” are internationally accredited by the IAAR for the first time.

(V) DESCRIPTION OF EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the commission of experts on international accreditation of educational programs at TUT in the period from February 10 to 12, 2020.

In order to coordinate the work of the EEC on 02/09/2020, an assembly meeting was held during which the powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. In total, **239** representatives took part in the meetings (table 1).

Table 1 - Information on the target groups that took part in meetings with the EEC
IAAR:

Category of Participants	Number
Rector	1
Vice-rectors	5

Heads of structural divisions	28
Heads of departments and of EP	10
Lectures	37
Students	105
Graduates	432
Employers	17
Total	239

During the tour, members of the EEC familiarized themselves with the state of the material and technical base of accredited EPs, namely, they visited the Computer Center of the faculty of finance and economics (FE), the faculty of management and international marketing (MIM), the dean of the faculty of MIM, the department of international economics, the Career Growth Center of TUT. Youth Innovation Center (Management - Innovations - Development), Library, Fanovar Technological and Innovation Park, Educational TV Sector "Marifat", Computer Class 1- C Accounting, Department of Finance and Credit, Dean of the Faculty of Economics and Finance.

At the meeting of the EEC of the IAAR with the target groups of TUT, the mechanisms for implementing the policy of the university were refined and the specifics presented in the report on the self-assessment of the university were specified.

EEC members attended training sessions:

- lecture "International financial and commodity exchanges" within the framework of the EP "World Economy", Russian language of instruction, the 4th course, candidate of economic sciences MT Azimova, acting Associate Professor, Acting Head of the Department of International Economics (room 1/408, educational building No. 1);

- lecture on the discipline "International Economic Organizations" within the framework of the EP "World Economy", Russian language of instruction, the 3th course, candidate of economic sciences Imomnazarov MA, room 1/305, educational building №1);

- a lecture on the discipline "Microeconomics", in the framework of the EP "World Economy", "Finance and Credit" Russian language of instruction, the 1st course, Doctor of Economics Usmanova T.J, room 1/307, educational building №1);

- seminar "Fundamental of foreign economic activity", in the framework of the EP "World Economy", English language of instruction, 3 year, teacher Shakhnozai I., room 1/406, educational building №1).

During the visit, members of the EEC visited the internship base for accredited EPs: the Ministry of Finance of the Republic of Tajikistan; OJSC "Bank Eshkhat"; Customs Service under the Government of the Republic of Tajikistan; Chamber of Commerce and Industry of the Republic of Tajikistan.

In accordance with the accreditation procedure, a survey was conducted of 45 teachers, 76 students, including junior and senior students.

In order to confirm the information presented in the Self-Assessment Report by external experts, the university's working documentation was requested and analyzed. Along with this, experts studied the university's online positioning through the university's official website <http://www.tut.tj>

Within the framework of the planned program, recommendations for improving the accredited educational programs of TUT developed by the EEC based on the results of the examination were presented at a meeting with the management on 12.02.2020.

(VI) COMPLIANCE WITH INTERNATIONAL ACCREDITATION STANDARDS

6.1. Standard 1. QUALITY ASSURANCE POLICY

Standard:

The educational organization should have a published quality assurance policy that is part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes involving external stakeholders.

Recommendations:

Politics and mechanisms for its implementation are the basis of a logical and consistent system for ensuring the quality of educational organization. The system is a cycle of continuous improvement and contributes to the reporting organization of education. It supports the development of a quality culture in which all stakeholders take responsibility for quality at all levels of the functioning of the educational organization. To strengthen it, policies and mechanisms for its implementation have official status and are available to the general public.

A quality assurance policy is more effective if it reflects the link between research, teaching and learning and takes into account contexts, both national, in which the public institution operates, and intra-university. Such a policy supports

- organization of a quality assurance system;*
- Departments, schools, faculties and other units, as well as the management of educational organizations, staff and students who fulfill their responsibilities to ensure quality;*
- academic honesty and freedom, as well as intolerance to manifestations of various kinds of academic dishonesty;*
- processes to prevent intolerance of any kind or discrimination of students and teachers;*
- participation of external stakeholders in quality assurance.*

The policy is embodied in activities involving a variety of processes and procedures for internal quality assurance, which involve the participation of all departments of the educational organization. The degree of policy implementation is regulated, monitored and reviewed at the level of the educational organization itself.

A quality assurance policy also applies to any activity carried out by subcontractors or partners.

Evidence part

The Technological University of Tajikistan forms a policy for the quality of education as a complex process of all areas of development and indicators of educational activity, which in turn expresses the degree of compliance with State standards of higher professional education, normative documents of the Ministry of Education and Science of the Republic of Tajikistan, the requirements of the parties in whose interests educational activities are carried out, including the degree to which the intended outcomes are educational x programs.

The main priorities for the development of the university are defined in the TUT Development Strategy for 2019 - 2030, which was approved by the decision of the Scientific Council of April 29, 2019. The strategy is determined by its mission, vision and development priorities of the Republic of Tajikistan, science and economy, the system of higher and postgraduate education, RT program documents in the field of education. To implement the university's strategy, strategic plans were developed that were systematically updated.

The university's policy in the field of quality is aimed at realizing the mission, goals and objectives of the university and fully satisfying the needs of consumers of all categories with the results of work in all areas of its activities in accordance with the changing market requirements and standards of the global educational space.

To implement the policy and strategic goals, the following documents were developed: TUT development strategy for 2019-2030, Regulation on the system of internal assessment of the quality of education in TUT, Regulation on academic mobility, Code of Ethics for employees, Regulation on certification of teaching staff, Regulation on encouraging teaching staff and employees, Regulation on advanced training, Rules for maintaining academic honesty, Regulation of the department for monitoring and quality control of education, Work plans of structural divisions and other documents. All these documents are duplicated and located in each unit of the university, as well as posted on the university website.

The documents regulating the quality assurance policy, the university's academic activities are available on the university's website <http://www.tut.tj/ru/>. The strategic documents developed at the university are replicated and distributed in the prescribed manner to all structural divisions and interested parties.

The graduating department is developing an EP in the direction of preparing a specialty. The procedure for external assessment of the quality of educational programs at the university is carried out in several stages. The procedure for internal quality assessment and approval of EP is carried out in a systematic way.

The following state regulatory legal acts are the basis for the development of EP in TUT: Law of the Republic of Tajikistan "On Education" dated July 22, 2013 (as amended by the Law of the Republic of Tajikistan dated March 14, 2014., No. 1081; dated July 26, 2014, No. 1125; from 03/15/2016, No. 1295; dated July 23, 2016, No. 1346; dated May 17, 2018, No. 1527); The Law of the Republic of Tajikistan "On Higher and Postgraduate Professional Education" dated May 19, 2009, No. 531 (as amended by the Law of the Republic of Tajikistan dated July 26, 2014, No. 1126; dated July 23, 2016, No. 1350; dated August 28, 2017, No. 1465 ; from 05.17.2018., No. 1529); "The State Standard of Higher Professional Education in the Republic of Tajikistan" (approved by the Decree of the Government of the Republic of Tajikistan dated February 25, 2017, No. 94), "Exemplary provision for the organization of the educational process in higher education institutions of the Republic of Tajikistan in the context of a credit training system" (approved by the decision of the Board of the Ministry of Education and Science RT dated 08.28.2014, No. 18/2; "Exemplary position of institutions of higher professional education of the Republic of Tajikistan" (approved by the Resolution of the Governments Republic of Tajikistan of March 3, 2011, No. 118); The State Classifier of Directions and Specialties in the Republic of Tajikistan (approved by the Decree of the Government of the Republic of Tajikistan of June 30, 2007, No. 349).

The internal regulatory documents governing the development of educational programs are as follows: "Regulation on the formation of educational programs" approved by the Academic Council (protocol No. 1 of 09/26/2016); "The Regulation on the formation of the catalog of elective disciplines" approved by the Academic Council (protocol No. 2 of October 30, 2017 and others (see <http://www.tut.tj/ru/>).

In the process of developing a plan for the development of educational programs, students, faculty, employers, stakeholders, and representatives of business communities participate. This process is carried out by discussing professional competencies, expected results, a catalog of elective disciplines, students forming individual educational trajectories. The result of such work is reflected in the effectiveness of the formation and implementation of the development plan of the EP.

Information on the formed plans for the development of EP, on the adoption of collegial decisions is communicated to interested persons, employers through the TUT website, at meetings of the rector with students and interviews with the leadership in the media mass. Interested parties are involved in the formation of the graduate model in terms of proposals for professional practices, employers' requirements based on the results of the survey and questionnaire.

The state of the quality assurance policy at TUT is checked by an internal assessment of the quality of education - an assessment procedure that is aimed at obtaining information about the educational activities of the university, about the quality of preparation of the appeal and implementation of educational programs, providing participants in relations in the field of education with relevant information about the level of organization of work on the implementation of educational programs at the basis of publicly available information and consumers about the quality of university work.

The activities are carried out on the basis of time-tested traditions and the reform of education in accordance with the requirements for higher education on the basis of "Standards and recommendations for guaranteeing the quality of higher education in the European region", developed by ENQA - the European Association for Quality Assurance in Higher Education.

The University, guided by European standards and principles of higher education, develops and implements an effective quality assurance system based on the universities clearly defined official policies, procedures and mechanisms by which the university monitors the effectiveness of its quality assurance system.

The effectiveness of quality assessment procedures is to obtain objective information about the quality of education at the university. In the 2018-2019 academic year, the overall performance rate of the summer exam session on TUT as a whole amounted to 97.3%. This indicator for accredited educational programs amounted to:

1-250104 - "Finance and credit" - 97.7%;

1-250103 - "World Economy" - 96.6%.

To determine the level of satisfaction of internal needs at the university, the Department of Management and Monitoring the Quality of Education functions. The main functions of the department are the organization and conduct of surveys of students, teachers and university staff. For conducting questionnaires, the following questionnaire forms are used: "Teacher through the eyes of a student", "Quality of the educational process", "Student satisfaction with studying at TUT", "Satisfaction with the organization of industrial practice". Sociological surveys as tools for obtaining information are used in their work by other departments of the university, in particular, the Career and Innovation Center, etc.

The collection and analysis of statistical data characterizing various aspects of the university's life is carried out by all structural units of TUT. In addition to collecting and analyzing statistical data, the university systematically conducts sociological surveys of students, teachers and employees, as well as students of secondary schools and employers, which allow identifying and analyzing their representations, assessments and attitudes that characterize both the internal and external environment of the university.

The results of the questionnaire are statistically processed, discussed at meetings of departments, the Academic Council of faculties, at meetings of the administration and are taken into account in the further planning of educational activities. In particular, the questionnaire questions were approved at meetings of the Department of Finance and Credit (minutes No. 5 of December 27, 2017; No. 7 of February 28, 2018; No. 4 of November 29, 2018), the department of Economics and Management (protocol No. 3 dated 10/21/2017, No. 3 dated 10/20/2018), Department of Economic Theory and Development Economics (protocol No. 2 dated September 30, 2017, No. 6 dated January 27, 2018, No. 9

dated April 28, 2018) , Department of International Economics (Minutes No. 2.1 dated 10/03/2016, No. 4 dated 11/27/2016, No. 6 dated January 9, 2017, No. 5 dated December 30, 2017, No. 6 dated January 20, 2018, No. 8 dated March 27, 2018), “Investment Management and Marketing” (minutes No. 5 of December 12, 2017, No. 9 of April 7, 2018).. During the consideration of the questionnaire results, appropriate decisions are made to improve the quality of education.

It is important to note that students, university staff, employers, stakeholders, and representatives of business communities participate in the process of formulating a plan for the development of educational programs. This process is carried out by discussing professional competencies, expected results, a catalog of elective disciplines, students forming individual educational trajectories. The result of such work is reflected in the effectiveness of the formation and implementation of the development plan of the EP.

Analytical part

The EEC notes that the university's policy in the field of quality reflects the key tasks of the university.

Also, experts note that the university demonstrates the development of a culture of quality. Measures to develop a quality culture of the educational, research and educational process were carried out in accordance with the university development strategy and included in the work plans of structural units.

However, in the course of the analysis of the university's internal regulatory documents in the field of quality assurance, there is a weak relationship with universities and partners and research centers on issues of research, teaching and learning in the policy of ensuring the quality of education; it should also be noted that there is insufficient participation of other institutions or stakeholders in the development of EP and the implementation of quality assurance policies.

Strengths for the EP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- High image of the university in the field of training specialists in these areas of training.
- The university has demonstrated the development of a unique strategy based on the analysis of external and internal factors with the wide involvement of a variety of stakeholders;
- TUT management published a quality assurance policy, mission and strategy;
- the university has developed documents on specific areas of activity and processes (plans, programs, regulations, etc.) that specify the quality assurance policy;
- EP management attracts representatives of employers, stakeholders, faculty and other external experts to develop an EP development plan;
- EP management demonstrates evidence of openness and accessibility for students, teaching staff, employers and other interested parties.

The recommendations of the EEC for the OP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- to intensify the work on the creation of scientific educational centers in which the scientific and practical activities of teaching staff will be combined in the implementation of the goals of the educational program;
- introduce into the educational process the results of research activities of teaching staff, carried out jointly with employers;
- intensify the participation of students in the formation of the development plan of the EP;

- conduct training seminars with teachers and students on the design and formation of EP.

Conclusions of the EEC on the standard “Quality Assurance Policy” according to the evaluation table, the EEC marked the position “satisfactory”.

6.2. Standard 2. DEVELOPMENT AND APPROVAL OF THE PROGRAM

Standard:

The educational organization should have mechanisms for the development and approval of its programs. Programs should be designed in accordance with established goals, including intended learning outcomes. The qualifications obtained as a result of mastering the program should be clearly defined, as well as explained and should correspond to a certain level of the national qualifications framework in higher education and, therefore, the qualifications framework in the European Higher Education Area.

Recommendations:

Educational programs are the basis for the formation of the educational mission of a higher educational institution. They provide students with both academic knowledge and the necessary competencies, including transferable, which can affect their personal development and can find application in their future careers.

In developing their programs, educational organizations must ensure:

- compliance with the objectives of the institutional strategy programs and the availability of clearly defined expected learning outcomes;*
- participation of students and other stakeholders in the development of the program;*
- conducting external expertise and the availability of reference and information resources;*
- achievement of the four goals of higher education defined by the Council of Europe (see Scope and concepts);*
- unhindered student promotion in the process of mastering the program;*
- determination of the expected student workload (for example, in ECTS).*
- providing opportunities for internships (where necessary);*
- The process of formal approval of the program at the institutional level.*

Evidence part

The goal of the undergraduate specialties 1-250104 - "Finance and Credit" and 1-250103 - "World Economy" (<http://www.tut>) are harmonized with the mission of TUT - providing high-quality, affordable education transformed through the development of scientific and educational technologies for training highly qualified, competitive, creative, tolerant specialists, designed to contribute to the reproduction of intellectual potential, modernization of the economy, economic development and the formation of an innovative economy of the Republic of Tajikistan.

The university has determined the procedure for monitoring, analyzing and revising the academic program. The EP examination is carried out in accordance with the EP monitoring methodology, which includes: a survey of applicants, students, graduates, teachers, organizations, employers; student performance; information support of the educational process, resource and information support of educational programs; analysis of student assessment system; degree of compliance of EP with the established requirements.

The internal regulatory documents governing the development of educational programs are as follows: “Regulations on the formation of educational programs”,

“Regulations on the criteria for evaluating educational programs, educational activities”, “Regulations on the formation of a catalog of elective disciplines”, etc.

Educational activity 1-250104 - “Finance and Credit” and 1-250103- “World Economy” is carried out on the basis of state license AU No. 0002789 dated May 7, 2019 and appendices to the license issued by the State Institution “State Service for Supervision of Education of the Ministry Education and Science of the Republic of Tajikistan. “The educational process of accredited EPs is provided by the Department of Finance and Credit, Department of Economics and Finance, and the Department of International Economics, Department of International Management and Marketing.

On the basis of the “TUT Development Strategy for 2019-2030”, the issuing departments developed and approved the “EP Development Plan for the training area 1-250104 -“ Finance and Credit ””, “The EP Development Plan for the preparation direction 1-250103 -“ World Economy ””.

The complexity of the EP baccalaureate in an accredited specialty is 240 credits. The volume of the undergraduate program in full-time education, implemented for one academic year, is 60 credits.

The collegial bodies of accredited EPs are: the Academic Council of the faculties, the Scientific and Methodological Council of the faculties, the Educational and Methodological Council and the Academic Council of TUT, which work out a unified academic policy, and also formulate the basic requirements for the quality of the EP, for the introduction of innovative forms and teaching methods, for the development of methodological support of the educational process.

Consideration of the results of the assessment of the EP is provided for at meetings of the collegial bodies of the university - the Academic Council, the Council of the Association of Alumni of TUT, Scientific and Methodological Council of TUT, the Council of faculties, Scientific and Methodological Council of faculties, meetings of graduating departments.

The relevance of the content of academic disciplines, the fundamental nature and compliance with new research areas is ensured by the annual update of the content of the study program and the ES catalog (Minutes of the meeting of the Department of Finance and Credit No. 11, dated June 20, 2019). Employers, heads of basic organizations of practices participate in the compilation of the catalog of ES. For example, when compiling a catalog of elective disciplines in the direction 1-250104 - Finance and Credit, Ikromi S. S. took an active part - Candidate of Economics, Associate Professor, Chairman of the Board of the State Savings Bank of the Republic of Tajikistan “Amonatbank”; Juraev B.M. - Ph.D., associate professor, head of the currency regulation department of the National Bank of Tajikistan; Dzhumaboev H.K. - Candidate of Economics, Associate Professor, Director of the Institute "Finance" under the Ministry of Finance of the Republic of Tajikistan, Abdulloev A.K. - First Deputy General Director of State Unitary Enterprise “Tochiksugurta”.

For example, when compiling a catalog of elective disciplines in the direction 1-250103- "World Economy", Begov D. - General Director of “Guliston” State Unitary Enterprise and others took an active part.

To conduct the examination, the EP management involves employers, representatives of the practice bases, authoritative and competent specialists in this field. For example, when developing an EP for the specialty 1-250104 - “Finance and Credit” for flexibility and a qualitative assessment of the EP as external experts, representatives of employers were involved: I. Radzhabov - Chairman of the Board of CJSC “International Bank of Tajikistan”; Oripov Sh.U. - Director of the branch of “Bank Eskhata” OJSC in Dushanbe; Juraev B.M. - Ph.D., associate professor, Head of the currency regulation department of the National Bank of Tajikistan; Dzhumaboev H.K. - Candidate of Economics, Associate Professor, Director of the Institute "Finance" under the Ministry of Finance of the Republic of Tajikistan; Umarzoda Z.M. - Ph.D., Associate Professor, Advisor to the Chairman of the

Board of the State Savings Bank of the Republic of Tajikistan “Amonatbank”; Rakhmonzoda Sh. - Head of the Currency Supervision Department, National Bank of Tajikistan, A. Abdulloev - First Deputy General Director of State Unitary Enterprise “Tochiksugurta”.

When developing the study program for the specialty 1-250103- “World Economy” for flexibility and a qualitative assessment of study program as external experts, representatives of universities from higher schools of economics were involved: National Research University Higher School of Economics of the Russian Federation, Professor Nuriev R.M., Professor Kireev A. as well as representatives of employers Solekhzoda U.- Deputy Minister of Industry and New Technologies of RT, Nazarzoda J. - Deputy Director of the State Institution “Training Center and Monitoring the Quality of Education” of the Ministry of Labor and Employment of the Republic of Tajikistan, Begov D. - General Director of JSC “Guliston”, Kamoliddinov I. Dzh.- Deputy Minister of Economic, Development and Trade of the Republic of Tajikistan, A. Akramov - Deputy Chairman of the Association of Employers of the Republic of Tajikistan.

Analytical part

The EEC states that when developing EPs in the specialties 1-250103- “World Economy” and 1-250104 - “Finance and Credit”, both external experts and representatives of universities from higher schools of economics, representatives of state bodies and representatives of business structures are involved. However, the involvement of students in the development of educational programs, i.e. the absence of students' participation in internal documents in the development or compilation of a catalog of elective disciplines, as well as in meetings with students, there was no confirmation of students' participation in the formation and development of educational programs.

In the process of passing professional practices, the systematic formation of student competencies is monitored. Dates of internships are approved in the academic calendar and agreed with the Center for Career and Innovation of TUT. Employers are also involved as experts.

However, collaboration with universities partners and employers' representatives is poorly conducted in the development and creation of an educational program development plan. Also, participation and expansion of the range of international scientific and educational projects with the involvement of the department staff.

Strengths for the OP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- accredited EP provides employment of graduates at enterprises of the relevant industry;
- disciplines of EP and practice contribute to the formation of students' professional competence.
- demonstrated the conformity of the developed EP with the established goals, including the expected learning outcomes;
- demonstrated the presence of a developed model of a graduate of accredited EP, describing the learning outcomes and personal qualities.

The recommendations of the EEC for the EP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- actualize in EP the formation of digital skills, which are the basis for the growth of all sectors of the economy and are vital to ensure the possibility of integration of a digital society, as well as to increase the competitiveness and productivity of industries. Accordingly, it is necessary to increase the volume of information technology disciplines, and it is also necessary to update the content of technological disciplines in accordance with new trends in the production market;

- when developing EPs, to actively engage stakeholders, so existing employers can not only review EPs, but also help in compiling a competency map;
- Strengthen the applied nature of educational programs, taking into account the demands of the regional labor market and the practical component in the formation of curricula.

The conclusions of the EEC on the standard: “Development and approval of the program” according to the evaluation table, the EEC marked the position “satisfactory”.

6.3. Standard 3. STUDENT-CENTERED TRAINING AND EVALUATION

Standard:

The organization of education should ensure the implementation of the program in such a way as to encourage students to take an active role in the joint construction of the educational process, and so that students' assessments reflect this approach.

Recommendations:

Student-centered learning plays an important role in increasing motivation, self-reflection and student involvement in the learning process. For the organization of education, the introduction of student-centered learning requires a balanced approach to the development and implementation of the educational program and the price of learning outcomes.

Realizing the principle of student-centered learning, the organization of education should provide:

- *respect and attention to various groups of students and their needs, providing flexible learning paths;*
- *use of various teaching methods (where appropriate);*
- *flexible use of a variety of pedagogical methods;*
- *regular feedback on techniques and methods used to evaluate and adjust pedagogical methods;*
- *supporting the student's autonomy while providing appropriate guidance and assistance from the teacher;*
- *strengthening the mutual respect of the teacher and student;*
- *the availability of appropriate procedures for responding to student complaints.*

Given the importance of assessing student performance for their future careers, quality assurance mechanisms for assessment should consider the following:

- *Evaluators must be proficient in testing and testing students' knowledge and increase their own competence in this area;*
- *Evaluation criteria and methods should be published in advance;*
- *Assessment should allow students to demonstrate the level of achievement of the planned learning outcomes. The student should receive feedback, and, if necessary, advice on the learning process;*
- *The exam should be conducted by more than one examiner, where possible;*
- *Assessment rules should include consideration of extenuating circumstances;*
- *Assessment should be consistent, objective in relation to all students and conducted in accordance with established rules;*
- *Formal appeal procedure should be in place.*

Evidence part

As part of the implementation of student-centered learning at the university, favorable conditions have been created, for example, there is the possibility of forming an individual trajectory, teachers are autonomous in determining methods and technologies for organizing educational activities, employers are involved in assessing EP, which in turn conduct an examination and review programs.

Some senior students confirmed in the framework of the meetings that they had the opportunity to choose a discipline and a teacher.

For each individual discipline, in accordance with the requirements of the university, taking into account the requirements of the labor market, a working curriculum is developed and approved by the EMC.

With the list of elective disciplines of choice presented in the AIS "lmc.tut.tj", students get acquainted with the description of disciplines and make a choice depending on the specifics of the chosen specialty in the food industry, as a result of which a flexible individual educational trajectory of each student is formed.

The qualification characteristics of the bachelor of specialties 1-250103- "World Economy" and 1-250104 - "Finance and Credit" are available on the university website (<http://www.tut.tj>).

With the introduction of student-centered learning, the requirements for teaching and, in general, for teaching activities change, where the formation of students' competencies in the chosen specialty is fundamental.

At the departments "Finance and Credit" and "International Economics", work is constantly being carried out to introduce active and innovative teaching methods. In order to introduce innovative technologies, such events are held as the release of teaching materials, trainings and training seminars for faculty and students themselves and others (Professor Rakhimov R.K., Professor Usmanova T.J., Associate Professor Sattorov A.A. discipline "Economic theory"; professor Toshmatov M.N. set of tasks in the discipline "Investments"; associate professor Sodikov R.Kh. in discipline set of tasks in the discipline "Insurance"; professor Raufi A. set of tasks in the discipline "International marketing" etc.)

For example, to create professional competence in basic and elective subjects, teachers of the department, in addition to the main sources, use tasks to search for information in reference books, the Internet, work with scientific primary sources, in libraries in Dushanbe, and if necessary, in enterprises.

The departments regularly carry out work on the implementation of active and innovative teaching methods: frontal survey with preliminary discussion of answers; group mini-projects (conducted and presented in class); role and business games; individual practice-oriented projects aimed at solving.

Teachers of the department of "Finance and Credit" and "International Economics" in the period 2008-2019 published more than 40 teaching aids and monographs.

All events held by the departments "Finance and Credit" and "International Economics" are reflected on the official website of TUT (<http://www.tut.tj>).

Questioning of students on satisfaction with the quality of educational services is carried out in writing and through the AIS "lmc.tut.tj" in electronic form. Students also express their opinion in the process of oral interviews and discussions conducted with teachers, the head of the department and the dean of the faculty.

It is important to note that according to the results of the questionnaire of students, 86.8% are fully satisfied with the overall quality of the curriculum and 13.2% are partially satisfied, which confirms the high satisfaction of students.

Feedback with students, for the implementation of the EP, is carried out through a student asset, whose representatives are members of the EMC on EP of the Faculty and the

Academic Council of the faculty. Their opinion is taken into account when making decisions.

The criteria of the student assessment system are indicated in the syllabuses of disciplines and the AIS "lmc.tut.tj". Each student receives information about the current grading system in the first year during meetings with the dean, department head, and adviser during the orientation week. The main provisions of the assessment of knowledge are also presented in the guidebook.

The results of current performance, rating control, exams, students (if necessary, and his parents) can see in the AIS "lmc.tut.tj". The results of qualification final exams (state exams), the results of the defense of final works are announced on the day of the meeting. A student who does not agree with the result of the final control submits an application for appeal to the chairman of the appeal commission no later than the next day after the certification.

The appeal procedure is described in the educational process regulations in accordance with regulatory documents approved by the Ministry of Education and Science of the Republic of Tajikistan.

Analytical part

During the visit, the EEC Commission had the opportunity to make sure that under the accredited EP 1-250103 - "World Economy" and 1-250104 - "Finance and Credit", students are given the opportunity to choose a specific educational path in accordance with their abilities and capabilities. Work is being done with students of academic groups, individual educational plan (IEP) are being developed taking into account the logical sequence of studying the complex of disciplines in the chosen specialty. They have the academic freedom to choose a discipline and lead teacher. When choosing elective courses, the needs of students are mandatory.

In an interview with students and graduates of the EEC Commission, it was found that the choice of the form and type of independent work of the student in each discipline is carried out in accordance with the specifics of the studied discipline, its goals and objectives, the degree of complexity and relevance, the level of preparation of the student, the complexity of the discipline. Each student is provided with guidelines or recommendations for the implementation of the SIW on paper or electronic vectors.

The quality of activities is ensured by conducting questionnaires, surveys and interviews among students on issues of satisfaction with the places of practice bases in them. The result of the survey conducted on January 15, 2019 among 245 students of the faculties of economics and finance, management and international marketing indicate satisfaction with the organization of professional practice. Over the past few years, the TUT Career and Innovation Center has signed agreements with many leading public and private organizations on practical training for TUT students.

Within the framework of the visit of the EEC and conducting a questionnaire to the question "Are you satisfied with the quality of teaching" - 92.1% of the students surveyed answered "completely satisfied", 7.9% - "partially satisfied".

Having visited the teacher's classes, the EEC commission was convinced that in the classes such technologies and teaching methods as analysis of specific situations, focusing questions, a detailed lecture, interactive training, individual and group presentations, etc. are used. The university provides each of the students with syllabuses in all disciplines. TS of the department in their practice in every way use various teaching methods that form professional competencies of students. At the same time, there is a low level of development of their own teaching aids for teaching staff to conduct practical and laboratory classes for students, suggesting flexibility, adaptability, variability in the content

of tasks and educational technologies. And also in the university it is necessary to create all the necessary conditions for inclusive education.

Strengths for the EP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- active interconnection of EP management with practice bases.
- regardless of the language of instruction, ensuring equal opportunities for students;
- the teaching staff of accredited EPs are actively using modern educational technologies.

The recommendations of the EEC for the OP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- to provide free access for students with disabilities in all educational buildings;
- continue to work on the development of electronic materials, as well as massive open online courses as part of the continuous training of specialists, as well as use various platforms for methodological support and support of the educational process. So, for example, use the Moodle platform not only for distance learning and distance learning, but also for full-time students;
- develop the institute of advisers in the formation of the IEP;
- it is necessary to strengthen the practical orientation of the EP, actively invite existing specialists for teaching;
- to intensify work on conducting our own research in the field of teaching methods of academic disciplines in the context of EP.

The conclusions of the EEC on the standard: "Student-centered learning and assessment" according to the evaluation table, the EEC marked the position "satisfactory".

6.4. Standard 4. ADMISSION, ACHIEVEMENT, RECOGNITION AND CERTIFICATION OF STUDENTS

Standard:

The organization of education should have predefined, published and consistently applied rules governing all periods of the student's "life cycle", ie reception, performance, recognition and certification.

Recommendations:

Providing the conditions and support necessary for students to develop an academic career in the interests of individual students, programs, educational institutions and systems. Relevant, admission and graduation procedures play an important role in this process, especially when there is student mobility within higher education systems.

It is important that access policies, processes and student acceptance criteria are implemented in a consistent and transparent manner. Familiarity with the organization of education and the program should be ensured.

The educational organization should have mechanisms and tools for collecting, monitoring and follow-up based on information about the academic achievements of students.

The objective recognition of higher education qualifications, periods of study and prior education, including the recognition of non-formal education, is an integral component of ensuring student performance in the learning process and promotes mobility. In order to guarantee proper recognition procedures, the educational organization should:

- ensure that the activities of the educational organization of the Lisbon Recognition Convention are consistent;
- Collaborate with other educational organizations and national ENIC / NARIC centers to ensure comparable recognition of qualifications in the country.

Graduation is the culmination of a student's study period. Educational organizations should provide students with documents confirming their qualifications, including achieved learning outcomes, as well as the context, content and status of education received, and evidence of completion.

Evidence part

In the university, the educational process is organized on the basis of a set of developed internal regulatory documents of the EP and the graphics of the educational process.

The process of controlling the movement of students contingent includes: enrolling students on the basis of the approved Rules for admission to the university through the NTC under the President of the Republic of Tajikistan; on the basis of the student's application and the orders of the deans of the faculties, the formation of academic groups is carried out; the formation of flows is carried out taking into account the language of instruction; entering data on newly admitted students to the AIS database "lmc.tut.tj"; transfer of personal files received by the student department.

Graduates of schools in Dushanbe, DRS and all regions and regions of the Republic of Tajikistan are admitted for full-time studies, graduates of colleges and universities are enrolled in full-time and distance learning, in shortened educational programs and using distance learning technology.

For applicants and their parents posted on the university website www.tut.tj all internal regulatory documents and rules for admission and admission to the university.

The contingent of students in the specialty 1-250104 - "Finance and Credit" for the 2018-2019 academic year amounted to 614 students; for the 2019-2020 academic year - 678 students.

The contingent of students in the specialty 1-250103 - "World Economy" for the 2018-2019 academic year amounted to 921 students; for the 2019-2020 academic year - 945 students.

The proportion of students studying in the specialty 1-250104 - "Finance and Credit" in the state language in the 2015-2016 academic year was 417 students, or 81.6%, and the proportion of students studying in Russian was 94 students (22.5 %). These data in the 2019-2020 academic year amounted to 603 students (89.0%) and 75 students (11.0%), respectively.

The proportion of students studying in the specialty 1-250103 - "World Economy" in the state language in the 2016-2017 academic year was 779 students, or 86.5%, and the proportion of students studying in Russian was 110 students (12.2%) These data in the 2019-2020 academic year, respectively, amounted to 774 students (81.9%) and 102 students (10.8%).

The number of students studying in the state language is growing from year to year, exceeding the number of students studying in Russian. Thus, according to the NTC under the President of the Republic of Tajikistan, the number of graduates of schools participating in the NTC with the Tajik language of instruction was 75% in 2019.

Orientation week is held for 1st year students in order to familiarize themselves with the educational and methodological documentation, including the student's reference guide. Based on the information received, students form the IEPS, draw up educational trajectories using the choice of both the teacher and the academic discipline, taking into

account their needs for obtaining relevant competencies within the chosen specialty, the student's guidebook is available for each student.

During the work of the selection committee, according to the approved schedule of the teaching staff of the department, they conduct introductory courses for applicants in the content and features of the study of EP. For applicants and their parents, reference books of TUT specialties are developed in the state and Russian languages, containing information about the features of a particular specialty, as well as future professional activities.

Students are created conditions for participation in academic mobility programs. Students, after consulting with the teaching staff of the department and employees of the external relations department, present a document - an individual curriculum - indicating the disciplines that they will study at the receiving university and the recognition of which they want to receive, and also indicate the compliance of the chosen disciplines with the subjects of the curriculum in which they are studying at TUT.

Upon completion of their stay at a partner institution, students provide the academic mobility coordinator with a transcript with a list of subjects studied, including exam results, internships and research work. Based on the transcript, in accordance with the standard curriculum and the catalog of elective disciplines, compulsory re-crediting of ECTS-type credits is carried out. To ensure the academic mobility of students and the recognition of educational programs (all levels and forms of higher and postgraduate education) in the European educational space, it is necessary to convert the received loans into ECTS loans; interested parties can familiarize themselves on the official website at www.tut.tj.

Students' progress along the educational path is tracked in the AIS electronic journal "lms.tut.tj".

Curators can get acquainted with the results of exams, with the results of the rating score and the electiveness of the disciplines of their group. The learning outcomes are considered after each examination session at the department and dean's meetings. Based on the results, corrective actions and decisions are taken.

Students participate in national and international scientific and practical conferences held at TUT: "Actual issues of the industrialization of the Republic of Tajikistan: problems and strategies", "Science and technology for sustainable development", "Contribution of young scientists to the innovative development of the Republic of Tajikistan", as well as participating in round tables and seminars of departments of faculties. The department of "Finance and Credit" has a scientific student group: "Young financier" under the leadership of Ph.D. on economics, associate professor Sodikova R.Kh.

At the department of "International Economics" there are scientific student groups: "International economist" under the leadership of Ph.D. on economics, associate professor Akiljanova F.Sh. and "Young Economist" under the direction of assistant professor G. Boboeva.

Analytical part

The EEC Commission notes the fact that at present there are no joint educational programs in the TUT providing for the issuance of a double diploma.

To solve the problems of employment of graduates after graduation, the department establishes interaction with various industry enterprises and organizations; conducts focused work on the organization of high-quality professional practice at the bases of enterprises and organizations of the city, districts and regions of the Republic of Tajikistan, in order to further secure to the graduate his possible place of employment. To this end, the department is constantly working on expanding contracts for practical training with leading industry companies and institutions in the region.

Monitoring students' opinions on issues related to learning, allow you to constantly improve the educational process at the university. Reasoned comments and suggestions from students undergo discussion and examination at the department. The current system of feedback from the administration and the staff, systematic actions, which include students, and control by student self-government helps to avoid bribery and corruption.

During interviews with students, it was revealed that students suggested strengthening work to support gifted students by introducing a mechanism for providing a set of significant motivational leverage, bonus discounts, and internal and external grants.

The commission confirms the fact that TUT participated in the implementation of several projects to support the academic exchange of students. In 1996, an agreement was signed on academic mobility of students and teachers between TUT and the University of Nebraska in Omaha and Lincoln (UNO / UNL) USA. Within the framework of this agreement, more than 15 teachers and more than 110 TUT students were able to take short-term continuing education courses. At the same time, it was revealed that the dynamics of growth in the number of students traveling on academic mobility is reduced every year.

During meetings with focus groups during interviews, teachers and leaders noted the possibility of professional certification as part of the courses "Cisco", "Accounting 1C". However, students who participated in the meeting did not possess this information, laboratories and courses at the university are functioning.

Strengths for the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- the university demonstrated a policy of forming the contingent of students from admission to graduation, demonstrating the transparency of its procedures, which are clearly defined, approved and published.
- the university provides graduates with a degree with documents confirming their qualifications, including the results of training, as well as the context, content and status of the education and evidence of completion.
- for students, acquaintance with the process of organizing education and public education is provided.

The recommendations of the EEC for the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- develop and implement programs of external and internal mobility of students of accredited EPs, as well as assist them in obtaining external grants for training;
- expand training programs for students for professional certification.

Conclusions of the EEC on the standard "Admission, academic performance, recognition and certification of students" according to the evaluation table, the EEC marked the position "satisfactory"

6.5. Standard 5. TEACHING STAFF

Standard:

The organization of education should have objective and transparent processes for the recruitment, professional growth and development of all personnel, which allow them to ensure the competence of their teachers.

Recommendations:

The role of the teacher is central to quality training and the acquisition of knowledge, competencies and skills. Diversification of the student body and a strict focus on learning

outcomes require a student-centered approach, and, consequently, a change in the role of the teacher (see standard 1.3).

Educational organizations bear the main responsibility for the quality of their employees and the provision of favorable conditions for their effective work. Therefore, educational organizations should:

- Recognizing the importance of teaching, develop clear, transparent, and objective criteria for hiring employees, appointing them to the post, promoting them, leaving and following them in their work;
- Provide career opportunities and professional development for teachers;
- Encourage research to strengthen the link between education and research;
- Encourage innovative teaching methods and the use of advanced technologies.

Evidence part

Personnel policy is one of the strategic priorities of the university. It is aimed at ensuring qualification requirements for the implementation of educational programs, maintaining the professional potential of the teaching staff, creating conditions for increasing the professional motivation and career growth of teachers, creating a favorable moral and psychological climate in the team.

The current order at the university ensures the transparency of personnel policies.

In TUT, in accordance with the Labor Code of the Republic of Tajikistan, a wage system has been developed. Regulatory documents regulating the procedure for hiring, promotion and functional responsibilities are published on the university website. Along with this, teachers have the opportunity to apply with working questions to vice-rectors and heads of departments in working mode without prior appointment. This indicates the availability of leadership and its interest in developing feedback with the team.

When hiring university staff, a prerequisite is the applicant for a vacant post of higher professional education, academic master's degree, academic degree of candidate or doctor of sciences, doctor PhD in the specialty, compliance of education with the profile of the department's specialties, etc.

Recruitment based on the recruiting system is implemented in the following order:

- formed the staffing of faculty;
- the number of vacancies in the positions for training students in various educational programs is determined;
- a competition is announced through the media for filling vacant posts with qualification requirements;
- a competition is held for filling vacant posts and recommendations are made to the university rector on hiring teaching staff.

A database of university teachers has been created on the site lms.tut.tj, which is a directory of teachers and a means of informing management.

The information laid down in the database allows you to monitor the professional development of each teacher and track his academic rating in the context of teaching and research activities.

The implementation of the pedagogical load and the individual work plans of university teachers is considered at meetings of the department, faculty and the general report on the university is considered at the Academic Council.

In TUT, the individual load of a full-time teacher, regardless of academic rank and degree for one academic year, is 64 credits (1536 hours), and the active load is 23 credits (552 hours).

In the 2019-2020 academic year, 20 teachers work at the Department of Finance and Credit, including 14 full-time teachers. Of the regular number of teaching staff, 57.2% are graduate students, 7.1% are senior teachers, and 35.7% are assistants.

In the academic year 2019-2020, 20 teachers work at the Department of International Economics, including 11 full-time teachers. Of the regular number of teaching staff, 72.8% are graduate students, 18.1% are senior teachers, 9.1% are assistants.

The effectiveness of the educational and methodical work of the teaching staff of the department is evidenced by published textbooks, manuals and methodological developments for 2017-2019 (Fig. 1 and 2).

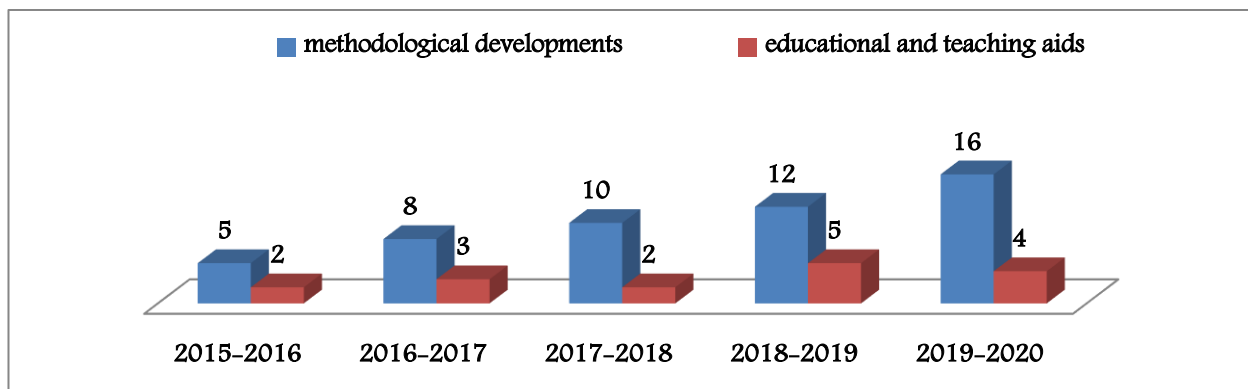


Fig. 1. Information on the publication of methodological developments, educational and teaching aids in the department of "Finance and Credit"

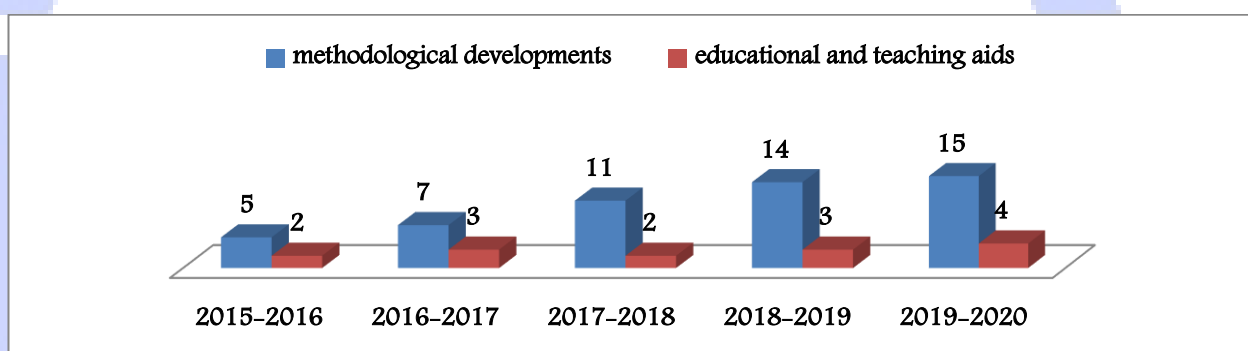


Fig. 2. Information on the publication of methodological developments, educational and teaching aids in the department of "International Economics"

Every year, the university develops a continuing education plan for teaching staff, whose main goal is to develop the professional and general competencies of teachers taking into account the needs of the labor market. During the reporting period, 29% of the teacher of the department "Finance and Credit" improved their professional qualifications. Teachers of the Department of World Economy - 25%.

One of the tools for continuing education of faculty members is their participation in academic mobility programs. Given the importance of this process, since 1992 TUT has participated in several projects to support the academic exchange of teaching staff. In the framework of this agreement, more than 15 TUT teachers were able to take short-term continuing education courses.

Associate Professor of the Department of Finance and Credit Sattorov A.A. from 11/26/2017 to 12/03/2017 took part in the training sessions of the RAWER project on the Bologna process system and the European credit transfer system (ECTS) at the Agrarian Department of Szeged University (Hungary). He also took part in the regional seminar of the RAWER project at the Agrarian University of the Republic of Kazakhstan on 05.10.2018. Toshmatov M.N. - professors of the department "Finance and Credit" and associate professor of this department A. Sattorov From June 28, 2019 to June 30, 2019, they participated in a republican seminar on the preparation and procedure for passing Tajik universities international accreditation. Associate Professor of the Department of Finance

and Credit Khasanov A.R. in 2018, he participated in training seminars within the framework of the RAWER project of the ERASMUS program at the National Agrarian University of the Republic of Kazakhstan, and senior teachers Mirzoev Sh.T. and Sulonov A.N. In 2019, under this project, they completed an internship in the city of Bishkek, the Republic of Kyrgyzstan.

So, in the direction 1-250103 "World Economy" the teacher of the graduating department Ph.D., associate professor Imomnazarov M.A. within the framework of the UNDP project "Assistance to expand the economic opportunities of women, youth and people with disabilities, they completed an internship in Kazakhstan.

The university conducts sociological surveys of faculty members regarding their satisfaction with the management system. At the same time, in the framework of the EEC visit, a survey of teaching staff was also conducted, so according to the results of the questionnaire on the issue of satisfying the content of public education, 62.2% answered as "very good" and 37.8% - "good". Concerning the opportunities for continuous development, positive dynamics were noted with the answers "very good" and "good" 48.95 and 51.1%, respectively.

Analytical part

Based on an interview with the teaching staff, the EEC Commission made sure that the university's leadership creates all the prerequisites for the manifestation of creative potential, to increase the level of competence and initiative of the teaching staff, to stimulate the effectiveness of daily work. Supporting educational initiatives, university teachers take an active part in developing the regulatory framework, conducting an external assessment of the educational activities of universities, and preparing expert opinions on the quality of dissertation research, teaching aids, and scientific monographs.

The EEC Commission has made sure that TUT provides good opportunities for professional development. Annually, young teachers are enrolled in graduate and targeted doctoral programs. Requests are being formed for admission to targeted doctoral studies of young teachers. For the development of young teachers of accredited EP, the following are envisaged: young teachers visiting open classes of professors, associate professors; attendance of classes of young teachers with subsequent analysis and recommendations; continuing education courses; participation in scientific and practical conferences (national, international); participation in international scientific schools; participation in scientific round tables.

However, the EP leadership did not consider the possibility of training and advanced training of teachers on the basis of practice through employer associations, with the aim of effectively integrating into the production process and taking into account changes in the external market, and to organize training seminars with faculty TUT on the formation of a competency-based approach. It also requires improvement in the issues of attracting leading specialists, relevant industries and foreign and domestic teachers to the educational process, facilitating the participation of teachers accredited by the EP of international academic mobility.

Strengths for the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- EP management has demonstrated awareness of responsibility for their employees and ensuring favorable working conditions for them.

- The motivation for professional and personal development of teaching staff of accredited EPs was demonstrated, including the use of various ways to promote them.

- the systematic conduct of sociological surveys of teaching staff of accredited EPs for their satisfaction with the educational process management methods.

The recommendations of the EEC for the EP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- organize work on the planning of continuing education programs for teaching staff in readable disciplines through associations of employers, as well as in teaching methods for young teachers;
- increase the level of academic mobility of teaching staff and the degree of involvement of foreign and domestic teachers in conducting joint research in the implementation of educational programs;
- conduct joint scientific research with partner universities of the countries of near and far abroad and seeks various forms of funding for research work;
- within the framework of the processes of delegation of authority in the distribution of duties to line managers, given the opportunity to make more decisions and be responsible for the implementation of business processes, thereby relieving top managers of the university from operational issues.

The conclusions of the EEC according to the standard: “The teaching staff” according to the evaluation table, the EEC marked the position “satisfactory”.

6.6. Standard 6. EDUCATIONAL RESOURCES AND STUDENTS SUPPORT SYSTEM

Standard:

The organization of education should ensure that sufficient, accessible, and relevant educational resources and student support services are available.

Recommendations:

During training, students need educational resources, which can be either material (libraries or computers) or human (tutors, curators and other consultants). The role of support services is especially important in stimulating student mobility both within the educational system and between different higher education systems.

When allocating, planning and providing educational resources, support services should take into account the needs of various groups of students (adults, workers, part-time students, foreign students, as well as students with disabilities) and take into account student-centered learning trends.

Support services and their activities should be organized taking into account the situation of a particular educational organization. Nevertheless, the internal quality system ensures the availability and conformity of all resources to the learning objectives, as well as informing students about the available services.

In providing support services, the key role belongs to the administration and specialized services, therefore, the organization of education should ensure the professionalism of employees and opportunities for the development of their competencies.

Evidence part

The Commission notes the availability of logistics for all accredited educational programs.

TUT has the necessary material and technical base for implementing the goals and solving problems of both educational and scientific, socio-cultural, sports and recreational nature. The University has a well-developed network of information and communication equipment.

All buildings are united in a single communication network. Fiber-optic communication channels between buildings enable fast and uninterrupted access to all resources. The information transfer speed within the corporate network is 120 Mbit / s, in

the server segment and on the campus highways 1000 Mbit / s. Connecting to the Internet is via fiber optic cable, at a speed of 120 Mbit / s with unlimited traffic.

A Wi-Fi network has been deployed on the territory of educational buildings, through which students and teachers receive free access to the Internet with coverage in various buildings ranging from 50% to 70%. Compaction and expansion of the Wi-Fi network coverage area in educational buildings is based on requests from departments. Log in to the network without a password. The speed of access to the intranet via a wireless network is determined by the type of equipment of the access point and the distance of the user's device from it and can be up to 50 Mbit / s. Internet access through the Wi-Fi network in the territory of educational buildings is possible with a speed of up to 120 Mbit / s.

The commission determined that the university has its own library.

The commission found that the library fund is equipped with printed and electronic educational, educational, methodological, scientific, official, reference, bibliographic and specialized periodicals in all subjects, courses, disciplines included in the main educational programs.

The library fund of TUT is 145 398 units, the volume of educational, teaching, methodological and scientific literature totals 973 389 units, including 410 11 units in the state language, etc., in languages - 104 387 units The fund of the electronic library is 467,000 units Readers are served along with the traditional one through the electronic catalog "Book", which includes electronic databases: "Books", "Articles", "Transactions of teaching staff TUT. Books ", " Transactions of the faculty Articles ", " Abstracts ", " Official Publications ", " Higher Education ", " TUT ", " Electronic Publications ", " Typical Programs ", " Fiction ", " Electronic Resources ".

The electronic catalog "BOOK" is 38843 entries. Annually, more than 200 items of domestic and foreign newspapers and magazines are received for each training profile: Education - 98; Humanities - 36; Right - 4; Art - 19; Social sciences and business - 28; Natural sciences - 9; Engineering - 19; Services - 13. Students and teaching staff can use periodicals of the electronic database elibrary.tut.tj, Russian Foundation for Basic Research (www.rfbr.ru); National Library of RT (www.kmt.tj); Unified electronic library (library.tut.tj); International Science and Innovation Center (<http://snauka.ru/>); The electronic journals "Modern Scientific Research and Innovation", "Humanitarian Scientific Research", "Modern Technique and Technology", "Economics and Management of Innovative Technologies", "Psychology, Sociology and Pedagogy", "Modern Pedagogy", "Philology and Literary Studies", "Politics, State and Law", "Research in the Natural Sciences", on the sites bravica.ru, journal.knigka.info, jurnal-portal.ru, letitbook.ru, etc. The scientific library of the university has access to the following electronic databases - Clarivate Analytics, Springer Link, Science; polpred.com, electronic library system "Lan"; All the work of the scientific library is reflected on the website www.library.tut.tj.

According the results of sociological monitoring, most TUT students (from 2/3 to 4/5) are satisfied with the availability of the necessary educational and methodological and information technology resources at the university. Moreover, the largest number of respondents expresses satisfaction with the amount of educational and scientific literature in the TUT library and the availability of places in the reading rooms, while satisfaction with the Internet shows less of them, which indicates the need for its further improvement.

For students of distance and distance learning, a modular object-oriented system MOODLE has been developed, which provides them with access to the educational program and training materials.

The development strategy of TUT provides for: training for the target order, development of the material and technical base, improvement of the forms and methods of educational activity, accreditation of educational programs, strengthening of human

resources, development of the material and technical base, development of scientific projects, preparation of a package of documents for opening specialties Doctoral PhD.

Safety requirements in the learning process are determined by sanitary standards and Fire Safety Rules, established on the basis of the Order of the Minister of Internal Affairs of the Republic of Tajikistan No. 667 dated 08/15/2016, the Instructions for labor protection and safety, as well as the Regulation on the formation of educational programs and job descriptions. In all departments of the university, journals are kept for registering instructions on safety, fire safety and anti-terror.

Training facilities generally comply with sanitary and fire safety standards, as evidenced by the conclusions of the city center of the state sanitary and epidemiological surveillance of the city of Dushanbe and the Office of the Committee for Emergency Situations in the city of Dushanbe.

Analytical part

The Commission notes the availability of sufficient material and technical support for all accredited educational programs.

According to the results of the Anonymous Student Survey, students are quite satisfied with the resources provided by TUT.

During a visual inspection of the library fund and syllabuses in the specialty "World Economy", the commission found that the literature used requires updating, so the literature presented in the lists is dated 2009 and earlier.

For students studying remotely and in absentia, a modular object-oriented system MOODLE is provided, which provides such students with access to educational and methodical documentation in the specialties of "World Economy", "Finance". The potential for the development of this system is huge and it is necessary to improve it in terms of using it by different categories of people (teachers, full-time students), increasing the provision of information for both students and faculty, as well as expanding the functionality.

The Commission notes the need to systematically implement a set of measures to improve the conditions for the adaptation of students with disabilities.

Strengths for the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- the availability of logistics for all accredited educational programs;
- TUT is working on the development and implementation of various information resources;
- an examination of graduation qualifications for plagiarism is carried out;
- there is access to educational Internet resources;
- Wi-Fi is functioning on the territory of TUT.

The recommendations of the EEC for the EP "1-25 01 03 (01) - World Economy", "1-25 01 04 (10) - Finance and Credit":

- to equip the library fund with fresh educational, educational, methodological, scientific, official, reference, bibliographic and specialized periodicals for all educational disciplines included in the main educational program;
- to introduce in the modular object-oriented system MOODLE the ability to create and provide each student and teacher with a personal account in order to optimize the educational process with the opportunity to familiarize everyone with educational materials, scientific publications, dissertations, etc., recording the results of mastering students, their achievements, the opportunity synchronous and asynchronous interaction of students with teachers, an individual teacher work plan (additional load). In particular,

- create the necessary conditions for persons with disabilities;
- increase the number of subscription databases.

The recommendations of the EEC for the EP “1-25 01 03 (01) - World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- to equip the library fund with fresh educational, educational, methodological, scientific, official, reference, bibliographic and specialized periodicals for all educational disciplines included in the main educational program;

- to introduce in the modular object-oriented system MOODLE the ability to create and provide each student and teacher with a personal account in order to optimize the educational process with the opportunity to familiarize everyone with educational materials, scientific publications, dissertations, etc., recording the results of mastering students, their achievements, the opportunity synchronous and asynchronous interaction of students with teachers, an individual teacher work plan (additional load). In particular,

- create the necessary conditions for persons with disabilities;
- increase the number of subscription databases.

Conclusions of the EEC on the standard "Educational resources and student support system" according to the evaluation table, the EEC marked the position "satisfactory".

6.7. Standard 7. INFORMATION MANAGEMENT

Standard:

The educational organization must ensure that it collects, analyzes and uses relevant information to effectively manage its areas of activity and its educational programs

Recommendations:

Presentation of reliable information is a prerequisite for making a decision. Educational organizations should use this information in order to know what works efficiently and what needs to be improved. Confidence is needed that the educational organization has mechanisms for collecting and analyzing information about its activities, its educational programs and uses the information received in the work of the internal quality assurance system.

What information is collected to some extent depends on the type and mission of the OE. When collecting information, the OE must consider the following:

- *key performance indicators;*
- *information about the student body;*
- *academic performance, student achievement, and dropout rates;*
- *student satisfaction with program implementation;*
- *availability of educational resources and student support services;*
- *employment of graduates.*

Various methods of collecting information may be used. It is important that students and staff are involved in the collection and analysis of information and the planning of subsequent procedures.

Evidence part

The university uses the automated management system “lms.tut.tj” (English: Learning Management System, lms.tut.tj), which allows you to automate processes comprehensively. System "lms.tut.tj":

- provides the development of electronic courses, their placement and the direct conduct of e-learning using distance learning technologies;

- maintains a system of accounting for student performance and activity at the end of the session;
- is a unified system of testing and grading, it implements ample opportunities for generating reports and generating information on tests;

The official website of the university "tut.tj" is one of the TUT information systems that informs about the plans for the development of educational programs and the adoption of collegial decisions.

Access to all educational resources located on different servers and sites of TUT is provided through the official website of the university www.tut.tj. and the website of the TUT library <http://elibrary.tut.tj> presented in 3 languages. Access is open in it, including both internal and external electronic resources: www.kmt.tj, www.gpbt.tj, www.lanbook.ru, www.twirpx.com, www.isuct.ru, www.eapatis.com.

In TUT, the "Marifat" television and educational programs sector operates, which notifies employees and students of all radio events, and also participates in the training of specialists in the field of information security, telecommunications and computer technologies.

A university has established a department for monitoring and managing the quality of education, which is a structural unit of the Department of educational process management and education quality at the Technological University of Tajikistan.

The department was created with the aim of analyzing, controlling and determining ways to improve the quality of tra

Analytical part

The teachers and employees of the university are involved in the processes of collecting and analyzing information primarily as its sources, presenting to the management reports on their work containing actual data on its implementation and their analysis. This is mainly done during the preparation of reports on the work of the teaching staff of the university, its departments and the university as a whole, in the context of the main components of the educational process - educational, upbringing and research activities and their resource support.

Students and employers are also involved in the processes of collecting and analyzing information by questioning, interviewing and making decisions based on them during the meetings of the departments.

In all departments of the university, paperwork is conducted in accordance with the approved nomenclature of cases, the safety and archiving of documents is ensured, work is underway to switch to electronic document management. The performers are promptly familiarized with the information electronically through the mailing list in the electronic document management system on the local network.

They participate in decision-making on the basis of the information collected and analyzed through their representatives in collegial management bodies.

However, the commission found that the university does not carry out the necessary work among employers to identify information on the required competencies among graduates, and there is no monitoring system for graduate employing highly qualified personnel competitive in the domestic and foreign labor market.

Strengths for the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- demonstrated the systematic use of processed, adequate information to improve the internal quality assurance system;
- involvement of students, workers and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.

The recommendations of the EEC for the EP “1-25 01 03 (01) - World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- Strengthen the work of the association of university graduates in the basic business processes of the university;
- carry out joint work with employers to determine the demanded competencies of graduates;
- to develop and introduce a system for monitoring the employment of graduates at a university.

Conclusions of the EEC on the standard "Information Management" according to the evaluation table, the EEC marked the position "satisfactory".

6.8. Standard 8. PUBLIC INFORMATION

Standard:

The educational organization should inform the public about its activities (including programs). Information should be clear, reliable, objective, relevant and accessible.

Recommendations:

Information on the activities of the organization of education is useful both for applicants and students, as well as for graduates, other stakeholders and the general public.

Therefore, the educational organization should provide information about its activities, including ongoing programs, about the expected learning outcomes for these programs, the qualifications, teaching, training, assessment procedures, passing grades and training opportunities provided to students, as well as information about employment opportunities for graduates.

Evidence part

The Technological University of Tajikistan publishes information on its mission, goals, objectives and activities of all structural units of the university on all possible media: on the official website of the university, LED screens and in various electronic and printed publications of national and internal scales. Along with this, the university organizes various marketing, career counseling and other events, job fairs, scientific seminars and conferences, at which the general public has the opportunity to get acquainted with the activities of the university, its policies and strategies. The official site of TUT is <http://www.tut.tj>. - It is his business card and serves as an important tool for the formation and support of the attractive image of the university as a modern high-tech university, based on long-standing traditions and focused on the needs of students and employers. Information on the site is constantly updated. www.tut.tj is the university's main information page on the Internet and contains static information about the structure of the university, its activities, regulatory documents, information about the staff and its achievements. As dynamic information new scientific, educational, cultural, social and current announcements are published.

The site has sections "Applicant" and "Student", which contains information about the activities of the university necessary for both applicants and students, as well as for graduates, parents and the general public.

An important factor in promoting the employment of graduates and further maintaining contact with them is the website of the Career and Innovation Center - <http://tajhosting.website/> The site contains information on vacancies provided by the city employment center; Release Information information on practices and necessary

documentation; feedback information; information on the employment of graduates. The pages of the Career and Innovation Center website reflect information for different target audiences (job seekers, employers and other interested parties).

The University has an active Press Service, Marifat TV and the Fanovar newspaper.

The life of the university is systematically covered by the press service in the following media: republican publications: the newspapers Tojikiston, Sadoi Mardum, Omuzgor, Farazh, Fanovar, etc .; on the republican television broadcasting: TRT "Tojikiston", "Dushanbe HD", "Jakhonnamo" (90 publications / programs).

In the 2017-2018 academic year, booklets of specialties in A4 format (6000 copies), banners (100 copies) were issued; Calendars A6 (2000 copies); A3 desktop calendars (4000 copies); special issues of the "Fanova" university newspaper (4,000 copies); presentation magazines in two languages A4 (20,000 copies), video discs about the university (1,500 copies).

In 2018-2019, booklets of A4 specialties (6000 copies), banners (100 copies) were issued; Calendars A6 (2000 copies); A3 desktop calendars (4000 copies); special issues of the "Fanovar" university newspaper (4,000 copies); presentation magazines in two languages A4 (20,000 copies), video discs about the university (1,500 copies).

Analytical part

The university's official website has published information on accredited undergraduate studies. However, the full information on the site based on the materials of the accredited EP is given in only one language, Russian, although the working languages of this site are three languages. Some tabs on the official website were inactive (there is only a layout with section headings), and some part contains incomplete information.

When analyzing the university's website, the commission found that there was no information about all the educational programs being implemented at TUT. In particular, they are absent: a description of the OP, the expected results of its development, awarded qualifications, etc.

Strengths for the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- at the university, effective management of external and internal communication policies, coordination of coverage of activities through the media, the active positioning of TUT in the information space;
- the availability of information on teaching, training, assessment procedures;
- the university leadership uses a variety of methods of disseminating information (including media, web resources, information networks, etc.) to inform the general public and interested parties;
- The university demonstrated the reflection on the web resource of information characterizing the university as a whole and in the context of accredited EPs.

The recommendations of the EEC for the EP "1-25 01 03 (01) - World Economy", "1-25 01 04 (10) - Finance and Credit":

- continue to maintain the site in three languages for the entire content of the university, and it is recommended that the passport of the EP be placed on the university's website.
- open the pages of the university, faculties, departments in social networks (Telegram, Instagram, Facebook)

The conclusions of the EEC on the standard: "Public awareness" according to the evaluation table, the EEC marked the position "satisfactory".

6.9. Standard 9. PERMANENT MONITORING AND PERIODIC EVALUATION OF PROGRAMS

Standard:

The education organization should monitor and periodically evaluate programs to ensure that they achieve their goals and meet the needs of students and society. The results of these processes should lead to continuous improvement of programs. All interested parties should be informed of any planned or undertaken actions in relation to these programs.

Recommendations:

Constant monitoring, periodic evaluation and revision of educational programs are aimed at ensuring their effective implementation and the creation of an enabling environment for student learning.

This includes an assessment of:

- *the content of the programs, taking into account the latest achievements of science in a particular discipline to ensure the relevance of the taught discipline;*
- *the changing needs of society;*
- *load, academic performance and graduation of students;*
- *the effectiveness of student assessment procedures;*
- *students' expectations, needs and satisfaction with the program;*
- *The educational environment and support services and their relevance to the objectives of the program.*

Programs are regularly evaluated and reviewed by students and other stakeholders. The information collected is analyzed and the program is brought into line with modern requirements. The changes are published.

Evidence part

The process of monitoring, periodically evaluating and revising the content of educational programs is aimed at achieving certain positive results in the learning process, timely response to the needs of the labor market, as well as using the latest achievements of science and technology. Based on the monitoring and evaluation of the EP, changes and additions are made to the structure and content of the EP.

Revision of working curricula and curriculum programs in the areas of specialist training at the department is based on an approved schedule.

The frequency of review of curricula and curricula is once a year, after discussing the changes made, expert reviews, i.e. employers at a department meeting.

In accordance with the Regulation on the organization of the educational process, TUT provides for the procedure for updating the educational program. EPs are updated annually, all changes and additions are approved by the decision of the Scientific and Methodological Council of TUT no later than the beginning of the school year after discussion at the meetings of the departments, the Committee on educational programs of the faculty on the basis of the analyzed wishes of the teachers of the departments, employers, recommendations of the chairmen of the SAC, students' proposals.

In accordance with the state standard of higher professional education, as well as the Regulation on the development and implementation of TUT educational programs, a competency-based approach is used in monitoring and evaluating curricula and programs. In each work program of the academic discipline, the conformity of specific competencies formed during the course of training is checked, as well as the compliance of the structure of the work program with the Regulation on the development of the educational and methodical complex of the discipline.

The main educational programs provide for the possibility of forming individual learning paths for students on the basis of the Regulation on the formation and implementation of academic disciplines for students at TUT.

In order to ensure the effective formation and development of professional skills of students of accredited programs, once a school year, the use of modern and interactive forms of training is monitored, such as business games, solving certain pressing problems, brainstorming, psychological training, etc. Meetings with students are held with representatives of financial and credit organizations, enterprises, and specialists.

Students actively participate in the movement of volunteers in the city of Dushanbe, take part in sporting events and competitions.

Students' participation in the development of society is expressed in active participation in various university, city and republican events.

The dean of the faculty, deputy dean, curators of educational groups regularly hold student meetings, in which students freely express their opinions and wishes on the issue of their satisfaction with the quality of the educational process.

Stakeholders are actively involved in the revision of the EP. The main areas of interaction between TUT and stakeholders are:

- monitoring and evaluation of stakeholder positions;
- informing and educating stakeholders (distribution of information materials, public presentations, speeches at "round tables", conferences);
- advising and taking into account the positions and interests of stakeholders in planning the activities of the university;
- joint work on the basis of regulated agreements of contracts, active exchange of information within the limits defined by regulatory legal acts;
- cooperation: joint training, participation in planning, including at the decision-making level.

Analytical part

The wishes of students and the opinions of teachers are considered at a meeting of the department, where a decision is made on how to satisfy them. Confirmation of this is the satisfaction, in all respects, of students and teachers according to the results of an anonymous survey conducted with them during international accreditation.

Representatives of employers participate in the preparation of the curriculum in the direction of the bachelor's program "World Economy", "Finance and Credit", which was confirmed by the commission during an interview with representatives of employers.

Based on the analysis of the opinions and wishes of employers and students in 2018, four new disciplines were included in the bachelor's program 1-250104 - "Finance and Credit" and 1250103 "World Economy": "Financial Market", "Anti-Crisis Financial Management", "Economic security", "International Economic Integration".

When analyzing the official site, the commission did not find information for other persons interested in the development and development of the university's EP.

During the visit of the EEC, no information was found on how stakeholders are informed when changes are made to the content of the EP, and where information about these changes is published.

It should be noted that in their work, members of the EEC did not see confirmation of the monitoring of innovative teaching methods, and in the framework of the assessment system, in most cases, a testing system is used that does not always give an idea of the results of training.

During meetings with students, there was no confirmation of the participation of students in the monitoring and evaluation of EP.

Strengths for the EP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- continuous monitoring and assessment of the quality of teaching of revised academic disciplines;
- supporting documents on the participation of stakeholders, employers and other interested parties in the revision of accredited EP are shown.

The recommendations of the EEC for the EP “1-25 01 03 (01) - World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- ensure the completeness of the information field of the site in accordance with the requirements of openness and accessibility of information for people interested in the design and development of educational programs.
- determine a plan for monitoring and evaluating the OP, as well as the participants in this process;
- carry out monitoring and periodic evaluation according to the plan with the involvement of interested parties.

The conclusions of the EEC on the standard: “Continuous monitoring and periodic evaluation of programs” according to the evaluation table, the EEC position “suggests improvement” is noted.

6.10. Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES

Standard:

The educational organization must undergo external quality assurance procedures in accordance with European Standards and Recommendations (ESG) on a regular basis.

Recommendations:

External quality assurance procedures in various forms make it possible to evaluate the effectiveness of quality assurance processes within an educational organization. They are catalysts for the development and implementation of new opportunities. They also provide information on the quality of educational organization activities to the public.

Evidence part

An external assessment of the quality of the educational process at TUT is carried out in the process of passing the institution of institutional and specialized certification and accreditation by the State Education Supervision Service of the Republic of Tajikistan. National certification and accreditation of TUT takes place every 5 years. The university successfully passed the institutional certification in 2004, 2009, 2014 and 2019 (the university received a license for a period of 5 years), and the latest institutional accreditation procedure - in 2019.

As a result, in the ranking of universities in 2017, the Republican Rating Agency for Control in the Field of Education of the Republic of Tajikistan took 12th place among 31 universities of the Republic of Tajikistan, and TUT also entered the list of 12 universities of the rating with overall scores of more than 50% (<http://controleducation.tj/index.php/ru/rejting>)

In the National Rating of Universities of the Republic of Tajikistan, according to the results of the ranking of multidisciplinary universities, TUT takes the forefront, in 2016 - 13th place, and in 2018 - 10th place, which characterizes the continuous growth of the rating of TUT among universities of the Republic of Tajikistan.

In 2016, the "Tojikiston" weekly, in agreement with the Ministry of Education and Science of the Republic of Tajikistan, hosted the competition "Top 10 Best Higher Education Institutions of Tajikistan" ([https://tajikistantimes.com/news_rus/podvedenyi-itogi-konkursa-top-10-luchshih-vuzov Tajikistana /](https://tajikistantimes.com/news_rus/podvedenyi-itogi-konkursa-top-10-luchshih-vuzov-Tajikistana/)). The aim of the competition "Top 10 best universities in the country" was to study public opinion, the role of universities in the development of education in the country. The competition was held in 10 nominations among 26 universities. In the nomination "Vanguard" (implementation of advanced innovations and technologies) the Technological University of Tajikistan became the winner in the "Top-10 of the best universities in Tajikistan."

Analytical part

TUT for the first time passes the international accreditation of EP. It is necessary that TUT ensure that each university in the Republic of Tajikistan and all interested parties have access to information on the implementation of all the recommendations and requirements that were made during the visit to the EP and the accreditation process.

Based on the results of the visit and self-assessment report, the commission notes the following areas for improvement: to continue work on the participation of educational programs in independent external examination procedures; further elaboration of the program of corrective actions based on the results of the external examination of educational programs with the participation of employers is necessary.

Strengths for the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- Certificate of state accreditation dated January 3, 2020, received. number 468 of IA 0000937 (valid until 01/03/2025).

The recommendations of the EEC for the EP "1-25 01 03 (01) - World Economy", "1-25 01 04 (10) - Finance and Credit":

- to continue work on the participation of educational programs in the procedures of independent external examination (international accreditation, professional and public accreditation, online testing, participation in ratings, etc.).

Conclusions of the EEC according to the standard: "Periodic procedures of external quality assurance" according to the evaluation table, the EEC marked "satisfactory"

(VII) OVERVIEW OF STRENGTHS BY EACH STANDARD

Standard 1. Quality Assurance Policy

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- high image of the university in the field of training specialists in these areas of training;
- the university demonstrated the development of a unique strategy based on the analysis of external and internal factors with the wide involvement of various stakeholders;
- TUT management published a quality assurance policy, mission and strategy;
- the university has developed documents on specific areas of activity and processes (plans, programs, regulations, etc.) that specify the quality assurance policy.
- EP management attracts representatives of employers, stakeholders, teaching staff and other external experts to develop an EP development plan;
- EP management demonstrates evidence of openness and accessibility for students, teaching staff, employers and other interested parties.

Standard 2. Development and approval of the program

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- accredited EP provides employment of graduates at enterprises of the relevant industry;
- disciplines of EP and practice contribute to the formation of students' professional competence;
- demonstrated the conformity of the developed EP with the established goals, including the expected learning outcomes;
- demonstrated the presence of a developed model of a graduate of accredited EP, describing the learning outcomes and personal qualities.

Standard 3. Student-centered learning and assessment

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- active interconnection of the EP management with the practice bases;
- regardless of the language of instruction, ensuring equal opportunities for students;
- The teaching staff of accredited EPs are actively using modern educational technologies.

Standard 4. Admission, academic performance, recognition and certification of students

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- the university demonstrated a policy of forming the contingent of students from admission to graduation, demonstrating the transparency of its procedures, which are clearly defined, approved and published.
- the university provides graduates with a degree with documents confirming their qualifications, including the results of training, as well as the context, content and status of the education and evidence of completion.
- students are provided with familiarity with the process of organizing education and educational programs.

Standard 5. Teaching staff

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- EP management has demonstrated awareness of responsibility for their employees and ensuring favorable working conditions for them.
- the motivation for professional and personal development of teaching staff of accredited EPs was demonstrated, including the use of various ways to promote them.
- the systematic conduct of sociological surveys of teaching staff of accredited EPs regarding their satisfaction with the educational process management methods.

Standard 6. Educational resources and student support system

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- the availability of logistics for all accredited educational programs;
- TUT is working on the development and implementation of various information resources.
- an examination of graduation qualifications is carried out for plagiarism;
- there is access to educational Internet resources;
- Wi-Fi is functioning on the territory of TUT.

Standard 7. Information Management

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- demonstrated the systematic use of processed, adequate information to improve the internal quality assurance system;
- involving students, workers and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.

Standard 8. Public awareness

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- at the university, effective management of external and internal communication policies, coordination of coverage of activities through the media, the active positioning of TUT in the information space;
- the availability of information on teaching, training, assessment procedures;
- the university leadership uses a variety of methods of disseminating information (including media, web resources, information networks, etc.) to inform the general public and interested parties;
- The university demonstrated the reflection on the web resource of information characterizing the university as a whole and in the context of accredited EPs.

Standard 9. Continuous monitoring and periodic evaluation of programs

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- continuous monitoring and assessment of the quality of teaching of revised academic disciplines;
- supporting documents on the participation of stakeholders, employers and other interested parties in the revision of accredited EP are shown.

Standard 10. Periodic external quality assurance procedures

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- Certificate of state accreditation dated January 3, 2020, received, # 468 of IA 0000937 (valid until 01/03/2025).



(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS BY EACH STANDARD

Standard 1. Quality Assurance Policy

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- to intensify the work on the creation of scientific educational centers in which the scientific and practical activities of teaching staff will be combined in the implementation of the goals of the educational program;
- introduce into the educational process the results of research activities of teaching staff, carried out jointly with employers;
- intensify the participation of students in the formation of the development plan of the EP;
- conduct training seminars with teachers and students on the design and formation of EP.

Standard 2. Development and approval of programs

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- actualize in EP digital skills, which are the basis for the growth of all sectors of the economy and are vital to ensure the integration of a digital society, as well as to increase the competitiveness and productivity of sectors of the economy. Accordingly, it is necessary to increase the volume of disciplines of an information-technological nature, and it is also necessary to update the content of disciplines of a technological nature in accordance with new trends in the production market;
- when developing EPs, to actively engage stakeholders, so existing employers can not only review EPs, but also help in compiling a competency map;
- Strengthen the applied nature of educational programs, taking into account the demands of the regional labor market and the practical component in the formation of curricula.

Standard 3. Student-centered learning and assessment

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- to provide free access for students with disabilities in all educational buildings;
- continue to work on the development of electronic materials, as well as massive open online courses as part of the continuous training of specialists, as well as use various platforms for methodological support and support of the educational process. So, for example, use the Moodle platform not only for distance learning and distance learning, but also for full-time students;
- develop the institute of advisers in the formation of the IEP;
- it is necessary to strengthen the practical orientation of the EP, actively invite existing specialists for teaching;
- to intensify work on conducting our own research in the field of teaching methods of academic disciplines in the context of EP.

Standard 4. Admission, academic performance, recognition and certification of students

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- to develop and implement programs of external and internal mobility of students of accredited EPs, as well as assist them in obtaining external grants for training;
- expand training programs for students for professional certification.

Standard 5. Teaching staff

For the EP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- organize work on the planning of continuing education programs for teaching staff in readable disciplines through associations of employers, as well as in teaching methods for young teachers;
- increase the level of academic mobility of teaching staff and the degree of involvement of foreign and domestic teachers in conducting joint research in the implementation of educational programs;
- conduct joint scientific research with partner universities of the countries of near and far abroad and seeks various forms of funding for research work;
- within the framework of the processes of delegation of authority in the distribution of duties to line managers, to give the opportunity to make more decisions and be responsible for the implementation of business processes, thereby relieving top managers of the university from operational issues.

Standard 6. Educational resources and student support system

For the EP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- to equip the library fund with fresh educational, educational, methodological, scientific, official, reference, bibliographic and specialized periodicals for all educational disciplines included in the main educational program;
- to introduce in the modular object-oriented system MOODLE the ability to create and provide each student and teacher with a personal account in order to optimize the educational process with the opportunity to familiarize everyone with educational materials, scientific publications, dissertations, etc., recording the results of mastering students, their achievements, the opportunity synchronous and asynchronous interaction of students with teachers, an individual teacher work plan (additional load). In particular,
 - create the necessary conditions for persons with disabilities;
 - increase the number of subscription databases.

Standard 7. Information Management

For the EP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- Strengthen the work of the association of university graduates in the basic business processes of the university;
- carry out joint work with employers to determine the demanded competencies of graduates;
- to develop and introduce a system for monitoring the employment of graduates at a university.

Standard 8. Public awareness

For the EP “1-25 01 03 (01) - The World Economy”, “1-25 01 04 (10) - Finance and Credit”:

- continue to maintain the site in three languages across the entire content of the university, and it is also recommended that the passport of the EP be placed on the university’s website;

- open the pages of the university, faculties, departments in social networks (Telegram, Instagram, Facebook)

Standard 9. Continuous monitoring and periodic evaluation of programs

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- ensure the completeness of the information field of the site in accordance with the requirements of openness and accessibility of information for people interested in the design and development of educational programs.

- determine a plan for monitoring and evaluating the OP, as well as the participants in this process;

- carry out monitoring and periodic evaluation according to the plan with the involvement of interested parties.

Standard 10. Periodic external quality assurance procedures

For the EP "1-25 01 03 (01) - The World Economy", "1-25 01 04 (10) - Finance and Credit":

- to continue work on the participation of educational programs in the procedures of independent external examination (international accreditation, professional and public accreditation, online testing, participation in ratings, etc.).

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATION

(These recommendations do not apply to measures to improve quality and compliance with IAAR standards)

- Consider the possibility of creating co-working zones in the educational buildings of the university.

- Consider the possibility of allocating rooms for the wardrobe.

Appendix 1. Evaluation table “Conclusion of the external expert commission” (signed by all members of the EEC)

#	International Standards of IAAR ESG Part 1.	Education Organization Position			
		Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard 1. QUALITY ASSURANCE POLICY					
1	The educational organization should have a published quality assurance policy, which is part of its strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes involving external stakeholders.		+		
Standard 2. DEVELOPMENT AND APPROVAL OF THE PROGRAM					
2	The educational organization should have mechanisms for the development and approval of its programs. Programs should be designed in accordance with established goals, including intended learning outcomes. The qualifications obtained as a result of mastering the program should be clearly defined, as well as explained and should correspond to a certain level of the national qualifications framework in higher education and, therefore, the qualifications framework in the European Higher Education Area.		+		
Standard 3. STUDENT-CENTERED TRAINING AND EVALUATION OF EXCELLENCE					
3	The organization of education should ensure the implementation of the program in such a way as to encourage students to take an active role in the joint construction of the educational process, and so that students' assessments reflect this approach.		+		
Standard 4. ADMISSION, ACHIEVEMENT, RECOGNITION AND CERTIFICATION OF STUDENTS					
4	The organization of education should have predefined, published and consistently applied rules governing all periods of the student's "life cycle", i.e. reception, performance, recognition and certification.		+		
Standard 5. TEACHING COMPOSITION					
5	The organization of education should have objective and transparent processes for the recruitment and professional growth and development of all staff that allow them to ensure the competence of their teachers.		+		
Standard 6. EDUCATIONAL RESOURCES AND STUDENTS SUPPORT SYSTEM					

6	The organization of education should ensure that sufficient, accessible, and relevant educational resources and student support services are available.		+		
Standard 7. INFORMATION MANAGEMENT					
7	The educational organization must ensure that it collects, analyzes and uses relevant information to effectively manage its activities and its educational programs.		+		
Standard 8. PUBLIC INFORMATION					
8	The educational organization should inform the public about its activities (including programs). The information provided should be clear, reliable, objective, relevant and accessible.		+		
Standard 9. PERMANENT MONITORING AND PERIODIC EVALUATION OF PROGRAMS					
9	The education organization should monitor and periodically evaluate programs to ensure that they achieve their goals and meet the needs of students and society. The results of these processes should lead to continuous improvement of programs. All interested parties should be informed of any planned or undertaken actions regarding the programs.			+	
Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES					
10	The educational organization must undergo external quality assurance procedures in accordance with European Standards and Recommendations (ESG) on a regular basis.		+		
Total		0	9	1	0