REPORT

**on the results of the external expert evaluation commission work
for compliance with the requirements of programme accreditation standards for
educational programs "710200 Information systems and technologies BA", 710200
Information systems and technologies (training profile: information systems and
technologies in economics) MA, 710100 Informatics and computer technology BA, 710300
Applied informatics BA, 710300 Applied informatics MA, Osh State University**

October 19-21, 2020

Osh city   **October 21, 2020**

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

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To the IAAR
Accreditation
Council

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CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS

AMP - Administrative and management personnel
HPE -Higher professional education
EW -Educational work
University - Higher education institution
SAC -State Attestation Commission
SES -State educational standard
IC- Instrumental competencies
 FMIT - Faculty of Mathematics and Information Technology
CEC- Catalog of elective disciplines
MES KR- Ministry of Education and Science of the Kyrgyz Republic
MC - Methodical Council
RW- Research work
BEP - Basic Educational Program
EP - Educational program
GSC - General scientific competence
OshSU - Osh State University
IAAR - Non-profit institution "Independent Agency for Accreditation and Rating"
PC - Professional Competence
TS - Teaching staff
WP - Working program
LO - Learning Outcomes
WC - Working curriculum
SPGCC - Social-personal and general cultural competences
MSM - Media
SIW - Student independent work
EID - Education and Information Department
EVA - Educational and Methodological Association
TK - Teaching kit
CS – Curriculum sets
AW - Academic work
AC - Academic Council
C - Curriculum
TC - Training Center
CITS - Center for Information and Technical Support
EPDC- Educational program disciplines cycle
AT- Assessment tools

(II) INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating from October 19 to 21, 2020 an external expert commission assessed the conformity of the EPs 710200 Information systems and technologies (BA), 710200 Information systems and technologies (training profile: information systems and technologies in economics) (MA), 710100 Informatics and computer technology (BA), 710300 Applied informatics (BA) , 710300 Applied Informatics (MA), 510200 Applied Mathematics and Informatics (BA), 510200 Applied Mathematics and Informatics (MA), 550200 Physics and Mathematics Education (BA), 550200 Physics and Mathematics Education (MA), 510400 Physics (MA), 510100 Mathematics (MA) of Osh State University to the program and primary program accreditation standards of the IAAR (№65-20-ОД from Sept. 03, 2020).

The report of the external expert commission (EEC) contains an assessment of the compliance of the activities of Osh State University within the framework of program and primary program accreditation with the IAAR criteria, recommendations of the EEC on further improving the parameters of the program and primary program profile.

EEC composition:

Chairman - Vladimir Nikolaevich Kosov, Doctor of Physical and Mathematical Sciences, Professor of the Kazakh National Pedagogical University named after Abai (Almaty, Republic of Kazakhstan).

Foreign expert - Baidaulet Amantaevich Urmashev, Candidate of Physical -Mathematical Sciences, Associate Professor, Dean of the Information Technologies Faculty, Kazakh National University named after al-Farabi (Almaty, Republic of Kazakhstan).

Foreign expert - Yuri Eduardovich Belykh, Candidate of Physical -Mathematical Sciences, Associate Professor, Vice-Rector for Academic Affairs of the Grodno State University named after Yanka Kupala (Grodno, Republic of Belarus).

Foreign expert - Aleksei Viktorovich Gudenko, Candidate of Physical and Mathematical Sciences, Associate Professor of the Department of General Physics of the Moscow State Institute of Physics and Technology (Moscow, Russian Federation).

Foreign expert - Bekbolat Akhanovich Tashev, PhD, Senior Lecturer of the Department of Plasma Physics, Nanotechnology and Computer Physics, Kazakh National Pedagogical University named after Abai (Almaty, Republic of Kazakhstan).

Foreign expert - Aiman Amangeldievna Kulzhumieva, Candidate of Physical and Mathematical Sciences, Associate Professor, Dean of the Physics and Mathematics Faculty of the West Kazakhstan University named after M. Utemisova (Uralsk, Republic of Kazakhstan).

National expert - Mitalip Muratovich Taiirov, Doctor of Physical and Mathematical Sciences, Professor of Batken State University (Kyzyl-Kyiia, Kyrgyz Republic).

National expert - Abdygany Zhunusovich Satybaev, Doctor of Physical and Mathematical Sciences, Professor, Head of the Information Technologies and Management Department, Osh Technological University (Osh, Kyrgyz Republic).

National expert - Esenbek Mambetakunovich Mambetakunov, Doctor of Pedagogical Sciences, Head of the Methods of Teaching Physics and Natural Science Department, Kyrgyz National University named after Zh. Balasagyn (Bishkek, Kyrgyz Republic).

Employer - Bakytkul Toksonbaevna Zhusubalieva, director of the school-gymnasium named after S. M. Kirov in Osh city (Osh, Kyrgyz Republic).

Student - Asylzat Erkinkyzy Egizbaeva, 4th year student of EP 6B06101 "Information Systems" of East Kazakhstan University named after S. Amanzholov (Ust-Kamenogorsk, Republic of Kazakhstan).

Student - Shokhsanam Shokirovna Vakhobova, 4th year student of the EP "Physics and Mathematics Education: Mathematics" of the Kyrgyz-Uzbek University (Osh, Kyrgyz Republic).

Student - Sultan Tolobekuulu, 4th year student of EP "60200 Tourism" of the Bishkek Humanitarian University named after K. Karasaeva (Bishkek, Kyrgyz Republic).

IAAR coordinator - Guliiash Balkenovna Niiazova, project manager for institutional and specialized accreditation of universities.

Observer of the Ministry of Education and Science of the Kyrgyz Republic - Susarkul Shergazievna Alynbekova, leading specialist of the Professional Education Department of the Ministry of Education and Science of the Kyrgyz Republic (Bishkek, Kyrgyz Republic).

(III) REPRESENTATION OF AN EDUCATIONAL ORGANISATION

The Osh Teachers' Institute was established in 1939 by the decree of the People's Commissars Council of the Kyrgyz SSR № 1142 from August 10, 1939.

By the decree of the Council of Ministers of the USSR from May 12, 1951 №1759, the Teacher's Institute was transformed into the Osh Pedagogical Institute. In 1992, by the Decree of the President of the Kyrgyz Republic № 202, Osh State Pedagogical Institute was reorganized into Osh State University. The organization's charter was approved by the government of the Kyrgyz Republic.

The University is a state organization with an organizational and legal form - Institution. Founder is the Ministry of Education and Science of the Kyrgyz Republic.

As a legal entity, Osh State University acquired the corresponding rights and obligations from the moment of its state registration in the manner prescribed by law. It has a charter, independent balance sheet, seal and other requisites.

Osh State University trains specialists in two stages from a three-stage model of vocational education (bachelor's – master's – doctoral studies) based on the credit technology of education, which contributes to improving the quality, ensuring the continuity of educational levels, academic mobility of students and teachers.

Currently, Osh State University has 2 institutes, 19 faculties, a psychological and pedagogical educational and methodological center, 4 educational institutions of secondary vocational education, 126 chairs, 7 departments, 1 administration, 7 divisions, 6 gymnasiums, training centers, 30 educational and methodical, cultural, aesthetic, resource and other centers. The infrastructure of Osh State University in the form of faculty campuses is located throughout the city of Osh and creates all the necessary conditions for training students and professional development of teaching staff.

The teaching staff of the university has 1750 full-time staff, including 70 doctors of sciences, professors; 405 candidates of sciences, associate professors. Among them:

- Academician of the National Academy of Sciences of the Kyrgyz Republic - 1,
- Corresponding Member of the National Academy of Sciences of the KR- 2,
- laureates of the State Prize in Science - 2,
- People's Artists of the Kyrgyz Republic - 2,
- Academicians of the Engineering Academy - 5,
- Corresponding members of the Academy of Engineering - 6,
- Honored Workers of Education of the Kyrgyz Republic - 8,
- Honored doctors of the Kyrgyz Republic - 5,
- Honored Scientists of the Kyrgyz Republic - 3,
- Honored Worker of Culture of the Kyrgyz Republic - 1,
- Honored trainers of the Kyrgyz Republic - 2.

The average quality indicator of TS is 27.14%, which meets the relevant requirements.

Osh State University trains specialists in 118 EP, among them 34 EP are undergraduate, 25 magistracy, 32 - specialties of secondary vocational education; in residency and internship are 27

EP. In the 2020-2021 academic year, 35 thousand students, postgraduates and undergraduates in full-time, evening and distant (part-time) forms of education study at Osh State University.

Academic activities of Osh State University and BEP are implemented on the basis of normative documents on higher education of the Ministry of Education and Science of the Kyrgyz Republic and SES of HPE 710200 "Information Systems and Technologies" BA, approved by Order of the Ministry of Education and Science of the Kyrgyz Republic №376/1 dated March 31, 2017 (protocol №1-5-2 from 2017); 710200 "Information systems and technologies" MA, approved by the Order of the Ministry of Education and Science of the Kyrgyz Republic №1092/1 dated July 14, 2017 (protocol №1-12-2 dated July 11, 2016).

Training of undergraduates is carried out for a period of 2 years in full-time form with the use of distance technologies. The limiting contingent of students is 40 people.

Independent program accreditation is being held for the first time.

(IV) DESCRIPTION OF THE EEC VISIT

The external expert commission visit to Osh State University was carried out on the basis of the approved and previously agreed Program of the online visit from October 19 to October 21, 2020.

In order to coordinate the work of the EEC, on September 18, 2020, a remote setting meeting was held, during which powers were distributed among the members of the commission, the schedule of the online visit was clarified, and agreement was reached on the choice of examination methods.

In order to obtain objective information on the assessment of the university's activities, EEC members used such methods as remote visual inspection, observation, online interviewing of employees of various structural units, teachers, students, alumni and employers, online questionnaires of the teaching staff, students.

In accordance with the requirements of the standards, the visit program covered online meetings with the rector, vice-rectors, heads of structural divisions, deans, heads of university departments, teachers, students, employers and employees from various departments, online interviews and questionnaires of teachers and students.

Information about employees and students who took part in online meetings with EEC IAAR:

Participants categories	Quantity
Rector	1
Vice-rector	3
Heads of structural divisions	17
Faculty deans	2
Heads of departments	13
Teachers	32
Students, undergraduates	33
Graduates	36
Employers	49
Total	**186**

During a visual online examination, the members of the EEC got acquainted with the state of the material and technical base of the faculties that implement the accredited EP, departments, scientific laboratories, named auditoriums, a library, computer classes, educational and methodological rooms, etc. using a video clip prepared for an external expert commissions, as well as additionally during online visits to departments that implemented EP.

EEC members attended on-line sessions:

- in the discipline "Programming problems of financial mathematics", 4th year, specialty 710200 Information systems and technologies BA, teacher - S. Tazhikbaeva (20.10.2020, 5th lesson IST (b) -2-17 (R));

- in the discipline "Computer graphics", 4th year, specialty 710200 Information systems and technologies BA, teacher - Abdumitalip uulu K. (20.10.2020, 4th lesson IST (b) -2-17 (R));

- in the discipline "Infocommunication systems and networks", 3rd year, specialty 710200 Information systems and technologies BA, teacher – G.I. Seiitkazyeva (20.10.2020, 4th lesson ICT (b) -2-18 (R)).

The events planned during the visit of the IAAR EEC contributed to familiarizing the experts with the practice bases. On EP ... (Master's degree) visits were organized to the following practice bases:

- LLC "Program manager", Osh city;
- Institute of Natural Resources of the Southern Branch of the National Academy of Sciences of the Kyrgyz Republic, Osh city;
- PU Aga Khan Education services, Osh city;
- Osh educational institution Osh Sekom, Osh city;
- Osh branch of the state institution "Cadastre", Osh city;
- Osh enterprise of high-voltage electrical networks, Osh city;
- JSCB "Kyrgyzstan", Osh city;
- Aktif-Ilim language school, Osh city;
- IE Book Design, Osh city.

Working papers of the university were requested and reviewed by external experts. Along with this, the experts studied the Internet positioning of the university through the official website of the university.

The events planned within the framework of the online visit of the EEC of the IAAR contributed to a detailed acquaintance of experts with the educational infrastructure of the university, material and technical resources, faculty, representatives of employers' organizations, students. This allowed the members of the EEC of the IAAR to conduct an independent assessment of the compliance of the data set forth in the self-assessment reports of the EP of the university with the criteria for the standards of program and primary program accreditation of the IAAR.

(V) COMPLIANCE WITH PROGRAMME ACCREDITATION STANDARDS

5.1 Standard «Management of Educational Programme»

Proof part

EEC members note that Osh State University does not have a published quality assurance policy. In its quality assurance activities, the university is guided by the development strategy of Osh State University for 2019-2024. The implementation of educational programs is carried out in accordance with the Mission of Osh State University, which is available on the official website of the university https://www.oshsu.kg/univer/?lg=2&id_parent=5401

The interaction between research, teaching and learning is one of the main principles of the FMIT. The university seeks to ensure the teaching of academic disciplines based on modern scientific achievements.

In the educational process, various forms of methodological and scientific research work are used, aimed at ensuring the quality of the educational process. Students and undergraduates take part in intra-university, city, regional, republican and international subject Olympiads and competitions, weeks of science, student scientific and practical conferences and seminars https://www.oshsu.kg/univer/?lg=1&id_parent=8110

In the university as a whole, as well as in the context of specialties, there is an active interest of all personnel in ensuring quality and its guarantees. The structure of the university has specialized structural units, for which quality assurance is the main subject of activity. Purposeful efforts are regularly made to improve the quality and motivation of staff in these activities. Quality assurance issues are the subject of discussion of collegial bodies at the level of the university, faculties and departments. The university has formed a keen attitude towards employers, their needs, as well as the needs of other stakeholders. The active and equal participation of the entire academic staff in the organization of the educational process, understanding of the role of quality in ensuring competitiveness is noted.

A quality assurance system is being developed at Osh State University, which provides for the use of ECTS, a modular-rating approach, modern information and communication technologies, as well as the involvement of students and staff in corporate governance.

The University pursues an open policy of cooperation and exchange of experience with other educational organizations that implement similar EP. FMIT students, undergraduates and teachers can participate in international programs and projects: Mevlana, Erasmus+, Soros-Kyrgyzstan, IREX, UGRAD, DAAD and others. https://www.oshsu.kg/univer/?lg=1&id_parent=8263

The planning and implementation of the EP is carried out in accordance with State standards, qualification requirements of the professional sphere and is consistent with the Development Strategy of Osh State University and FMIT, as well as the demands of the labor market. Development plans for the EP are developed and adjusted in order to improve training and taking into account the needs of the state, they are discussed at a meeting of the department and the Academic Council of the faculty. To take into account the opinions of students, online surveys are conducted. Meetings with stakeholders are held. The goals of the EP are explained when hiring employees and to students by tutors. Information about the content of the EP is posted on information stands, on the official website of the university and faculty.

To monitor the implementation of the plan, the results of questionnaires, midcourse and final tests, meetings with employers are used. Round tables, meetings with employers, with graduates of FMIT, questionnaires to identify proposals for adjusting the plan are held.

The EP development plans are formed taking into account the adopted government documents providing for the further development of the country within the framework of the program "National Strategy for Sustainable Development of the Kyrgyz Republic for 2018-2040

"Taza Koom - Zhany Door" are aimed at meeting the needs of the state, region, employers and students.

As signs of individuality and uniqueness of the educational program, the university declares: the attraction of leading specialists in the educational process, active academic mobility of students and teaching staff, modern material and technical base and infrastructure.

The distribution of responsibilities and authorities at the university and within the framework of the EP is determined by internal regulations, university plans, orders of the rector, job descriptions and Regulations on divisions. The documents defining the powers and responsibilities of the personnel are brought to the attention of the HR department of Osh State University.

Responsible for the processes are appointed by the orders of the rector. The qualification requirements for education, work experience, and the availability of special knowledge of personnel are indicated in the respective job descriptions. When changing the staff structure, the corresponding order determines the need to revise job descriptions and regulations.

At the FMIT Osh State University, to ensure transparency, accessibility and trust, the effective functioning of the information and feedback system with students, employers, parents and other stakeholders, various means are used: media, Internet resources, an information stand, introductory conferences, presentations of syllabuses and work programs, seminars and trainings for teachers and undergraduates, educational hours. FMIT strives to actively use its official pages on social networks. The team has and is establishing close ties with schools of the city and region.

The quality assurance system is formed fragmentarily and is documented sporadically. EEC was not able to make sure that there was a systematic work on the design of the system. No documented procedure for designing, managing and monitoring quality assurance activities is provided.

To ensure the quality of education, the following work is carried out: monitoring the students' progress, monitoring the quality of admission. Monitoring the quality of education includes: computer testing of students, internal checks of departments, final state certification of graduates, analysis of employers' feedback, feedbacks of stakeholders, online questioning of students and teachers. Monitoring results are discussed at the meeting of the Department of Informatics and the Academic Council of the faculty, university. No evidence has been submitted for EEC analysis.

Systemic risk management activities at the university as a whole and in the context of EP are not carried out.

Teaching staff and students participate in meetings of the Board of Osh State University and faculties, departments. When necessary, representatives of stakeholders and the public, including employers, are involved in the work of collegial bodies.

At Osh State University, attention is paid to informatization of the educational process, the automated system for managing the learning process AVN http://avn.oshsu.kg is successfully operating, which allows users of the system to track the entire educational process in real time. There is also a KELBIL mobile application, where students and teachers can view the class schedule, group attendance, progress, etc. For the rapid exchange of information and the speed of document circulation in the university, an intranet FTP system has been introduced, which greatly facilitates the work within and between the university departments. The teaching staff and students actively use all available innovative services of Osh State University.

Teachers of the Informatics Department use innovative teaching methods utilizing a variety of visual and audio-video materials. Teachers deliver reports, conduct master classes and demo lessons.

To ensure transparency, the capabilities of the university and faculty websites are used. Rector of Osh State University Assoc. Prof. K.G. Kozhobekov has a Facebook page. Heads of departments have visiting hours.

During the academic year, the faculty conducts career guidance work, visiting schools, district and city departments of education. Information brochures, booklets and posters about the activities of the program are distributed to applicants and school graduates.

Undergraduates and students can apply for the necessary information to the administration of the faculty, department and teachers.

The EP leadership is not involved in training in management education programs.

Analytical part

Quality assurance policy has not been published. Analyzing other local documents of the university, we can conclude that the relationship between research, teaching and learning can be traced.

The analysis of the documents presented and the results of the interviews allow us to conclude that the idea of quality is decisive, attention is paid to both traditional and modern systems and mechanisms of quality assurance, on this basis the development of a quality culture is ensured, and the wide involvement of managers, teaching staff in its support, learners, stakeholders.

The weak point in the quality assurance system is the activity performed by contractors and partners (outsourcing), there is no reasonable approach to their selection, confirmation of the quality assurance of their activities.

There is a rather formal attitude towards the formation of the development plan for the EP and its implementation. The form of the plan provides only a list of activities for a five-year period, the lack of targets does not allow monitoring implementation, it is not provided for tracking the needs of students, employers and society, the mechanisms for revision are not defined.

The involvement of representatives of stakeholder groups in the formation of the development plan for the EP is not systematic. For accredited specialties, there is a common problem - determining the circle of employers. There are practically no high-tech enterprises, the needs of which reflect the current level of technological development. Focusing on the needs of the subjects of the traditional economy does not allow providing appropriate quality guarantees. The development plans of the EP do not indicate the developers, which suggests that the role of the teaching staff is limited to participation in the meetings of the department and the Faculty Council, at which the plans were considered. There is no interaction with student government organizations. It is necessary to revise the system of documenting the proposals made and the identified needs, activities based on the results of their consideration.

As signs of individuality and uniqueness of the plan for the development of the EP (the university talks directly about the educational program), fairly common mechanisms for improving the quality of education are declared. The EP leadership does not focus on breakthrough mechanisms that could be available to the country's leading university.

Internal regulatory documents defining the distribution of responsibility and authority at the university and within the framework of the EP are brought to the attention of personnel in the HRl department of Osh State University. Links to these documents on the university website are not available or do not reflect the stated content, it is impossible to get acquainted even with the organizational structure of the university. This situation significantly complicates the task of internal, and especially external, consumers who are interested in clarifying the distribution of powers to improve their activities.

The EEC members note that the university is involved in extensive quality assurance activities, however, assessing the success of the quality assurance system is difficult due to the noted fragmentation and documentation problems.

A significant drawback is the lack of systematic risk management activities.

Employers and students do not regularly take part at meetings of the AC of Osh State University, faculties and departments.

Within the framework of the EP, work is underway to implement innovations, but the innovation process is not fully manageable.

Training in educational management programs is not given due attention.

The questionnaire survey of the teaching staff, conducted during the visit of the IAAR EEC, showed that the question "How is the mission and strategy of the university reflected in innovative programs?" 42 people (76.4%) answered "very good" and 13 people (23.6%) - "good". "To what extent can teachers use their own strategies?" 36 people (65.5%) answered "very good", 16 people (34.6%) "good". "To what extent does the content of the educational program satisfy your needs?" 36 people (65.5%) answered "very good", 19 people (34.5%) "good". Assessment of the involvement of teaching staff in the process of making managerial and strategic decisions: 20 people (36.4%) answered "very good", 34 people (61.8%) "good", 1 person (1.8%) "relatively bad". Satisfaction with participation in managerial decision-making was assessed as follows: 44 people (80%) "completely satisfied", 9 people (16.4%) "partially satisfied", 1 pers. (1.8%) "not satisfied", 1 pers. (1.8%) "I find it difficult to answer".

Strengths / Best Practice

Availability of the published Strategy of the university and the consistency with it of the entire planning and activity system.

Attention to quality assurance issues, personnel involvement, development of a quality culture.

Active implementation of modern information and communication technologies in management and information systems for staff, students, stakeholders.

EEC recommendations

Develop and publish a quality assurance policy.

Provide quality assurance for the activities performed by contractors and partners (outsourcing), develop and implement procedures for their informed selection, assessment and monitoring of the quality of their activities.

Introduce a plan form for the educational program development on the scale of the university, in which provide the presence of target indicators, the timing of their achievement.

Document the procedures for: developing a EP development plan; monitoring its implementation; revising and adjusting the plan; ensuring transparency.

When working with employers, focus not only on the organizations in which graduates work, but also on other high-tech enterprises, whose needs reflect the current level of technological development.

Ensure the collection and systematization of documented evidence of the participation of teaching staff, students, stakeholders in the design of the EP development plan, the results of consideration of proposals and comments, actions taken as a result.

When d designing plans for the development of the educational program, clearly define the individuality and uniqueness of the EP, corresponding to the status of the leading university in the country, reflecting the desire to provide a breakthrough to achieve new quality and results.

Provide not only a clear distribution of responsibilities and powers at the university and within the framework of the EP, but also an effective system of informing internal and external consumers, reflect information about the distribution of powers on the university website and on the websites of structural units.

Reengineer the quality assurance processes and redesign the internal quality assurance system of the BEP to ensure its manageability and performance evaluation.

Develop and implement an adequate risk management system, ensure its use at all stages and levels of planning and performance assessment.

Develop reasonable standards for the participation of employers and students in the composition and meetings of the AC of Osh State University, faculties, departments and other collegial bodies.

Make the innovative development of EP manageable by ensuring forecasting, planning innovations, distributing powers in the implementation of innovative processes, stimulating achievements, monitoring and analyzing activities.

Provide training in education management programs for the management system and teaching staff, introduce an intra-university personnel development system on education management issues.

Conclusions of the EEC on the criteria for the standard "Educational Program Management": strong - 0, satisfactory - 13, suggest improvement - 4.

5.2 Standard "Information Management and Reporting"

Proof part

The university successfully operates an internal electronic information and educational portal AVN (avn.oshsu.kg). Various reference information materials have been introduced into this program: "Students", "Specialties", "Disciplines", "Departments", "Examination sheets", "Consolidated statement", "Contingent", "WC", "Schedule", etc. The program solves the problems: the formation and storage of personal files of students, the automation of the formation and maintenance of academic calendars and working curricula, the accounting of student progress, the formation of all orders regulating the learning process, the formation of certificates and other documents, the formation of up-to-date reporting.

In accordance with the Regulations on the official website of the university, the terms for updating information by structural units have been established. The collection of information about the activities of the teaching staff for the academic year is carried out on the basis of the individual curricula of the teaching staff approved by the dean.

Monitoring of the implementation of the development strategy, programs in areas of activity, annual plans of departments is carried out at administrative meetings with the approval of the results of work at a meeting of the Academic Council of the faculty. The Quality Department coordinates this process and conducts internal and external reviews to adjust the strategy.

Monitoring the EP implementation includes reports of departments chairs at the Academic Council of the Faculty, the report of the Faculty Dean at the Academic Council of Osh State University. Regularly (at least twice a year), internal and external audits of the Quality Department are conducted, covering all structural divisions and programs of the university, a corrective action plan is drawn up. The effectiveness of the program is assessed through processes that span multiple departments and officials.

The Quality Department annually prepares analytical reports that are used for the operational planned activities of the University divisions.

The safety of information is ensured by the EID and the center of computer technology and testing, which are responsible for the operability and continuous improvement of servers designed for storing and processing information.

Only employees of the Center for Computer Technologies and Testing have access to the servers. Backed up twice a day. The corporate mail server (oshsu.kg) has an asymmetric key.

Osh State University is the only university that entered the system tunduk.gov.kg (https://catalog.ordo.gov.kg/Tunduk/Members/Index?SearchText=%D0%BE%D1%88&Member Class=&PageSize=50)

"Educational portal AVN" provides EP managers with monitoring capabilities: characteristics of the contingent; criteria characterizing educational activities necessary for EP management; educational process (formation of statements, fixation of knowledge control

results, formation of WC); formation of orders for the movement of the contingent; formation of reports on the educational process in accordance with the requirements adopted by the Ministry of Education and Science of the Kyrgyz Republic; automatic filling of transcript forms, etc.

At Osh State University, it is practiced to take into account the opinions of students about the professional activities of the teaching staff (survey "Teacher through the eyes of students"). With all questions, as well as claims, inquiries and complaints, students, employees and other interested persons can contact the tutors of the groups, the head of the department, the dean of the faculty, the administration of Osh State University in writing and orally.

If a student is dissatisfied with his grade on the exam, he or she has the right to appeal for higher scores. To consider the appeal, the head of the faculty creates a commission consisting of at least three teachers, chaired by the head of the department or his substitute. The commission evaluates the student's answer given earlier. If the commission comes to the conclusion that the student's answer deserves a positive mark, this mark is put on the examination sheet. The assessment given by the committee is final.

The role of the youth committee of the faculty is also important, which acts in the framework of the development of student self-government, assists in solving educational, social, household and other issues of students. Publicity of all aspects of the life of the faculty is provided through the student newspaper "Nur" (https://www.oshsu.kg/news/new/?lg=1&id_parent=953&id2=12569), TV "Umut" (https://www.oshsu.kg/news/new/?lg=1&id_parent=52), websites of the university and faculty, social networks and other channels and media.

Osh State University creates favorable conditions for the selection, motivation and retention of teachers. Salary increments are growing annually, and the 13th salary is always paid at the end of the year. The trade union of the university provides assistance and support, vouchers to rest homes, sanatoriums and dispensaries in Jalal-Abad, Issyk-Kul, etc. Dozens of teachers are provided with mortgage loans, land plots and plots in suburban areas were allocated. (Appendix 2.4 (list of teachers who received land and mortgage loans))

Every year there is a competition among teachers "Best Teacher", "Best Lecturer", "Best Tutor".

At the faculty level, an online survey of the FMIT teaching staff "Level of satisfaction of the FMIT teaching staff" is conducted annually through the Internet resource GoogleForms. A survey of students and potential employers is being conducted. The results of the survey are drawn up in the form of the department's report section on the assessment of customer satisfaction. The original of the report is kept at the department. The results of assessing the satisfaction of the teaching staff are considered without fail at the meetings of the department, conclusions and decisions are drawn up in a protocol. Improvement activities are included in work plans.

The university has defined and documented procedures for assessing the quality of EP. EP quality assessment is carried out on the basis of the analysis of working curricula (work programs, syllabuses); curricula (individual working programs); teaching kits (TK); internship programs, catalog of elective disciplines, class schedules, individual plans of students, WP directions, list of disciplines, internal regulations governing the implementation of EP, questionnaires of students, employers and graduates. The frequency and quality assessment of the EP have been established. They go through the procedure of annual monitoring of the quality of implementation with the participation of students, employers and graduates.

The list of key indicators is not formalized.

An automated record of the student population, the dynamics of its change, the level of progress and achievements of students is carried out.

The department maintains feedback with teachers and students through questionnaires, online surveys, educational hours, including for the implementation of targeted support measures.

Evaluation of the effectiveness of employment of graduates is carried out according to the following indicators: the share of employed graduates, geography of employment. Almost 50% of graduates are employed in their profession. Job fairs (http://fmit.oshsu.kg/pages/page/682) are held every year, as well as meetings with alumni in the framework of the Alumni Association and Career Center (https://www.oshsu.kg/univer/ ? lg = 1 & id_parent = 49).

University employees, who process personnel data, observe the secrecy (confidentiality) regime of personal data of the teaching staff. This obligation is valid in case of transfer to another position, at the end of the employment or contractual relationship. To publish personal data of teaching staff on the website, in the media and other information sources, the HR department of the university receives written permission from the teaching staff and university staff.

Students, undergraduates, graduate students, doctoral students and all employees of the EP have access to the fund of scientific and technical, normative literature: to abstracts and dissertations, official documents, STs and periodicals, dictionaries and reference books, fiction according to the program, encyclopedias presented in all reading rooms halls of faculties. Access to domestic and foreign scientific periodicals is provided, as well as to the database of the electronic library.

Analytical part

The university has a system for collecting, analyzing and managing information; modern technologies and software are actively used.

In the conditions of incomplete systematization of intra-university quality assurance activities, the problems of using information are noted. During the accreditation process, the EEC members made sure that the university staff face problems in finding and providing information in a timely manner. Documents are not always identified due to the lack of necessary details, outdated documents are in use. The university website contains outdated information to a large extent, an extremely limited amount of information is presented in foreign languages.

The university has a regular reporting system that well reflects all levels and areas of activity. The system for assessing the management of the EP needs to be improved. In the absence of target indicators, there are no evaluation criteria in the plans for the development of the EP, and, accordingly, the methods, methods and timing of evaluation are not defined and established.

The university pays the necessary attention to the protection of information, however, numerous facts and problems of reliability, timeliness of information analysis and data provision are noted.

Examples of involving staff and students in the information collection processes are surveys and various organizational events: round tables, conferences, seminars, etc. Knowledge accumulation and knowledge management is a necessary university perspective.

Osh State University has an extensive communications system, including the management of the EP with all interested parties. It successfully combines the possibilities of traditional and innovative methods and means of communication. There is a system for analyzing customer satisfaction, which includes both direct personal communication and correspondence communication. Sociological methods of satisfaction research are widely presented.

Evaluation of the effectiveness and efficiency of activities is carried out mainly at the substantive level, both at the university and in the context of EP. The formation of a system of key assessment indicators in the planning system is not presented; accordingly, quantitative methods for assessing results are used only in terms of indicators traditional for education management.

The university has a system for collecting and analyzing information in all main areas of activity.

The priority area in providing information support for scientific research is the subscription and acquisition of databases.

Based on the results of the survey, the following can be noted. The staff assessed the availability of the leadership: for students - 39 people (70.9%) "very good", 16 people (29.1%) "good", for teachers 40 people (72.7%) "very good", 15 people (27.3%) "good". Assessment of the level of feedback from the teaching staff with the management 35 people (63.6%) "very good", 18 people (32.7%) "good", 2 people. (3.6%) "relatively bad". To the question "How does the management and administration of the university perceive the criticism addressed to them?" 10 people (18.2%) answered "very good", 44 people (80%) "good", 1 pers. (1.8%) "relatively bad"

Strengths / Best Practice

Active use of modern technologies and software in the collection, analysis and management of information.

The current system of regular reporting reflects well all levels and areas of activity.

An extensive communication system that successfully combines the capabilities of traditional and innovative ways and means.

EEC recommendations

Optimize the system for collecting, identifying, storing and retrieving information, including in foreign languages.

Establish criteria for assessing the management of EP, define and establish methods, ways and timing of assessment.

Identify responsible persons for the accuracy and timeliness of information analysis and data provision.

Establish key indicators and implement quantitative methods for assessing performance and performance.

The conclusions of the EEC on the criteria for the standard "Information Management and Reporting": strong - 0, satisfactory - 15, suggest improvement - 2.

5.3 Standard «Development and Approval of Basic Educational Programmes»

Proof part

The EEC members were unable to establish the existence at the institutional level of a documented procedure for the development of the EP. At the university, the development of educational programs is carried out on the basis of the Decree of the Government of the Kyrgyz Republic dated August 23, 2011 №496 "On the establishment of a two-tier structure of higher professional education in the Kyrgyz Republic", the Law of the Kyrgyz Republic "On Education", the resolution of the Government of the Kyrgyz Republic dated September 29, 2015 № 670 "On approval of acts on independent accreditation in the education system of the Kyrgyz Republic", Order of the Ministry of Education and Science of the Kyrgyz Republic № 1179/1 dated September 15, 2015 "On approval of state educational standards of higher professional education" in the direction: State standards are displayed on the department's website. At the institutional level, separate norms and rules are used, defined in local documents.

The objectives of the EP were considered, discussed at the Department of Informatics (taking into account the opinions of external, internal stakeholders and in accordance with the mission of Osh State University) and approved by the Vice-Rector for Academic Affairs (October 10, 2019 Protocol № 2), reflected in the EP, in the work programs of the disciplines.

The results of education in EP were developed at the department and approved by the vice-rector for academic affairs on the basis of the state standard on education of the State Educational Standard of Higher Professional Education of the Kyrgyz Republic approved by order of the Ministry of Education and Science of the Kyrgyz Republic № 1179 \ 1 dated

September 15, 2015 and the qualification requirements of the professional sphere within the educational program. Learning outcomes are consistent with the objectives of EP.

To analyze the EP, the faculty organizes events with the participation of graduates, practitioners, heads of enterprises, organizations, students and teachers. There are no documented results of the activities. There are reviews of specialists for individual EPs, which, however, are poorly identified due to the lack of the necessary details of compliance.

The qualifications obtained upon completion of the EP are clearly defined, clarified and correspond to a certain NQF level.

When developing an EP, its leadership focuses on students, teaching staff and other stakeholders. Round tables and meetings with employers, alumni, parents were held. A survey is being conducted to identify changes that need to be made to the program. However, the results of this work are not systematized. Members of the EEC note the need to focus on employers whose activities are conducted at a modern, more science-intensive level, in line with modern trends in practice.

The organization of the educational process on credit technology of education at Osh State University is carried out in accordance with the "Regulations on the organization of the educational process based on ECTS in the universities of the Kyrgyz Republic", approved by order dated August 6, 2009 №824/1, as well as the "Regulations on the organization of the educational process on the basis of credit technology of education (ECTS) at Osh State University "(Bulletin №18), approved by the decision of the Academic Council of Osh State University dated August 28, 2012 (protocol №9) and by order of the rector №283 dated August 30, 2012. The procedure for developing and assessing the quality of educational programs is reflected in the developed and approved Osh State University "Regulations on basic educational programs (BEP) of vocational education - programs of secondary vocational education, bachelor's and master's degrees at Osh State University", which defines the basic requirements for the basic educational program, the procedure for its development structure, etc.

The EP leadership pays attention to the content of academic disciplines and the correspondence of learning outcomes to the level of learning. As part of the implementation of the competence-based approach, attention is paid to groups of competencies: general competencies, social and personal competencies, instrumental competencies and professional competencies.

The EP leadership seeks to ensure the scientific level of educational programs based on the application of scientific developments and the latest achievements in education to elective courses.

To achieve learning outcomes, various types of student activities are envisaged: production and practice, scientific and methodological, research, organizational and management.

For accredited specialties, the implementation of joint educational programs with foreign educational organizations is not conducted.

Analytical part

At the institutional level, the procedures for developing the EP are not fully defined and documented. The work is carried out in accordance with the documents established at the level of state bodies and some local ones, including outdated ones.

The development of EP, learning objectives, as well as LO is carried out simultaneously, on this basis their compliance is ensured.

External expertise is provided through interaction with alumni and employers. There is a lack of consistency in its implementation, the frequency of measures has not been established, their results are not documented, and accordingly there is no possibility to identify the results of the examination. Opportunities for interaction with educational and scientific organizations, including foreign ones, are not used; accordingly, advanced experience and achievements are poorly represented in the development of EP.

Despite multiple references to contacts with employers, confirmation of their real

participation in the development of the EP was not established, as well as with respect to the students, other stakeholders.

The complexity of the PLO is determined in Kyrgyz loans and ECTS. The content of academic disciplines and learning outcomes correspond to the level of education. EP management strives for a variety of activities in accordance with the learning outcomes. For accredited specialties, the implementation of joint educational programs with foreign educational organizations is not conducted.

When questioning the teaching staff to the question "How much can teachers use their own methods?" 43 people (78.2%) answered "very good", 11 people (20%) - "good", 1 person (1.8%) - "relatively bad". "How is the work on the development of new educational programs organized?" 39 people (70.9%) - "very good ", 16 people (29.1%) "good".

Strengths / Best Practice

The university and the leadership of the EP have competencies to ensure that the developed EP meets the goals and learning outcomes and implement them in the EP design system.

The complexity of the EP is determined in Kyrgyz credits and ECTS. The content of academic disciplines and learning outcomes correspond to the level of education.

EEC recommendations

At the institutional level, define and document procedures for the development of the EP.

To improve the quality of external expertise, to make it systemic, establish the main mechanisms and procedures for its implementation, the frequency of their implementation, the procedure for identifying experts, including leading domestic and foreign experts, the procedure for documenting the results of the expertise and activities carried out on its basis.

Develop and implement procedures for attracting students, teaching staff and other stakeholders to the development of EP, quality assurance, mechanisms and procedures for interaction, the frequency of their implementation, the procedure for identifying specialists, including leading domestic and foreign, the procedure for documenting the results of attraction and interaction, as well as activities, based on it

Ensure the design and implementation of joint educational programs with foreign educational organizations.

Conclusions of the EEC on the criteria of the standard "Design and approval of educational program": strong - 1, satisfactory - 10, suggest improvement - 1.

5.4 Standard "On- going monitoring and periodic evaluation of basic educational programmes"

Proof part

The Department of Informatics of the FMIT, together with the educational and information department and the Department of Accreditation and Quality of Education, monitor and periodically evaluate the EP to ensure that the goals are achieved and meet the requirements of students and society. Including monitoring the knowledge (progress) of students in all types of educational activities, marketing research, feedback from stakeholders (employers, parents of students and graduates of the faculty, organizations with which vocational guidance activities are held), joint activities with the University Career Center and the Graduates Association of the faculty, questioning students and other consumers.

EEC members received insufficient evidence of improvement based on monitoring.

All disciplines in the basic and professional cycles of the curriculum are reviewed and approved. However, the adjustment of the content of the programs in the light of the latest scientific achievements in a particular discipline to ensure its relevance is not documented.

The teachers of the department take into account the needs of society and the professional environment in their activities, however, monitoring the needs of society and the professional environment is not continuous and does not differ in deep penetration into the essence of the problems. Contacts with organizations implementing high technologies are not supported.

Almost the entire faculty of the department improves their qualifications in the form of internships, courses and seminars, including abroad.

EEC members note that the university pays special attention to monitoring workload and academic performance, as well as working with graduates, including with the use of modern information technologies.

The administration of the university has developed and approved an updated bulletin № 19, which indicates how a teacher should assess the knowledge of students (see Appendix 4.7. Bulletin № 19). All WP of disciplines of accredited bachelor's and master's specialties include a technological card, a card of points accumulation and AT discipline according to the requirements of Bulletin №19 of Osh State University. The main elements of AT are methods, mechanisms, means and criteria for assessing students' progress. The teachers implementing the program develop AT by discipline taking into account learning outcomes. The main methods for assessing the effectiveness of student assessment procedures are discussed at the department and at meetings of collegial bodies.

To ensure the transparency of the procedure for assessing students' progress in the classrooms where the final test is carried out, video surveillance is organized.

Over the past years of work, students have not filed an appeal to correct the score, which is an indicator of the objectivity of assessing students' progress.

Information about the needs and satisfaction of students with EP training is accumulated on the basis of questionnaires, surveys and personal contacts. The EEC members were not provided with evidence of the implementation of procedures for identifying students' expectations.

FMIT pays attention to monitoring the educational environment on the basis of regular feedback from teachers and students through questionnaires, online polls, and educational hours. To ensure compliance of the environment with the goals of the EP, it is being improved in accordance with the proposals and recommendations, development plans.

The opinions of stakeholders are discussed at a meeting of the department, where representatives of stakeholders may also be present. Analysis and monitoring tools are used to make changes. Changed curricula, EP are posted on the site. However, the documents presented to the EEC members do not fully reflect this process and its results.

Information about the revision and changes of the EP is carried out by the Department of Informatics through organizational events, through the media, Internet resources, an existing information stand, introductory conferences, presentations of syllabuses and work programs by teachers, as well as conducting various seminars and trainings for teachers and students.

The team has and is establishing close ties with the schools of the city and the region, for a number of years, high school students, teachers and parents of students are invited to all cultural, educational events.

In the 2018-2019 academic year, as a result of meetings with stakeholders, proposals were made to change some disciplines of EP. Changes in the WP are made in accordance with academic semesters. According to the proposals of employers, the term of the industrial practice was extended.

Analytical part

The university has determined the procedure for monitoring and periodic evaluation of the educational program to ensure the achievement of the goal and compliance with the needs of students and society, including indicators and a wide range of activities to which it is aimed. However, EEC members received insufficient evidence of improvements based on monitoring.

All the main parameters provided for in the standard were reflected in the monitoring.

Particularly noteworthy is the consistency and completeness of monitoring the workload, progress and graduation of students, the use of modern information technologies for its implementation. The monitoring of the needs of society and the professional environment is not continuous and does not differ in deep insight into the essence of problems, contacts with organizations implementing high technologies are not supported, and the results of monitoring the needs of government bodies were not presented to members of the EEC.

A fairly complete questionnaire system has been implemented to identify customer satisfaction, but in terms of identifying expectations, it requires expansion.

Participation of students, employers and other stakeholders in monitoring is sporadic.

To inform about the revision and changes of the EP, the Department of Informatics considers a wide range of means and possibilities, but the procedure for informing is not established.

The results of monitoring are taken into account when revising the content and structure of the EP.

To the question of the questionnaire "In your opinion, how are the curricula of educational organizations for students formed the ability to analyze situations and make forecasts?" 15 people (27.3%) answered "very good", 40 people (72.7%) "good".

Strengths / Best Practice
The university has determined the procedure for monitoring and periodic assessment of educational programs to ensure that the goal is achieved and meets the needs of students and society.
Consistency and completeness of monitoring the workload, progress and graduation of students, the use of modern information technologies for its implementation.
A fairly complete system of questioning and identifying customer satisfaction.

EEC recommendations
Provide participation of students, employers and other stakeholders in the monitoring system on a regular basis.
In the survey and identification of customer satisfaction, provide an addition to identify expectations and needs.
In addition to the monitoring system, develop procedures for analyzing its results and implementing corrective actions.
Determine the procedure for informing about the revision and changes of the EP, indicating the target audience, the forces and means involved, and the timing.

Conclusions of the EEC on the criteria of the "On-going monitoring and periodic evaluation of educational programs" standard: strong - 1, satisfactory - 9.

5.5 Standard "Student-centered learning, teaching and performance assessment"

Proof part
The university pays attention to the introduction and development of the principles of student-centered learning. The EP leadership provides equal opportunity for learners. Students are given the opportunity to participate in the development of elective and training courses, the choice of the topic of qualification works (master's theses) and the supervisors. To select individual trajectories of training, the department appointed advisers to help students and undergraduates with the choice of the area of study.

The EP leadership ensures the use of various forms of teaching and learning methods. Trainees and teachers collaborate to form a common understanding of the problems that arise in

the learning process, the activities of teachers take on the features of a facilitator. Distance learning (part-time) and full-time (facetoface) education are used at Osh State University. Half of the training materials are mastered by students independently, e-learning materials, online learning tools are used, assignments and monitoring are carried out through the Kahoot Internet platform. Videouroki.net, Moodle, educational portal AVN, Google-services, cloud technologies are used.

Teachers pay attention to improving teaching, introducing best practices, but evidence of their own research in the field of teaching methods of academic disciplines and their results were not presented.

The collection of information necessary to analyze the advantages and disadvantages of using various teaching methods and assessing learning outcomes is carried out within the framework of a holistic system of interaction with teachers and students. For example, twice a year, a questionnaire is conducted for students "Teacher through the eyes of a student / master's student". After each session, students' progress is monitored and their rating is announced.

The EP leadership believes that some students are not ready to take responsibility for the process and results of their learning, however, sees its task in ensuring students' motivation for educational autonomy. The leadership of the EP, teaching staff strive to provide students with the opportunity to be the subject of the educational process, the addressee. Work is underway to improve the effectiveness of education based on the optimization of students' independent work (SIW), which varies in volume from 60% in the magistracy, 50% in full-time bachelor's studies and 85% in distance learning. For the successful implementation of the SIW, control is carried out by the teachers.

To protect the rights of students at Osh State University, public organizations function: Primary trade union organization of students of Osh State University, the youth committee of students, through which students have the opportunity to interact with the leadership of the university. The faculty has a box for complaints and suggestions. Also, the student can express his opinion by contacting either the University website, or the department, or the dean's office of the faculty with a written statement. Currently no complaints have been recorded.

To test students' progress on EP, the following forms are used: oral questioning - control carried out after studying the material on one or several topics (sections) of the discipline in the form of answers to questions, discussion of situations, etc .; written control or test - control involving written communication, solving pedagogical problems, performing practical tasks on certain topics (sections) of the course; control of knowledge on individual or group homework in order to check the correctness of their implementation, the ability to summarize the material covered and publicly present it, to trace the logical connection between the topics of the course; discussion, trainings, round tables - group discussion of issues of a problematic nature, allowing to demonstrate the skills of speaking, independent thinking and the ability to make decisions; protection of projects; tests; a set of tasks of a certain form (open, closed, combined), allowing to objectively and qualitatively assess the educational achievements of students.

Students and undergraduates have the right to submit a written appeal to the Appeal Commission on the violation, in his/her opinion, of the established procedure for conducting the state attestation test and (or) disagreement with the results of the state exam.

The educational achievements of students in all types of educational assignments and assignments are assessed on the basis of Bulletin 18 "Regulations on the organization of the educational process based on credit technology of education (ECTS)", approved by the decision of the Academic Council of Osh State University dated August 28, 2012 and by order of the rector №283, dated August 30, 2012.

To ensure learning outcomes completeness achievement by each graduate in the university, the main mechanisms for their development have been determined.

EEC experts were shown with certificates of advanced training for the development and implementation of modern methods of assessing learning outcomes.

Analytical part

The interviews and analysis of documents allow the EEC members to conclude that the leadership of the EP provides respect and attention to various groups of students, efforts are being made to form flexible educational trajectories.

The educational process combines traditional forms and methods of teaching with the use of modern information technologies, classroom studies and independent work of students.

Insufficient attention is paid to conducting their own research in the field of teaching methods of academic disciplines.

In the current feedback system, focused attention is not paid to the analysis of the use of teaching methods and the assessment of learning outcomes.

The EP leadership is aware of the need for student autonomy and is taking steps in this direction, but does not feel adequate confidence in the ability of students to take responsibility for the process and learning outcomes.

In dealing with complaints, there is a system that provides an opportunity for any interested person to submit a complaint, but the procedures for their analysis, consideration, response are not defined. At the same time, the leadership of the EP notes the potential of public organizations and other methods of considering complaints, relies on the fact that until today complaints have not been recorded, from which, however, conclusions of different content can follow.

When implementing EP, a holistic system for assessing learning outcomes is used, which uses various assessment methods, as well as ensuring the transparency and objectivity of the assessment procedures. More attention should be paid to the transparency of the system, its presentation to consumers of educational services, to publish the criteria and methods of assessment.

For a wider and more effective application of modern methods of assessing learning outcomes, it is necessary to ensure the wide involvement of the leadership of the educational program and teaching staff in the work on improving qualifications in this area.

When questioning the teaching staff to the question "Assess the level of development of conditions for students with different physical abilities?" 13 people (23.6%) answered "very good", 40 people (72.7%) - "good", 2 people (3.6%) - "relatively bad". To the proposal "Evaluate how the knowledge of students obtained in this university corresponds to the realities of the requirements of the modern labor market" 17 people (30.9%) answered "very good", 38 people (69.1%) - "good".

Strengths / Best Practice

The EP leadership ensures respect and attention to different groups of learners, efforts are made to form flexible educational trajectories.

A combination of traditional forms and methods of teaching with the use of modern information technologies, the introduction of new forms of organizing students' independent work.

A holistic system for assessing learning outcomes, which uses various methods of assessment, ensuring transparency and objectivity of procedures.

EEC recommendations

Ensure the conduct of their own research in the field of teaching methods of academic disciplines.

In the feedback system, provide an analysis of the use of teaching methods and the assessment of learning outcomes.

Ensure the expansion of the autonomy of students as one of the foundations for the formation of a modern specialist who is able to accept and bear responsibility in professional activity.

Develop procedures for considering and analyzing student complaints, as well as

responding to the results of their consideration.

Pay more attention to the transparency of the system for assessing learning outcomes, to publish the criteria and methods of assessment.

Ensure the broad involvement of the leadership of the EP and teaching staff in advanced training in the use of modern methods of assessing learning outcomes, including through the conduct of intra-university training events.

Conclusions of the EEC on the criteria of the standard "Student-centered learning, teaching and assessment of progress": strong - 1, satisfactory - 8, "suggests improvement" - 1.

5.6 Standard "Students"

Proof part

The university pursues an active policy to form the contingent of students in the context of EP. Admission of applicants is carried out on the basis of the Procedure for admission to Osh State University, agreed by the Ministry of Education and Science of the Kyrgyz Republic on 12.06.2017 based on the results of GRT. There has been an increase in the average score of applicants in recent years with a simultaneous increase in the number of accepted students.

Applicants can freely access all the necessary information for admission through the website of the faculty and the university. Along with this, the faculty throughout the academic year conducts vocational guidance work among the population, attending district and city schools. The team has and is establishing close ties with the schools of the city and the region, for a number of years, high school students and school teachers have been invited to all cultural, educational events. During the admission campaign and periodically on the pages of the media, detailed campaigning and other materials about the activities of the Faculty of Mathematics and Information Technology and the Department of Informatics are published, as well as information is disseminated through students during the holidays.

Enrolled applicants will learn about the procedure for the formation of the contingent by contacting the admissions office or the Faculty Registration Office. Students are informed about the procedure for the formation of the contingent through the curators of the groups, at the Faculty Registration Office.

An individual curriculum is formed for students, which allows students and teachers to track the dynamics of students' progress indicators and reflects the state of their preparedness for the chosen specialty.

The registrar's office keeps track of the results of educational achievements of students in the context of all types of control (midterm test, intermediate certification and final certification) through the AVN portal.

Based on the results of the academic year and the results of the summer semester, the grade point average (GPA) is calculated. Students who do not receive a transfer GPA score must re-attend all types of study activities provided for in the work curriculum for this discipline in the next academic period or in the summer semester, receive admission and pass the exam on a paid basis, and re-take exams to improve the score and transfer from course to course. Transfer from course to course is made out by order of the rector on the basis of the report of the dean of FMIT.

For the adaptation of students, meetings are held with the dean of the faculty, the teaching staff of the department, during which students receive a guidebook for each academic year, it is available both in hard copy and in electronic form on the official website. The adaptation of foreign students to new sociocultural conditions takes place both within the framework of educational activities and during extracurricular activities which undoubtedly contributes to the acceleration of this process.

Each foreign student, along with the main package of documents for visa / registration, receive detailed instructions and advice on solving both academic and social issues, and on visa support.

The enrolled students are attracted to participate in conferences, debate clubs, competitions, sports sections.

The satisfaction of students with EP in the organization of extracurricular time is monitored in sociological surveys.

General requirements for the rules of organizing the educational process at Osh State University on the implementation of the credit system of education (ECTS) for the implementation of the Resolution of the Government of the Kyrgyz Republic № 496 dated 23.08.2011 established in Bulletin №18.

In order to ensure academic mobility and recognition of qualifications, FMIT of Osh State University cooperates with more than 300 universities.

In order to ensure academic mobility and recognition of qualifications, FMIT Osh State University cooperates with more than 300 universities.

Upon admission, foreign citizens must present to the admissions office a document on education equivalent to the state document on secondary general education, secondary or higher professional education of the Kyrgyz Republic. Examination of documents of foreign citizens is carried out by the Ministry of Education and Science of the Kyrgyz Republic.

Academic mobility is carried out on the basis of bilateral agreements with universities in the PRC, Uzbekistan, Kazakhstan, Russia, Tajikistan. There is a great interest in training on outgoing academic mobility programs.

FMIT students are sent to study at partner universities for a semester.

The university has a mechanism for recognizing the results of academic mobility of students. According to the results of training in the dean's office, the results of the exam are compared with the TP FMIT; in the overlapping disciplines, the student is exempt from the exam for the course he has passed. And in subjects that do not coincide with the TP FMIT, students receive assignments from teachers in the relevant disciplines and during January, students are preparing for exams.

Members of the EEC note the purposeful activity of the faculty and the department to provide students with places of practice, to promote the employment of graduates. A conference is held annually with the participation of employers and other stakeholders, where topical issues of practice and employment of university graduates are discussed. According to the practice schedule, a commission is created to check the quality of the practice, focused on the formation of RO.

The department is responsible for the organization and educational and methodological support of practices. Places of internship for FMIT students are industrial enterprises, banks, government agencies and educational organizations with which contracts have been concluded. Many FMIT students who have successfully completed their internship are invited to work in their specialty.

There is a high level of employment of graduates. A certain experience of interaction with alumni has been accumulated, interaction and exchange of information and news with alumni of the FMIT Osh State University is carried out.

At the same time, EEC members note that not always places of practice and employment fully correspond to the specialty and requirements for LO.

Each graduate, together with a diploma, is issued an annex (transcript), which contains grades for each academic discipline according to the point-rating letter system, indicating its volume in credits and academic hours. There is also information about entrance examinations, professional practice, final state certification, performance and defense of qualifying work, the total number of acquired credits / academic hours, GPA, educational program and awarded qualifications. Completed in two languages - Kyrgyz and Russian.

Outside of the main program, students are offered scientific, educational, developmental activities.

The university considers it expedient to attract students to participate in competitions to improve the quality of education, which are organized by Osh State University jointly with the Ministry of Education and Science of the Kyrgyz Republic and other organizations.

Special successes and achievements in educational, research, social, sports and creative activities are stimulated morally (certificates of honor, gratitude) and materially (cash prizes).

There is a Career Center at Osh State University, on the basis of which the Alumni Association was created (http://www.oshsu.kg/univer/?lg=1&id_parent=4338). At the beginning of each academic year, meetings are held with graduates of Osh State University, where issues of improving the quality of education and further prospects for the development of the university are discussed: (http://www.oshsu.kg/news/new/?lg=1&id_parent=50&id2=5203&list=1).

To maintain the activity and further development of gifted students, the university provides student-centered education. Successfully enrolled students receive presidential and personal scholarships.

Talented students are actively involved in scientific work, in joint projects, in participation in subject Olympiads and public events.

Analytical part

The university successfully implements the policy of forming a contingent of students, actively uses modern means and information technologies for its implementation at all stages of the life cycle of students.

To adapt the incoming students, organizational measures are carried out and information materials are provided, special attention is paid to foreign students. There are no special adaptation and support programs.

In the presence of 300 agreements on cooperation with educational institutions abroad, which the university defines as the basis of academic mobility, it has significant potential for its development, significant potential and internal mobility, which, in accordance with the presented results, is not fully realized. The mechanism for recognizing the results of academic mobility of students has been determined and positively assessed by students based on the results of an interview conducted by members of the EEC.

Members of the EEC note that considerable attention is paid to the practical training of students of accredited specialties, all students are provided with places of practice, the duration of practice has been increased. However, the places of practice and the qualifications of the leaders of the practice from the host organization do not always correspond to the goals and level of the assigned tasks, and, accordingly, are capable of creating conditions for students to successfully undergo practical training. Accordingly, recognizing the results of the high level of employment of graduates, interaction with them, members of the EEC draw attention to the fact that a significant part of graduates are employed outside their specialty.

At the university, graduates are provided with the necessary documented information, which provides information about qualifications, context, results achieved and other necessary information.

The university monitors the employment of graduates, but there are no results of monitoring professional activities, although they could become an important part of the formation of the image and improving the quality of training in accredited specialties.

Within the framework of the accredited specialties, a system of stimulating students to self-education and development, both in professional and in related areas of activity, has developed and is operating.

The university provides cooperation with the current alumni association.

The university makes active efforts to support gifted students. A support system is being formed that demonstrates the effectiveness and impact on the student community.

To the proposal in the questionnaire to evaluate how satisfied you are with your relations with students, the interviewed representatives of the teaching staff answered "completely satisfied" - 53 people (96.4%), "partially satisfied" - 2 people (3.6%).

Strengths / Best Practice

- A successful policy of forming a contingent of students, active use of modern means and information technologies for its implementation at all stages of the life cycle of students.

- The system of stimulating students to self-education and development, both in professional and related spheres of activity.

- Active efforts to support gifted students and form an effective support system.

EEC recommendations

Develop special adaptation and support programs for students (1st year students and foreign students).

Consider their ability to meet the training objectives in the selection of internship locations and in the appointment of host leaders.

Ensure monitoring of the professional activities of graduates, including using the opportunities for cooperation with the alumni association.

Conclusions of the EEC according to the criteria of the standard "Students": strong - 1, satisfactory - 11

5.7 Standard "Teaching staff"

Proof part

EEC members note the high level of organization of work with personnel. The university determines the overall policy and strategy for the development of the teaching staff, and also develops standard procedures and documentation for personnel management. The regulations on recruitment, dismissal, and reassignment have been approved and are in effect; the form of the individual labor contract; structure of job descriptions; document flow procedures for the movement of the teaching staff and their professional growth.

The personnel policy of the university is aimed at ensuring consistency, transparency and openness of the ongoing projects for the selection, relocation, development and dismissal of personnel, is reflected in the Charter, the Mission of Osh State University, the collective agreement, the internal labor regulations, the employee's contract, the regulation on remuneration. The main goal of the personnel policy is the implementation of the strategy by involving personnel, forming an understanding of the values of the organization.

The selection of personnel is carried out on the basis of an analysis of the needs of the educational program.

If there are equal conditions in the process of recruiting and filling vacancies, the priority right is given to young specialists, employees of the University, highly qualified employees invited to the University (having the official status of "invited employee").

The university has developed a mechanism and criteria for the systematic assessment of the competence of teachers: assessment of teaching staff; attendance of classes by employees of the Quality Department of Osh State University and management; questioning of students, etc.

The personnel policy of the university reflects the institutional procedures in relation to teaching staff and personnel (hiring, promotion, encouragement, reduction, dismissal; rights and obligations, job descriptions), its availability for teaching staff and staff.

A strong personnel policy allows the university to maintain a high level of personnel and the compliance of the personnel potential of the teaching staff with the development strategy of the university and the specifics of the educational program.

Aware of the responsibility for its employees, in order to ensure favorable working conditions for them, the university annually conducts a survey of teachers. The results are communicated to the management of the university and departments and are the basis for the development of the educational environment.

The main areas of improvement: professional development and personal growth, including international academic mobility, information support.

The department has created the necessary favorable conditions for the teaching staff of the EP. The Information and Library Center provides teachers with the right to use the book fund and electronic resources free of charge in all educational buildings; carries out electronic delivery of ordered sources; provides free access to international subscription databases; conducts free training on the use of international subscription databases.

There is a set of social support measures, including benefits for medical care in dispensaries of Osh State University.

The projects and ideas of the teaching staff are supported, their successes and achievements are motivated, this maintains a favorable moral and psychological environment in the team, on the example of older colleagues, young teachers form a sense of responsibility and independence.

To change the role of the teacher in connection with the transition to student-centered teaching, the university redesigned the functions of the teacher and the student, provides a focus on academic freedom and individualization of the trajectory of student personality development. The implementation of student-centered learning is based on the introduction of active and interactive forms and methods of teaching into the educational process, which make it possible to activate the educational process. The university introduced a modular system of the educational process, created a virtual learning environment, and introduced a set of tools to assess the quality of work performed.

The members of the EEC found that the involvement of the teaching staff of the EP in the implementation of the development strategy of the university, and other strategic documents is carried out at the level of the formation of plans for structural units and individual plans that reflect activities in accordance with strategic documents and objectives. Such planning covers all areas of teaching staff activity and ensures the harmonization of educational and research activities.

In order to improve the professional level, motivate teaching staff and stimulate employees, the university operates a system of rating and bonus payments to teachers and employees for personal contribution and results achieved in work. It provides for the stimulation of achievements in the scientific field, encouragement for the defense of dissertations.

For the selection, motivation and retention of teachers, the management of Osh State University annually holds competitions among teachers "Best Teacher", "Best Lecturer", "Best Curator", "Best TK".

There are examples of involving practitioners from relevant industries in teaching, but they are not widely spread.

The university administration pays attention to the professional development of young specialists at the university departments. The Mentoring Policy applies. Training seminars for young teachers are held, more than 50 young teachers take courses annually. In order to support young specialists, the Young Scientists Council functions.

In order to improve the professional level, motivate teaching staff and stimulate employees, the university operates a system of bonuses for teachers and employees for personal contribution and achieved results of work. At the same time, the evaluation of the results is based on the rating system, in which all areas of labor activity of teaching staff are combined, which creates conditions for encouraging the integration of scientific activity and education, the use of innovative teaching methods. In addition to material incentives, moral incentives are used, including the presentation of employees to state, departmental and university awards.

The university considers the competence of teaching staff in the field of information and communication technologies as one of the main requirements. Currently, all teachers are involved in activities using information and communication technologies. The university has created a learning environment that includes computer technology, software products, computer classes, reading rooms, a book fund, a fund of educational materials, etc. All of these resources

are available to learners. In the educational process, electronic versions of teaching aids by experienced teachers in the Kyrgyz language, posted on the AVN IS portal and http://okuma.kg, are used. It is also practiced to post video lectures of teachers in individual disciplines on youtube.com.

To develop the competencies of the teaching staff, courses and seminars are held: the educational platform "Moodle", "Using distance technologies in teaching", "Application of cloud technologies in the educational process", "Working with Google applications" and the training platform "Kahoot".

As noted above, the university pays attention to the development of academic mobility, including the attraction of foreign teachers, but at this stage this practice is not widely spread.

The teaching staff of the department takes an active part in city and university events, in sports days, in charitable events.

Analytical part

The implementation of the university's personnel policy ensures good results in the implementation of basic procedures and ensures the professional competence of the entire staff.

In general, it should be recognized that the university successfully demonstrates the compliance of the staff potential of the teaching staff with the strategy of the university and the needs of the implementation of accredited educational programs.

Realizing the responsibility for their employees, the leadership of the EP strives to ensure favorable working conditions for them, pays attention to such areas as: access to information resources for professional activities, professional development and personal growth, academic mobility, including international, achievement motivation, favorable moral and psychological environment in the team, social support.

The university has redesigned the functions of a teacher and a student based on the transition to student-centered learning, focus on academic freedom and individualization of the trajectory of development of students.

The contribution of the teaching staff of the EP to the implementation of the strategy and strategic documents is determined on the basis of the plans formation of structural units and individual plans, which reflect activities in accordance with strategic documents and tasks.

The university actively stimulates the professional development of teaching staff, both in the system of advanced training and on the basis of self-education, contests, ratings and other events are held to assess the results and achievements.

Career growth is determined to the greatest extent by achievements in the scientific field, incentives are provided for the defense of dissertations, as well as achievements in educational activities.

Involvement of practitioners from relevant industries in teaching is episodic and does not have a noticeable effect on improving the quality of training in specialties.

The university has a system of measures to support and develop young teachers.

The university has a system of motivation and personal development, which is based on a rating system that unites all areas of labor activity of teaching staff, which creates conditions for encouraging the integration of scientific activity and education, the use of innovative teaching methods.

In modern conditions, almost all teachers are involved in the use of information and communication technologies for teaching.

Academic mobility is developing, but the results of its influence on the design and implementation of EP are not traced.

The participation of the teaching staff of the EP in the life of society is noted, however, the potential of this activity in improving the image of the university and the EP is not fully used.

According to the results of the survey, representatives of the teaching staff on the attitude of the university administration to themselves, noted that 49 people were "completely satisfied". (89.1%), "partially satisfied" 6 people (10.9%). The convenience of work, the services available

at the university are fully satisfied with 53 people (96.4%), 2 people are partially satisfied. (3.6%). To the question "Does the university provide an opportunity for continuous development of the teaching staff's potential?" 44 people (80%) noted that it was "very good", and 11 people (20%) "good".

Noting in general a very high level of satisfaction, one can notice that it is slightly lower in terms of library services. To the question "How do you assess the availability of the necessary scientific and educational literature in the library for teachers?" 35 people (63.6%) answered "very good", 19 people (34.5%) - "good", 1 person (1.8%) - "relatively bad". At the same time, 2 people often faced the problem "Inaccessibility of the necessary books in the library" (3.6%), "sometimes" 18 people (32.7%) and "never" 35 people (63.6%).

To the question "What is the level of stimulation and involvement of young specialists in the educational process?" 36 people (65.5%) noted "very good", 18 people (32.7%) - "good", 1 person (1.8%) - "relatively bad". Assessing how the work on academic mobility was organized for 19 people (34.5%), answered that it was very good, 36 people (65.5%) - good, and the work to improve the qualifications of teaching staff 34 people (61.8%) rated it "very good", 21 people (38.2%) - "good".

The question "How often are master classes and reading topics with the participation of practitioners held within the framework of your course?" there were the following answers: "very often" - 6 people (10.9%), "often" - 36 people (65.5%), "sometimes" 12 people (21.8%), "never" - 1 person (1.8%). "How often do additional invited teachers participate in the learning process?", "Very often" - 5 people (9.1%), "often" 35 people (63.6%), "sometimes" - 13 people (23.6%), "never" - 2 people (3.6%).

With regard to social support, the following results were obtained. To the question "How do the corresponding medical centers and offices operate at the university?" 25 people (45.5%) answered that it was "very good", 29 people (52.7%) – "good", 1 person (1.8%) – "relatively bad". Providing benefits: rest, sanatorium treatment, etc. 37 people. (67.3%) are "completely satisfied", 14 people (25.5%) "partially satisfied", 3 people (5.5%) are "not satisfied" and 1 person. (1.8%) found it "difficult to answer".

Strengths / Best Practice
The personnel policy of the university ensures good results in the implementation of basic procedures and ensures the professional competence of the entire staff.

Compliance of the personnel potential of the teaching staff with the strategy of the university and the needs of the implementation of accredited educational programs.

A ramified system of moral and material incentives, focused on personal and professional growth in accordance with the strategy and operational tasks of the university development.

EEC recommendations
Ensure the regular involvement of practitioners in teaching - carriers of advanced experience and modern production technologies, in accordance with the objectives of improving the quality and practical orientation of training for accredited educational programs.

Expand and deepen academic mobility to address the priority tasks of design and implementation of EP.

On the basis of a broader and more active involvement of the teaching staff of the EP in the life of society, ensure the growth of the image and strengthening of the university authority its influence on the needs and development priorities of citizens, society, enterprises, organizations and state.

Conclusions of the EEC according to the criteria of the "Teaching staff" standard: strong - 2, satisfactory - 8, suggests improvement - 2.

5.8 Standard "Educational resources and student support systems"

Proof part

The faculty has the necessary material and technical resources and infrastructure in accordance with the needs of the implementation of the EP. Including the library of the faculty, 12 computer classes, 180 computers, 6 electronic boards and 12 projectors, specialized classrooms of physics, Kyrgyz, Russian and English languages. Students also use a reading room and a central library, a computer center, a test center, a DATA center, and a university media center.

For consultations of students on the educational process, the members of the department are on duty. At this time, the teacher is given the opportunity to study individually with students. If a student has missed classes for a good reason, then he can come up for working off while the teacher is on duty. Each teacher records the consultation while on duty in the department journal.

As part of the implementation of the EP, students can use the following technological capabilities: electronic information resources of the library; educational portal IS AVN; free WI-FI on the territory of Osh State University and in the hostel; free wired internet access; computer center of the faculty.

The faculty has a sufficient library fund for the implementation of the EP. Basic and supporting literature can be obtained from Internet resources published on the following sites:

http://window.edu.ru/window_catalog

http://fmi.asf.ru/Library/Book

http://itteach.ru

http://intuit.ru

http://studfiles.ru

http://www.okuma.kg

The library of the faculty has over 1500 copies of books, subject newspapers and magazines. Students, undergraduates, using their passwords, can use the electronic library (ibooks.oshsu.kg), which consists of more than 10,000 books. Computerization of library and bibliographic processes is carried out on the basis of the automated library program "IRBIS-64", which can be used via the Internet.

The results of research papers, articles, master's theses and qualification papers are checked for plagiarism. Requirements for the originality of the text is at least 70%.

High-speed free WI-FI operates on the territory of the university.

The university conducts systematic work on the material support of the educational process. However, more attention is required to provide the educational process with equipment and especially software used to master basic educational programs, similar to those used in the relevant industries.

The EEC members note that the university has provided systemic fire safety measures. There is a safety and labor protection service of the administrative and economic department. Safety requirements are regulated by instructions approved by the rector.

Turnstiles are installed and special cards are issued. With the help of cards, the security service controls the entry and exit of buildings. In the corridors, foyers, halls, auditoriums, offices and on the territory of buildings, video cameras are installed and round-the-clock video surveillance is conducted.

The university seeks to take into account the needs of various groups of students in the context of EP (adults, working people, foreign students, as well as students with disabilities). The time of the classes is regulated if mainly working undergraduates study. Special conditions are being created for foreign students.

Analytical part

The faculty has the material and technical resources and infrastructure necessary for the

implementation of the EP.

The EP leadership provides face-to-face consultations by the on-duty teachers, however, the procedures for supporting various groups of students have not been developed.

When implementing accredited EP, software is actively used to ensure the educational process in accordance with the requirements and specifics of EP data.

Students of accredited specialties have access to and use for mastering the educational program an extensive library fund in traditional media and electronic resources, including access to scientific databases.

The research results of teachers and students are examined for plagiarism.

High-speed free WI-FI operates on the territory of the university.

The educational process is equipped with the necessary equipment, but you should pay attention to the use of unlicensed software products.

The university has provided systemic security measures.

The university takes separate measures in accordance with the needs of various groups of students, but there is no list of groups on which the university's attention is focused, a system for identifying special needs in accordance with the specifics of groups, planning and implementing measures to take into account specific needs.

Strengths / Best Practice
Material and technical resources and infrastructure in accordance with the needs of the EP implementation.
High-speed free WI-FI on the campus.

EEC recommendations
Develop procedures to support different groups of learners.
Exclude the use of unlicensed software products in the educational process.
In order to identify and take into account the needs of various groups of students in the implementation of EP, develop and implement procedures for identifying these needs.

Conclusions of the EEC on the criteria of the standard "Educational resources and student support systems": strong - 1, satisfactory - 8, suggests improvement - 1.

5.9 Standard"Public Information"

Proof part
Osh State University uses both traditional and modern means and methods of informing the public about various aspects of its educational activities, including the progress in the implementation of the EP. Once a month, the issue of the student newspaper "Nur" is published, weekly through the local TV channels "Yntymak", "OshTV", "PrimeTV" a half-hour program of the television studio of the University "Umut" is broadcast. Materials from the "Nur" newspaper and the Umut" TV studio are available online at the official website of Osh State University www.oshsu.kg.

The university website contains information on the content and procedures for the implementation of EP. Including passing scores and opportunities provided to students. Information about the employment opportunities of graduates is kept up to date.

The EP leadership is informing the general public and stakeholders, combining traditional means and modern information technology. When choosing a method for disseminating information, the specific audience and content of information are taken into account to ensure the effectiveness of communications.

National programs for the development of the country and the system of higher and

postgraduate education in the materials published by the leadership of the EP are reflected in the context of the activities of the department, faculty and university. The materials prepared for targeted informing the public about the National Development Programs of the country and the system of higher and postgraduate education are not developed or published by the EP leadership.

The university does not publish any financial statements on the university website, including in the context of EP.

The site is open and public. The information resource of Osh State University is formed from socially significant information for all participants in the educational process, business partners and all other interested parties in accordance with the statutory activities of the university.

The university website provides general information about the university as an educational institution; reference materials about educational programs and about the expected learning outcomes of the programs, about the forms of education, about the procedure for entering the university; materials on the organization of the educational process; materials about scientific and innovative activities, international contacts of the university; electronic library resources; a selection of thematic materials on the profile of the activities of institutes, departments, departments, centers and other structural divisions of the university; materials about the events of the current life of the university, events held at the university and with its participation, news archives.

There are Russian and English versions of the site and a version in Chinese, however, a significant part of the information in them is also posted in the Kyrgyz, which sharply limits the possibilities of informing visitors from other countries, which are of course an important target audience for the university.

The source of information on the activities of the faculty and the implementation of educational programs for stakeholders is the faculty website.

The official website contains information about the teaching staff http://fmit.oshsu.kg/pages/page/685. The teacher's profile includes information about education, work experience, scientific publications, published textbooks and taught disciplines. However, at the time of EEC's work, this information was not available.

The university develops cooperation with educational organizations that implement such EP. On the initiative of Osh State University, in 2016, the Osh Declaration on cooperation between universities of the Kyrgyz Republic was signed. Information on cooperation of Osh State University with foreign educational organizations is presented on the university website: https://iro.oshsu.kg/. Information on cooperation and interaction with partners within the framework of the EP is presented in news materials on the university website and in other information resources. However, there is no systematic work to inform about partners and the content of cooperation, there is no list of partners, links to their information resources, and regular updating of information about the content of cooperation.

Osh State University respects the results of external assessments at various levels, carefully studies them, and makes appropriate adjustments to the work plans of the university and its structures. So, the administration constantly monitors and analyzes the materials published in the media regarding Osh State University, if necessary, prepares and publishes a response.

There are no links to external resources based on the results of external evaluation procedures.

Among the country's universities - participants in the IAAR rating, Osh State University holds leading positions in accredited specialties. http://fmit.oshsu.kg/pages/page/210. In the field of attention of the management are the assessments of employers for FQP and DP, the results of the final certification. However, the results of international ratings are not monitored and used to summarize the results of which the relevant rating agencies collect information regardless of the university from open sources, the university website, first of all, for example, the Webometrics Ranking of World Universities, in which Osh State University ranks seventh among the country's

universities.

Analytical part

The main means of informing about ongoing programs and expected learning outcomes; about the possibilities of qualification assignment; on teaching and assessment procedures; information about passing scores and learning opportunities provided to students; about employment opportunities is the university website, but the information presented on it is not always systematized and relevant. It should be admitted that the site and its support system require deep improvement.

The EP leadership is informing the public and stakeholders, combining traditional means and modern information technology. When choosing a method for disseminating information, the specific audience and content of information are taken into account to ensure the effectiveness of communications.

Purposeful activities for informing the public to support and explain the national development programs of the country and the system of higher and postgraduate education are not carried out by the leadership of the EP.

The university does not publish audited financial statements on the university website.

Information about the teaching staff is reflected on the official website http://fmit.oshsu.kg/pages/page/685.

Partnerships are reflected on the site, with foreign educational organizations https://iro.oshsu.kg/, in news on the university website and in other information resources. However, there is no systematic work to inform about partners and the content of cooperation.

The Russian and English versions of the site and the Chinese version are largely filled with information in the Kyrgyz language.

There are no links to external resources based on the results of external evaluation procedures.

Osh State University pays attention to the implementation of external assessment procedures, but does not fully use the potential of this activity.

Strengths / Best Practice
- Combination of traditional means and modern information technologies in activities to inform the public and stakeholders.

EEC recommendations
Develop a new version of the university website in accordance with its scale and role in the national education system, modern tasks of information support of the university's activities and informing external and internal consumers.

Determine the procedure and responsibility for updating and maintaining sections of the site up to date.

Provide for the placement on the website of audited financial statements, information on partnerships, progress and results of cooperation, links to external resources based on the results of external evaluation procedures.

Provide systematic information to the public to support and explain the national development programs of the country and the system of higher and postgraduate education.

In order to strengthen the image and improve performance, expand the practice of implementing external evaluation procedures.

Conclusions of the EEC on the criteria of the standard "Public Information": strong - 0, satisfactory - 11, suggests improvement - 2.

5.10 Standard "Standards in the context of individual specialties"
Natural sciences, agricultural sciences, engineering sciences and technologies

Proof part

In order to improve the quality of training a specialist, during classes, after classes, they organize excursions to economic, financial institutions (bank, tax, justice), which does not fully correspond to the specialty, like excursions in educational institutions. The EEC members were not presented with the results of the seminars for solving practical problems relevant to enterprises.

For the implementation of EP, specialists from economic and financial institutions work on a full-time basis, which does not fully meet the needs of training specialists in the field of information technology, software development.

In the content of EP disciplines, there is a connection with the content of fundamental natural science disciplines.

To provide practical training for students, 3 types of practice are provided: educational, training and qualification in enterprises, however, the choice of places of practice and practice leaders from the organization does not allow achieving the goals and achieving the established LO.

The content and specificity of the accredited EP create all conditions for the preparation of students in the field of modern information technologies application.

Analytical part

Excursions to economic, financial and educational institutions do not fully correspond to the specialty, seminars for solving practical problems relevant to enterprises are not held.

The competencies of specialists from economic and financial institutions involved in the implementation of the educational process do not fully correspond to the accredited specialties.

The content of the EP disciplines traces a connection with the content of fundamental natural science disciplines.

The choice of places of practice and practice leaders from the organization does not allow achieving the goals and achieving the established LO.

The content and specificity of the accredited EP create all conditions for the preparation of students in the field of application of modern information technologies.

Strengths / Best Practice

- In the content of EP disciplines, there is a connection with the content of fundamental natural science disciplines.

EEC recommendations

Ensure, within the framework of the educational process, interaction with high-tech enterprises, industry leaders, consider the possibility of holding seminars to solve practical problems that are relevant for enterprises.

Consider inviting full-time faculty members with experience in IT businesses.

Ensure the selection of places of practice and practice leaders from the organization in accordance with the objectives of the EP and the established LO.

Conclusions of the EEC on the criteria according to the standard "Standards in the context of individual specialties": strong - 1, satisfactory - 2, suggests improvement - 2.

(VI) OVERVIEW OF STRENGTHS / BEST PRACTICES FOR EACH STANDARD

Standard "Educational program management"

Availability of the published Strategy of the university and the consistency with it of the entire system of planning and activities.

Attention to quality assurance issues, personnel involvement, development of a quality culture.

Active implementation of modern information and communication technologies in the management and information systems of personnel, students, stakeholders.

Standard "Information Management and Reporting"

Active use of modern technologies and software in the collection, analysis and management of information.

The current system of regular reporting reflects well all levels and areas of activity.

An extensive communication system that successfully combines the capabilities of traditional and innovative ways and means.

Standard "Design and approval of the educational program"

The university and the leadership of the EP have competencies to ensure that the developed EP meets the goals and learning outcomes and implement them in the EP design system.

The complexity of the EP is determined in Kyrgyz credits and ECTS. The content of academic disciplines and learning outcomes correspond to the level of education.

Standard "On-going monitoring and periodic evaluation of basic educational programs"

The university has determined the procedure for monitoring and periodic assessment of educational programs to ensure that the goal is achieved and meets the needs of students and society.

Consistency and completeness of monitoring the workload, progress and graduation of students, the use of modern information technologies for its implementation.

A fairly complete system of questioning and identifying customer satisfaction.

Standard "Student-centered learning, teaching and performance assessment"

The EP leadership ensures respect and attention to different groups of learners, efforts are made to form flexible educational trajectories.

A combination of traditional forms and methods of teaching with the use of modern information technologies, the introduction of new forms of organizing students' independent work.

A holistic system for assessing learning outcomes, which uses various methods of assessment, ensuring transparency and objectivity of procedures.

Standard "Students"

A successful policy of forming a contingent of students, active use of modern means and information technologies for its implementation at all stages of the life cycle of students.

A system of stimulating students to self-education and development, both in professional and related areas of activity.

Active efforts to support gifted learners and form an effective support system.

Standard "Teaching staff"

The personnel policy of the university ensures good results in the implementation of basic procedures and ensures the professional competence of the entire staff.

Compliance of the personnel potential of the teaching staff with the strategy of the university and the needs of the implementation of accredited educational programs.

A ramified system of moral and material incentives focused on personal and professional growth in accordance with the strategy and operational tasks of the university development.

Standard "Educational resources and student support systems"

Material and technical resources and infrastructures in accordance with the needs of the implementation of EP.

High-speed free WI-FI on the campus.

Standard "Public Information"

Combination of traditional media and modern information technology in activities to inform the public and stakeholders.

Standard "Standards in the context of individual specialties"

Natural sciences, agricultural sciences, engineering sciences and technologies

The content of the EP disciplines traces a connection with the content of fundamental natural science disciplines.

(VII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

Standard " Management of Educational Programme"

Develop and publish a quality assurance policy.

Provide quality assurance for the activities performed by contractors and partners (outsourcing), develop and implement procedures for their informed selection, assessment and monitoring of the quality of their activities.

Introduce a plan form for the educational program development on the scale of the university, in which provide the presence of target indicators, the timing of their achievement.

Document the procedures for: developing a EP development plan; monitoring its implementation; revising and adjusting the plan; ensuring transparency.

When working with employers, focus not only on the organizations in which graduates work, but also on other high-tech enterprises, whose needs reflect the current level of technological development.

Ensure the collection and systematization of documented evidence of the participation of teaching staff, students, stakeholders in the design of the EP development plan, the results of consideration of proposals and comments, actions taken as a result.

When d designing plans for the development of the educational program, clearly define the individuality and uniqueness of the EP, corresponding to the status of the leading university in the country, reflecting the desire to provide a breakthrough to achieve new quality and results.

Provide not only a clear distribution of responsibilities and powers at the university and within the framework of the EP, but also an effective system of informing internal and external

consumers, reflect information about the distribution of powers on the university website and on the websites of structural units.

Reengineer the quality assurance processes and redesign the internal quality assurance system of the BEP to ensure its manageability and performance evaluation.

Develop and implement an adequate risk management system, ensure its use at all stages and levels of planning and performance assessment.

Develop reasonable standards for the participation of employers and students in the composition and meetings of the AC of Osh State University, faculties, departments and other collegial bodies.

Make the innovative development of EP manageable by ensuring forecasting, planning innovations, distributing powers in the implementation of innovative processes, stimulating achievements, monitoring and analyzing activities.

Provide training in education management programs for the management system and teaching staff, introduce an intra-university personnel development system on education management issues.

Standard "Information Management and Reporting"

Optimize the system for collecting, identifying, storing and retrieving information, including in foreign languages.

Establish criteria for assessing the management of EP, define and establish methods, ways and timing of assessment.

Identify responsible persons for the accuracy and timeliness of information analysis and data provision.

Establish key indicators and implement quantitative methods for assessing performance and performance.

Standard " Development and Approval of Basic Educational Programmes"

At the institutional level, define and document procedures for the development of the EP.

To improve the quality of external expertise, to make it systemic, establish the main mechanisms and procedures for its implementation, the frequency of their implementation, the procedure for identifying experts, including leading domestic and foreign experts, the procedure for documenting the results of the expertise and activities carried out on its basis.

Develop and implement procedures for attracting students, teaching staff and other stakeholders to the development of EP, quality assurance, mechanisms and procedures for interaction, the frequency of their implementation, the procedure for identifying specialists, including leading domestic and foreign, the procedure for documenting the results of attraction and interaction, as well as activities, based on it

Ensure the design and implementation of joint educational programs with foreign educational organizations.

Standard "On-going monitoring and periodic evaluation of basic educational programmes"

Provide participation of students, employers and other stakeholders in the monitoring system on a regular basis.

In the survey and identification of customer satisfaction, provide an addition to identify expectations and needs.

In addition to the monitoring system, develop procedures for analyzing its results and implementing corrective actions.

Determine the procedure for informing about the revision and changes of the EP, indicating the target audience, the forces and means involved, and the timing.

Standard "Student-centered learning, teaching and performance assessment"

Ensure the conduct of their own research in the field of teaching methods of academic disciplines.

In the feedback system, provide an analysis of the use of teaching methods and the assessment of learning outcomes.

Ensure the expansion of the autonomy of students as one of the foundations for the formation of a modern specialist who is able to accept and bear responsibility in professional activity.

Develop procedures for considering and analyzing student complaints, as well as responding to the results of their consideration.

Pay more attention to the transparency of the system for assessing learning outcomes, to publish the criteria and methods of assessment.

Ensure the broad involvement of the leadership of the EP and teaching staff in advanced training in the use of modern methods of assessing learning outcomes, including through the conduct of intra-university training events.

Standard "Students"

Develop special adaptation and support programs for students (1st year students and foreign students).

Consider their ability to meet the training objectives in the selection of internship locations and in the appointment of host leaders.

Ensure monitoring of the professional activities of graduates, including using the opportunities for cooperation with the alumni association.

Standard "Teaching staff"

Ensure the regular involvement of practitioners in teaching - carriers of advanced experience and modern production technologies, in accordance with the objectives of improving the quality and practical orientation of training for accredited educational programs.

Expand and deepen academic mobility to address the priority tasks of design and implementation of EP.

On the basis of a broader and more active involvement of the teaching staff of the EP in the life of society, ensure the growth of the image and strengthening of the university authority its influence on the needs and development priorities of citizens, society, enterprises, organizations and state.

Standard "Educational resources and student support systems"

Develop procedures to support different groups of learners.

Exclude the use of unlicensed software products in the educational process.

In order to identify and take into account the needs of various groups of students in the implementation of EP, develop and implement procedures for identifying these needs.

Standard "Public Information"

Develop a new version of the university website in accordance with its scale and role in the national education system, modern tasks of information support of the university's activities and informing external and internal consumers.

Determine the procedure and responsibility for updating and maintaining sections of the site up to date.

Provide for the placement on the website of audited financial statements, information on partnerships, progress and results of cooperation, links to external resources based on the results of external evaluation procedures.

Provide systematic information to the public to support and explain the national development programs of the country and the system of higher and postgraduate education.

In order to strengthen the image and improve performance, expand the practice of implementing external evaluation procedures.

Standard "Standards in the context of individual specialties"

Natural sciences, agricultural sciences, engineering sciences and technologies

Ensure, within the framework of the educational process, interaction with high-tech enterprises, industry leaders, consider the possibility of holding seminars to solve practical problems that are relevant for enterprises.

Consider inviting full-time faculty members with experience in IT businesses.

Ensure the selection of places of practice and practice leaders from the organization in accordance with the objectives of the EP and the established LO.

Attachment 1. Evaluation table "PROGRAMME PROFILE PARAMETERS"

**Conclusion of the external expert evaluation committee
on educational programs 710200 Information systems and technologies BA, 710200
Information systems and technologies (training profile: information systems and
technologies in economics) MA, 710100 Informatics and computer technology BA, 710300
Applied informatics BA, 710300 Applied Informatics MA
Osh State University**

№		Criteria for evaluation	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
		Standard "Educational programme management"				
1	1.	The institution must have a published quality assurance policy.			+	
2	2.	The quality assurance policy should reflect the link between research, teaching and learning.		+		
3	3.	The university must demonstrate the development of a culture of quality assurance, including in the context of EP.		+		
4	4.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint / double degree education and academic mobility.			+	
5	5.	The leadership of the EP ensures the transparency of the development of the EP development plan based on the analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.		+		
6	6.	The EP leadership demonstrates the functioning of mechanisms for the formation and regular revision of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP.		+		
7	7.	EP leadership should involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the EP		+		

		development plan.		+		
8	8.	The EP leadership must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the development strategy of the educational organization.		+		
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the framework of the EP, an unambiguous distribution of job responsibilities of personnel, and the delineation of functions of collegial bodies.		+		
10	10.	The EP leadership must provide evidence of the transparency of the educational program management system.		+		
11	11.	The leadership of the EP must demonstrate the successful functioning of the internal quality assurance system of the EP, including its design, management and monitoring, their improvement, decision-making based on facts.		+		
12	12.	The leadership of the EP must manage risk.			+	
13	13.	The leadership of the EP should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegial management bodies of the EP, as well as their representativeness in making decisions on the management of the EP.		+		
14	14.	The university must demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.		+		
15	15.	The EP leadership must demonstrate evidence of openness and accessibility for students, teaching staff, employers and other stakeholders.		+		
16	16.	The EP leadership should be trained in educational management programs.			+	
17	17.	EP leadership should strive to ensure that progress made since the last external quality assurance procedure is taken into account in preparing for the next procedure.		+		
		Total by standard	**0**	**3**	**4**	**0**
Standard "Information Management and Reporting"						
18	1.	The university must ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.		+		
19	2.	The EP leadership should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.			+	
20	3.	Within the framework of the EP, there should be a regular reporting system reflecting all levels of the		+		

		structure, including an assessment of the effectiveness and efficiency of the activities of departments and divisions, scientific research.				
21	4.	The university must establish the frequency, forms and methods of assessing the management of the EP, the activities of collegial bodies and structural units, top management, the implementation of scientific projects.		+		
22	5.	The university must demonstrate the determination of the order and ensuring the protection of information, including the identification of persons responsible for the accuracy and timeliness of the analysis of information and the provision of data.			+	
23	6.	An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
24	7.	The EP leadership must demonstrate the existence of a communication mechanism with students, employees and other stakeholders, including the existence of mechanisms for resolving conflicts.		+		
25	8.	The university must ensure the measurement of the degree of satisfaction of the needs of teaching staff, staff and students in the framework of the EP and demonstrate evidence of elimination of the identified deficiencies.		+		
26	9.	The university must evaluate the effectiveness and efficiency of its activities, including in the context of the educational program.		+		
		The information collected and analyzed by the university should take into account:				
27	10.	key indicators;		+		
28	11.	dynamics of the contingent of students in the context of forms and types;		+		
29	12.	the level of academic achievement, student achievement and expulsion;		+		
30	13.	students' satisfaction with the implementation of EP and the quality of education at the university;		+		
31	14.	availability of educational resources and support systems for students;		+		
32	15.	employment and career growth of graduates.				
33	16.	Students, employees and teaching staff must document their consent to the processing of personal data.		+		
34	17.	The EP leadership should facilitate the provision of all necessary information in the relevant fields of science.		+		
		Total by standard	**0**	**15**	**2**	**0**

		Standard "Design and approval of the educational program"				
35	1.	The university must define and document the procedures for the development of the EP and their approval at the institutional level.		+		
36	2.	The EP leadership should ensure that the developed EP meets the established goals, including the intended learning outcomes.	+			
37	3.	The EP leadership must ensure the availability of developed models of the EP graduate, describing the learning outcomes and personal qualities.		+		
38	4.	The EP leadership must demonstrate that external examinations of the EP have been performed.		+		
39	5.	The qualifications obtained upon completion of the EP must be clearly defined, explained and correspond to a certain NQF level.		+		
40	6.	The EP leadership should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
41	7.	An important factor is the ability to prepare students for professional certification.		+		
42	8.	The EP leadership must provide evidence of the participation of students, teaching staff and other stakeholders in the development of the EP, ensuring their quality.		+		
43	9.	The complexity of the EP should be clearly defined in Kyrgyz credits and ECTS.		+		
44	10.	The leadership of the EP must provide the content of academic disciplines and learning outcomes to the level of learning.		+		
45	11.	The structure of the EP should provide for various types of activities corresponding to the learning outcomes.		+		
46	12.	An important factor is the presence of joint educational institutions with foreign educational organizations.			+	
		Total by standard	**1**	**10**	**1**	0
		Standard "On-going monitoring and periodic evaluation of educational programs"				
47	1.	The university should conduct monitoring and periodic assessment of the educational program in order to ensure that the goal is achieved and meet the needs of students and society. The results of these processes are aimed at continuous improvement of EP.		+		
		Monitoring and periodic evaluation of the EP should consider:				

48	2.	the content of the programs in the light of the latest achievements of science in a specific discipline to ensure the relevance of the taught discipline;		+		
49	3.	changes in the needs of society and the professional environment;		+		
50	4.	workload, academic performance and graduation of students;	+			
51	5.	the effectiveness of student assessment procedures;		+		
52	6.	expectations, needs and satisfaction of learners with EP training;		+		
53	7.	educational environment and support services, and their relevance to the objectives of the EP.		+		
54	8.	The university and the leadership of the EP must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP.		+		
55	9.	All stakeholders should be informed of any planned or taken action in relation to the EP. All changes made to the EP must be published.		+		
56	10.	The management of the EP should ensure the revision of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society.		+		
		Total by standard	**1**	**9**	**0**	
Standard "Student-centered learning, teaching and assessment of progress"						
57	1.	The EP leadership must ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.	+			
58	2.	The EP leadership must ensure the use of various forms and methods of teaching and learning.		+		
59	3.	An important factor is the presence of own research in the field of teaching methods of educational disciplines of EP.			+	
60	4.	The EP leadership should demonstrate that a feedback system is in place on the use of various teaching methods and the assessment of learning outcomes.		+		
61	5.	EP leadership must demonstrate support for learner autonomy while providing guidance and assistance from the teacher.		+		
62	6.	The EP management must demonstrate that there is a procedure for responding to student complaints.		+		
63	7.	The university must ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each educational program, including appeal.		+		
64	8.	The university must ensure that the procedures for assessing the learning outcomes of students of the EP		+		

		are consistent with the planned learning outcomes and the objectives of the program. Evaluation criteria and methods for the EP should be published in advance.				
65	9.	The university should define mechanisms for ensuring the development of learning outcomes by each graduate of the educational program and ensure the completeness of their formation.		+		
66	10.	Evaluators should be proficient in modern methods of assessing learning outcomes and regularly improve their qualifications in this area.		+		
		Total by standard	**1**	**8**	**1**	
Standard "Students"						
67	1.	The university must demonstrate the policy of forming a contingent of students from admission to graduation and ensure the transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, published.	+			
68	2.	The leadership of the EP must demonstrate the implementation of special adaptation and support programs for newly admitted and foreign students.		+		
69	3.	The university must demonstrate the compliance of its actions with the Lisbon Recognition Convention.		+		
70	4.	The university should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications.		+		
71	5.	The EP leadership must demonstrate the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.		+		
72	6.	The university should provide an opportunity for external and internal mobility of students of the EP, as well as assist them in obtaining external grants for training.		+		
73	7.	The leadership of the EP should make the maximum amount of effort to provide students with places of practice, promote the employment of graduates, and maintain communication with them.		+		
74	8.	The university must provide EP graduates with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received and evidence of its completion.		+		

No.	#	Description				
75	9.	An important factor is the monitoring of the employment and professional activities of EP graduates.		+		
76	10.	The EP leadership should actively stimulate students to self-education and development outside the main program (extracurricular activities).		+		
77	11.	An important factor is the existence of an active alumni association.		+		
78	12.	An important factor is the availability of a support mechanism for gifted students.		+		
		Total by standard	**1**	**11**	**0**	
Standard "Teaching staff"						
79	1.	The university must have an objective and transparent personnel policy, including recruitment, professional growth and personnel development, ensuring the professional competence of the entire staff.	+			
80	2.	The university must demonstrate the compliance of the staff potential of the teaching staff with the development strategy of the university and the specifics of the educational program.	+			
81	3.	The EP leadership must demonstrate a sense of responsibility for their employees and provide them with a favorable working environment.		+		
82	4.	The EP leadership must demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.		+		
83	5.	The university must determine the contribution of the teaching staff of the EP to the implementation of the university development strategy, and other strategic documents.		+		
84	6.	The university should provide opportunities for career growth and professional development of the teaching staff of the EP.		+		
85	7.	The EP leadership should involve practitioners from the relevant industries in the teaching.			+	
86	8.	The EP leadership must ensure targeted actions for the development of young teachers.		+		
87	9.	The university must demonstrate the motivation for the professional and personal development of EP teachers, including the encouragement of both the integration of scientific activity and education, and the use of innovative teaching methods.		+		
88	10.	An important factor is the active use of the teaching staff of information and communication technologies in the educational process (for example, on-line training, e-portfolio, MOOC, etc.).		+		
89	11.	An important factor is the development of academic mobility within the framework of the educational program, attracting the best foreign and domestic teachers.			+	

90	12.	An important factor is the involvement of the teaching staff of the EP in the life of society (the role of the teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).		+		
		Total by standard	**2**	**8**	**2**	
Standard "Educational resources and student support systems"						
91	1.	The EP leadership must demonstrate the sufficiency of material and technical resources and infrastructure.	+			
92	2.	The EP leadership must demonstrate that there are procedures to support various groups of learners, including information and counseling.		+		
		The EP leadership must demonstrate the compliance of information resources with the specifics of the EP, including compliance with:				
93	3.	technological support for students and teaching staff in accordance with the main educational programs (for example, online training, modeling, databases, data analysis programs)		+		
94	4.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		
95	5.	examination of research results, graduation works, dissertations for plagiarism;		+		
96	6.	availability of Internet resources		+		
97	7.	functioning of WI-FI on the territory of the educational organization.	+			
98	8.	The university should strive to ensure that the educational equipment and software used for mastering EP are similar to those used in the relevant industries.			+	
99	9.	The university must ensure compliance with safety requirements in the learning process.		+		
100	10.	The university should strive to take into account the needs of various groups of students in the context of EP (adults, working, foreign students, as well as students with disabilities).		+		
		Total by standard	**2**	**7**	**1**	
Standard "Public Information"						
		The information published by the university within the framework of the EP must be accurate, objective, relevant and must include:				
101	1.	programs being implemented, indicating the expected learning outcomes;		+		
102	2.	information on the possibility of awarding qualifications at the end of the EP;		+		

103	3.	information about teaching, learning, assessment procedures;		+		
104	4.	information about passing scores and learning opportunities provided to students;		+		
105	5.	information about the employment opportunities of graduates.		+		
106	6.	The EP leadership should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and stakeholders.		+		
107	7.	Public awareness should include support and explanation of national development programs for the country and the system of higher and postgraduate education.		+		
108	8.	The university must publish audited financial statements on its own web resource.			+	
109	9.	The university must demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of EP.		+		
110	10.	An important factor is the availability of adequate and objective information about the teaching staff of the EP, in the context of personalities.		+		
111	11.	An important factor is informing the public about cooperation and interaction with partners within the framework of the EP, including with scientific / consulting organizations, business partners, social partners and educational organizations.			+	
112	12.	The university should post information and links to external resources based on the results of external evaluation procedures.		+		
113	13.	An important factor is the participation of the university and the implemented educational programs in various external assessment procedures.		+		
		Total by standard	**0**	**11**	**2**	
Standard "Standards in the context of individual specialties"						
Natural sciences, agricultural sciences, engineering sciences and technologies						
		Basic educational programs in the areas of "Natural Sciences", "Technical Sciences and Technologies", such as "Mathematics", "Physics", "Information Systems", etc., must meet the following requirements:				
114	1.	In order to familiarize students with the professional environment and current issues in the field of specialization, as well as to acquire skills based on theoretical training, the educational program should include disciplines and activities aimed at gaining practical experience and skills in the specialty in general and in the major disciplines in particular, including .h .: - excursions to enterprises in the field of			+	

		specialization (factories, workshops, research institutes, laboratories, training and experimental farms, etc.), - conducting individual classes or entire disciplines at the enterprise of specialization, - holding seminars to solve practical problems relevant for enterprises in the field of specialization, etc.				
115	2.	The faculty involved in the education program should include full-time teachers with long-term experience as full-time employees in enterprises in the area of specialization of the education program.		+		
116	3.	The content of all disciplines of EP should be based to one degree or another and include a clear relationship with the content of fundamental natural sciences such as mathematics, chemistry, physics.	+			
117	4.	The EP leadership should provide measures to strengthen the practical training in the area of specialization.			+	
118	5.	The leadership of the EP must provide training for students in the use of modern information technologies.		+		
		Total by standard	**1**	**2**	**2**	**0**
		TOTALLY	**9**	**94**	**5**	**0**