



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

On the results of the External Expert Commission's work for assessing compliance with the requirements of the standards of international accreditation of educational programs (based on ESG)

1-890101 Tourism and hospitality (bachelor's degree)

1-260202-10 Management in the field of international tourism (bachelor's degree)

1-250103 World Economy (bachelor's degree)

INSTITUTE OF TOURISM, ENTREPRENEURSHIP AND SERVICE
(Republic of Tajikistan)

from May 31 to June 2, 2021
(dates of online visit)

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

*Addressed
to IAAR Accreditation Council*



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

| | |
|--------|---|
| RT | Republic of Tajikistan |
| MES RT | Ministry of Education and Science of the Republic of Tajikistan |
| IHE | Institution of higher education |
| SSHPE | State standard of higher professional education |
| IAAR | Independent agency of accreditation and rating |
| ITES | Institute of Tourism, Entrepreneurship and Service |
| IES | Institute of Entrepreneurship and Service |
| IP | Informational systems |
| TMC | Training and methodology complex |
| PTS | Professor teaching staff |
| OP | Educational program |
| RW | Research work |
| OO | Organization of education |
| ECTS | European Credit Transfer System |



(II) INTRODUCTION

Accordance to order No. 66-21-OD dated 04/27/2021 of the Independent Agency for Accreditation and Rating, from May 31 to June 2, 2021, an External Expert Commission assessed the conformity of educational programs 1-890101 Tourism and hospitality (undergraduate), 1-260202 -10 Management in the field of international tourism (bachelor's degree), 1-250103 World economy (bachelor's degree) of the Institute of Tourism, Entrepreneurship and Service with the standards of international accreditation of the IAAR (approved for No. 68-18 / 1-OD of 05/25/2018).

The report of the External Expert Commission (EEC) contains an evaluation of the submitted educational programs to the international standards of the IAAR, recommendations of the EEC for further improvement of educational programs and assessment parameters.

EEC composition:

1. Chairperson of the IAAR Commission - Akbaeva Gulvira Sovetbekovna, candidate of Economic science, Astana IT University (Nur-Sultan, Republic of Kazakhstan);

2. IAAR expert – Sherbina Aleksey Vladimirovich, Candidate of Economic Sciences, Doctor of Philosophy, Associate Professor, Southern Federal University (SFU) (Rostov-on-Don, RF);

3. IAAR expert – Babajanov Davron Dadojanovich, Doctor of Economics, Professor, Tajik State University of Law, Business and Politics (Khujand, Republic of Tajikistan);

4. Representative of IAAR employer – Vazirov Sobir Zokirovich, Head of Legislative Explanation Department of the Tax Committee under the Government (Republic of Tajikistan);

5. IAAR student representative – Bobkova Svetlana Sergeevna, 4th year student of the ED “Finance”, Kostanay Regional University named after A. Baitursynov (Kostanay, Republic of Kazakhstan);

6. The coordinator from the Agency – Kanapyanov Timur Yerbolatovich, PhD, Deputy General Director for International Cooperation (Nur-Sultan, Republic of Kazakhstan).

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Institute of Tourism, Entrepreneurship and Service was established on June 29, 1991 by the Decree of the Council of Ministers of the USSR as the Institute of Consumer Services. Started work on September 1, 1991. Ever since 1995, by a decree of the Government of the Republic of Tajikistan, it has been renamed the Institute of Entrepreneurship and Service (IES).

For the first time, in 2007 - 2008 academic year system of credit education was introduced into the educational process of the Institute - the American system of student education. In the next 2008 - 2009 academic year the preparation of students in all specialties was transferred to the European system of credit education ECTS. The Institute provides training for a bachelor's degree - 4 ac. years and Master of Science - 2 academic years. By Decree of the Government of the Republic of Tajikistan dated April 29, 2020, No. 240, it was renamed to the State Educational Institution "Institute of Tourism, Entrepreneurship and Service".

Today, the Institute of Tourism, Entrepreneurship and Service is one of the country's basic universities in the field of tourism, entrepreneurship, service, and carries out educational activities on the basis of the License of the Ministry of Education and Science of the Republic of Tajikistan series AU No. 0002825 dated July 17, 2019 (term valid until July 17, 2024) and State Accreditation Certificate T-AD No. 0000001 dated September 29, 2020 (valid until September 28, 2025). In 2021, with the consent of the President of the Republic of Tajikistan, permission was given to organize branches of the Institute in two regions of the country (Sughd and Khatlon regions). In addition, the organization of a joint faculty with the Russian State University of

Tourism and Service was approved. Starting from the 2021-2022 academic year, applicants are being recruited in 3 specialties.

In the structure of the Institute of Tourism, Entrepreneurship and Service, 5 faculties, 14 departments, a department of distance learning, a department for training scientific and scientific-pedagogical personnel, a technology park "Sohibkor", a lyceum, and etc.

Training of students at the Institute of Tourism, Entrepreneurship and Service is carried out on the basis of a multi-stage training system. Presently, the Institute has a license to train 41 undergraduate educational programs and 15 areas of master's training, the postgraduate education program - 8 doctoral studies (PhD), as well as programs of additional professional education. The Institute of Tourism, Entrepreneurship and Service has also created and successfully operates a system of pre-university training.

Student's contingent of the Institute of April 1, 2021 about 4645, 3570 studying full-time and 1075 of them are doing their part time and distance learning.

The Institute of Tourism, Entrepreneurship and Service, from 2007, substituted to a credit system of education.

In the ranking of universities of the Republic of Tajikistan for 2021, which is conducted by the Agency for Supervision in the Field of Science and Education under the President of the Republic of Tajikistan, the Institute of Tourism, Entrepreneurship and Service has risen to 7th place.

Currently, in the Institute are working more than 225 teachers, 201 of them on a permanent basis. The percentage of the teaching staff with academic degrees and titles is 40.2%. Many employees were awarded awards and honorary titles. Representatives of business structures, as well as heads and specialists of ministries and departments of the country are involved in the educational process of the Institute for lecturing and conducting practical classes.

The Institute of Entrepreneurship and Service is recognized at the international level as: the basic institute of the Universities of the Shanghai Cooperation Organization (USCO) in the areas of information technology and economics; member of the International Academy of Sciences of Higher Schools.

One of the priority directions of the development strategy of the Institute of Tourism, Entrepreneurship and Service is the strengthening and expansion of external relations, participation in various international educational programs, implementation of joint projects, etc. The Institute has successfully implemented more than 10 joint educational projects funded by various international organizations and programs. The international mobility of students and teachers is developing; the geography of research cooperation is expanding. Within the framework of international exchange programs, teachers and students of the Institute study and undergo internships at universities in Russia, Kazakhstan, Ukraine, Italy, Spain, China, etc.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational programs 1-890101 Tourism and hospitality (bachelor's degree), 1-260202-10 Management in the field of international tourism (bachelor's degree), 1-250103 World economy (bachelor's degree) of the Institute of Tourism, Entrepreneurship and Service are internationally accredited by the IAAR for the very first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved online program of the visit of the Expert Commission for the international accreditation of educational programs at the Institute of Tourism, Entrepreneurship and Service from May 31 to June 2, 2021.

In order to coordinate the work of the EEC, on May 30, 2021, an online kick-off meeting was held among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of the educational program and the entire infrastructure of the university, to clarify the content of the self-assessment report, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, heads of departments, teachers, students, graduates, employers. A total of 78 representatives took part in the meetings (Table 1).

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

| Participant category | Number |
|--------------------------------------|---------------|
| Rector | 1 |
| Vice-rector | 4 |
| heads of structural divisions | 14 |
| Heads of departments and heads of EP | 2 |
| teachers | 24 |
| students | 20 |
| Graduates | 4 |
| Employers | 9 |
| Total | 78 |

During the visual inspection through direct connection, the EEC members got acquainted with the state of the material and technical base of the accredited EP.

At the meeting of the EEC IAAR with the target groups of the Institute, the mechanisms for implementing the policy of the university were clarified and certain data presented in the self-assessment report of the university were specified.

In accordance with the accreditation procedure, a survey of 15 teachers, 121 students, including junior and senior students, was conducted.

In order to confirm the information presented in the Self-Assessment Report, the working documentation of the institute was requested and analyzed by external experts. Along with this, the experts studied the Internet positioning of the institute through the official website of the university <https://dsx.tj/>

As part of the planned program, at a meeting with the directing on 06/02/2021, recommendations were presented on improving the accredited educational programs of the Institute of Tourism, Entrepreneurship and Service, developed by the EEC based on the results of the examination .

(VI) COMPLIANCE WITH INTERNATIONAL ACCREDITATION STANDARDS**6.1. Standard 1. QUALITY ASSURANCE POLICY****Standard :**

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

Recommendations:

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

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

A quality assurance policy is more effective if it reflects the relationship between research, teaching and learning and takes into account the contexts, both national, in which the NGO operates, and intra-university. This policy supports:

- *organization of a quality assurance system;*
- *departments, schools, faculties and other departments, as well as the management of the educational organization, employees and students fulfilling their duties of quality assurance;*
- *academic honesty and freedom, as well as intolerance to manifestations of various kinds of academic dishonesty;*
- *processes to prevent intolerance of any kind or discrimination against students and faculty;*
- *involvement of external stakeholders in quality assurance.*

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

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

Evidence

The Institute of Tourism, Entrepreneurship and Service demonstrates the existence of a quality policy. The quality policy is regulated by a separate document regulations on the policy of ensuring the quality of education in the State Educational Institution "Institute of Tourism, Entrepreneurship and Service of the Ministry of Industry and New Technologies of the Republic of Tajikistan", approved by the Academic Council of the Institute on June 24, 2020, protocol No. 11.1/5.

The policy corresponds to the strategic directions of the development of the university. By the decision of the Academic Council (protocol 4/13 of November 27, 2020), the goal, objectives, mission, vision and values of the Institute of Tourism, Entrepreneurship and Service were approved.

The mission of the Institute is the development of innovative technologies for the transfer of knowledge in the field of economics, tourism and management, the formation of creative thinking and professional competencies, the preservation and enhancement of national and universal socio-cultural values based on the integration of higher education and research activities. It should be noted that the mission of the Institute is periodically subject to adjustment and clarification, taking into account the accepted new prospects for the development of the economy of the republic and world trends in the development of higher professional education.

Teachers, students and employees of the Institute took an active part in the discussion of the revision of the mission.

Meetings dedicated to the discussion of the mission were held in all faculties of the Institute. After processing and clarifying the main provisions, from several mission statements, goals and objectives, the final version was formulated, which was discussed and approved by the Academic Council of the Institute on March 26, 2021, protocol No. 8.6/2?

The values of the Institute are claimed:

- quality for us means providing our students, undergraduates and graduate students with services that meet or exceed their expectations. Work on improving the quality of services is the main task of the Institute.

- academic freedom means that we are free to exchange information, choose, develop our own ideas and determine our own actions while realizing high personal responsibility for the result.

- respect for the individual for us means that we value individuality, contribute to the harmonious development of the individual, provide opportunities for self-realization and self-development.

- professionalism in our activities means that we strive to use modern technologies and new developments in the field of education and quality management. Our management welcomes the high personal responsibility of specialists .

- conscientiousness - we are honest and decent in relation to ourselves, work, the Institute, colleagues and students. The reputation of the Institute and its values are above individual benefit.

- quality for us means that we are creative, constantly generating new ideas. It is our constant source of energy, thanks to which we achieve success.

In accordance with the National Development Strategy of the Republic of Tajikistan for the period up to 2030, adopted in 2016 by the Majlisi namoyandagon of the Majlisi Oli of the Republic of Tajikistan, the ITES Academic Council adopted the "Development Concept for the Institute of Entrepreneurship and Service" and the "Development Strategy for the Institute of Tourism, Entrepreneurship and Service for 2011 -2030" (decision of the Academic Council of the Institute dated June 28, 2017, protocol No. 10.1/6), aimed at realizing the goals and objectives of the national system of education and science, defining long-term priorities, corresponding to the available resources, determine the main tasks for implementing the policy on the following main directions: organizational and managerial policy; educational and methodological policy; research policy; innovation policy; foreign policy; information and communication policy; personnel policy and others. According to the results of the audit, the mission, vision, development directions of the Institute, as well as policy and international quality standards are published and posted on the Institute's website (https://dsx.tj/ru/?page_id=12204).

The teaching staff, employees and students of the Institute are familiarized with the content of the quality assurance policy through the organization and conduct of a series of seminars and round tables.

Teachers, employees, students, managers and specialists of business structures, government agencies, as well as representatives of the Institute's Alumni Association were involved in the process of developing, approving and changing the quality assurance policy. The Working Group took into account all feedback and recommendations regarding the formulation of the Institute's quality assurance policy.

ITES regularly ensures the participation of stakeholders, teaching staff and students in the development of educational programs. Heads of educational programs regularly take into account the needs and expectations of external and internal stakeholders, their active involvement in activities to ensure and improve the quality of education. The result of the implementation of an effective quality assurance policy and interaction with stakeholders on accredited programs is a gradual increase in the employment of our graduates. The internal

documents of the Institute are drawn up within the framework of the quality management system developed according to the internal requirements of the Institute, for which an expert opinion was received from the International Consultant, Director of the Department of Educational Programs of the Russian State University of Service, Moscow, Russia IV Makovskaya . The institute has developed a set of documented procedures for the main components of the educational process. Currently, management is discussing the need for further certification of the quality management system.

Actions and activities for the further development of a culture of quality in the educational, research and educational process are reflected in the Strategic Plan of the Institute and are included in the plans of structural divisions and plans of departments.

The concept of gender equality in ITES is implemented in accordance with the Decree of the President of the Republic of Tajikistan "On enhancing the role of women in society" dated December 03, 1999, No. 5, the Law of the Republic of Tajikistan "On state guarantees of equal rights for men and women and equal opportunities for their implementation" dated March 01 2005, No. 89, Decree of the Government of the Republic of Tajikistan "On the national strategy for enhancing the role of women in the Republic of Tajikistan for 2011-2020" dated May 29, 2010, No. 269.

In order to implement these legal documents, ITPS developed and approved the "Action Plan for the implementation of the National Strategy for the Activation of the Role of Women for 2016-2020." such staff unit was determined in the structure of the Department of Education and Organizational Work, Councils of Women and Girls were created at the Institute and at the faculties, which actively participate in all the activities of the Institute. In the Institute of Tourism, Entrepreneurship and Service, a fairly extensive infrastructure of the internal quality assurance system has been created and is functioning, including the following structural units: educational management; department of education quality management; registration and testing center; department of statistics; practice department; scientific and methodological council of the Institute; methodical councils of faculties; preparatory department, career guidance and analytics center.

According to the results of the survey of teaching staff, the following answers were given to the question of assessing the openness and accessibility of management: 66.7% "very good", 33.3% "good".

Analytical part

EEC IAAR, having conducted online meetings, conversations and interviews with the rector, vice-rectors, heads of departments, heads of structural units, students, faculty, representatives of employers' organizations and graduates, as well as by conducting an online survey of faculty and students, virtual familiarization with the educational infrastructure of the institute, material and technical and information and methodological resources and the necessary documents, notes the following.

The EEC confirms that the university has published documents reflecting the quality policy. However, the presented documents do not clearly trace the relationship between the formulated principles, approaches, forms and tools for implementing the quality policy. Certain provisions of the Policy are defined in various documents, do not have a systemic nature, the lack of quality goals, their revision and monitoring of achievement, significantly compares the implementation of all quality assurance activities. The WEC notes the need to revise the content and institutional design of the quality policy in accordance with the IAAR standards. Experts note that the university demonstrates the development of a culture of quality. Measures to develop a culture of quality in the educational, research and educational process were reflected in the Development Program of the Institute and included in the work plans of structural divisions.

During the online interview, visual inspection and analysis of documents, the EEC made sure that those responsible for the business processes were appointed, within which the implementation of the EP is regulated, the duties of the staff are distributed, and the functions of

the collegiate bodies are delineated. It is important to pay attention to the risk management of the activities of an educational organization, which is not sufficiently reflected in the documents submitted for accreditation. The EEC considers it necessary to develop and approve a local regulatory legal act on risk management, indicating measures and indicators aimed at preventing risk situations .

The management of the EP has demonstrated its openness and accessibility for students, teaching staff, employers and other interested parties. The EEC became convinced of this during online conversations with focus groups. During the online interview, visual inspection and analysis of documents, the EEC made sure that those responsible for the business processes were appointed, within which the implementation of the EP is regulated, the duties of the staff are distributed, and the functions of the collegiate bodies are delineated. It is important to pay attention to the risk management of the activities of an educational organization, which is not sufficiently reflected in the documents submitted for accreditation. The EEC considers it necessary to develop and approve a local regulatory legal act on risk management, indicating measures and indicators aimed at preventing risk situations.

The management of the EP has demonstrated its openness and accessibility for students, teaching staff, employers and other interested parties. EEC was convinced of this during online conversations with focus groups

Strengths/best practice in 1-890101 - Tourism and hospitality, 1 -260202-10 - International tourism management, 1-250103 – World economy not identified

Recommendations for EP 1-890101 - Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World economy:

- the management of the institute to ensure the revision of the content and institutional design of the quality policy in accordance with the IAAR standards by 30.07.2022.
- the management of the institute to develop and approve a local regulatory legal act on risk management, indicating measures and indicators aimed at preventing risk situations by 31.12.2021;

Conclusions of the EEC according to the criteria:

According to the standard “Policy ensure quality” Tourism and hospitality, 1 -260202-10 - Management in the field of international tourism, 1-250103 - World economy; strong parameters - 0, satisfactory - 1, requiring improvement - 0.

6.2. Standard 2. DEVELOPMENT AND APPROVAL OF THE PROGRAM

Standard:

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

Recommendations:

Educational programs are the basis for the formation of the educational mission of a higher educational institution. They provide students with both academic knowledge and necessary competencies, including transferable ones, that can have an impact on their personal development and can be applied in their future careers.

When developing their programs, educational organizations should ensure:

- *alignment of program objectives with institutional strategy and clearly defined expected learning outcomes;*
- *participation of students and other stakeholders in the development of the program;*

- *carrying out external expertise and availability of reference and information resources;*
- *achieving the four goals of higher education defined by the Council of Europe (see Scope and concepts);*
- *unimpeded advancement of the student in the process of mastering the program;*
- *determination of the expected workload of students (for example, in ECTS).*
- *providing opportunities for internships (where necessary);*
- *the formal approval process for the program at the institutional level.*

Evidence

The development and approval of educational programs at the Institute is carried out in accordance with the "Regulations on the development and approval of educational programs of higher professional education at the Institute of Tourism, Entrepreneurship and Service", approved by the decision of the Academic Council ITPS protocol No. 2/6.3 dated September 25, 2020 (https://dsx.tj/ru/?page_id=12204).

The institute has developed models of bachelor's degree graduates. The competence model of the graduate is developed by the departments on the basis of the State Educational Standard of the Republic of Tajikistan (State Program for the Training of Specialists with Higher Professional Education for 2016-2020, dated March 31, 2016, No. 144., State Standard for Higher Professional Education of the Republic of Tajikistan, approved by the Decree of the Government of the Republic of Tajikistan dated February 25, 2017, No. 94, State educational standard in the specialty 250103 - "World Economy", approved by the Decision of the Board of the Ministry of Education and Science of the Republic of Tajikistan dated September 29, 2017, No. 14/41, State educational standard in the specialty 1-250103 - "World Economy", approved by the Decision of the Board of the Ministry of Education and Science of the Republic of Tajikistan dated September 29, 2017, No. 14/78, State Educational Standard in the specialty 250107 - "Tourism and Hospitality", approved by the Decision of the Board of the Ministry of Education and Science of the Republic of Tajikistan dated September 29, 2017, No. 14/83, State educational standard in the specialty 240103 - "Management in the field of international tourism", approved by the Decision of the Board of the Ministry of Education and Science of the Republic of Tajikistan dated September 29, 2017, No. 14/85.), professional standards, and the results of a survey of academic experts and employers. The goals of the OP are consistent with the mission of the Institute of Tourism, Entrepreneurship and Service.

The PTS, employers, and students participate in the working groups for the development of the EP. This process is carried out by discussing professional competencies, expected results, a catalog of elective disciplines. The result of such work is reflected in the effectiveness of the formation and implementation of the EP.

The faculty, students and employers took part in the development of the educational program **1-250103 - "World Economy"** (Table 2)

Table 2.

List of specialists, students and master's degree who took part in the development of the educational program 1-250103 - "World Economy"

| FULL NAME. | Position and organization |
|------------------------------------|--|
| 1 | 2 |
| Internal specialists | |
| Jumaev Bahoviddin Mahmadvazirovich | Head of the Department of World Economy, Candidate of Economic Sciences, Associate Professor |
| Karimova Tahmina Habibulloevna | Associate Professor of the Department of World Economy, Candidate of Economic Sciences |
| Jabborov Fathullo Amrievich | Vice-Rector for External Relations, Candidate |

| | |
|-----------------------------|---|
| | of Economic Sciences, Associate Professor |
| External specialists | |
| Faizulloev Mashrab | Chairman of the Committee of the Majlisi Namoyandagon Majlisi Oli of the Republic of Tajikistan |
| Jurakhonzoda Saodat | Deputy Director of the Center for Strategic Studies under the President of the Republic of Tajikistan |
| Juraev Behzod Mashrabovich | Head of the Department of Foreign Exchange Regulation of the National Bank of Tajikistan |
| students | |
| Karamshoeva Saida | 3rd year student of the specialty 1-250103 - "World Economy" |
| Kayumova Shakhnoza | 3rd year student of the specialty 1-250103 - "World Economy" |
| Elnazarova Nuria | 3rd year student of the specialty 1-250103 - "World Economy" |

The list of teaching staff, students and employers who took part in the development of educational programs **1-890101 - "Tourism and hospitality"** and **1-26020210 - "Management in the field of international tourism"** is given in table 3.

Table 3

List of specialists, students and undergraduates who took part in the development of educational programs 1-890101 - "Tourism and hospitality" and 1-26020210 - "Management in the field of international tourism"

| FULL NAME. | Position and organization |
|------------------------------------|---|
| 1 | 2 |
| Internal specialists | |
| Qurbonov Yormahmad Sultonaliyevich | Head of the Department of Tourism Business, Recreation and Hospitality, Candidate of Economic Sciences, Associate Professor |
| Kadyrova Mohira Ishanovna | Associate Professor of the Department of Tourism Business, Recreation and Hospitality, Candidate of Pedagogical Sciences |
| Kodirov Fazliddin Sadriddinovich | Associate Professor of the Department of Tourism Business, Recreation and Hospitality, Candidate of Pedagogical Sciences |
| Ashuraliev Murodali Emomalievich | Associate Professor of the Department of Tourism Business, Recreation and Hospitality, Candidate of Pedagogical Sciences |
| External specialists | |
| Kodirzoda Dilovar Bahriddin | Deputy Minister of Education and Science of the Republic of Tajikistan |
| Muminzod Kamoliddin | Deputy Head of the Tourism Development Committee under the Government of the Republic of Tajikistan |

| students | |
|------------------------------------|---|
| Ergasheva Dilafruz Saidovna | 2nd year student of the specialty 1-26020210 - "Management in the field of international tourism" |
| Abdulkhakova Muattara Jamshedovna | 2nd year student of the specialty 1-26020210 - "Management in the field of international tourism" |
| Oliftoeva Sabrina Mahmadasadovna _ | 2nd year student of the specialty 1-890101 - "Tourism and hospitality" |
| Fidoeeva Anisa | 2nd year student of the specialty 1-890101 - "Tourism and hospitality" |
| Muborakshoeva Medina Nodirshoevna | 3rd year student of the specialty 1-25010711 - "Economics and tourism management" |

EP of higher professional education passes an external examination by employers. To identify the needs of employers, the Institute annually conducts a survey. Expert opinions and reviews received from representatives of employers ensure the improvement, modernization and updating of implemented educational concepts.

The content of the accredited EP, the sequence of their implementation comply with the regulatory requirements and demands of the labor market. The Institute has created conditions for internships: programs have been developed, the content of which corresponds to the goals and objectives of training specialists; concluded long-term and short-term contracts for practices.

It should be noted that along with full-time education, students of accredited programs have the opportunity to receive education through distance learning as well.

Distance learning at the Institute of Tourism, Entrepreneurship and Service is carried out in accordance with the Regulations "On distance learning in higher educational institutions of the Republic of Tajikistan" (decision of the Board of the Ministry of Education and Science of the Republic of Tajikistan dated May 29, 2017, No. 7/35). Curricula for accredited distance learning programs of the Institute were approved by the Ministry of Education and Science of the Republic of Tajikistan on July 28, 2017.

The Department of Distance and Correspondence Education is a new structure of the Institute and was formed by the decision of the Academic Council of the Institute on March 1, 2019.

According to the License series AU No. 0002825 dated July 17, 2019, issued by the Ministry of Education and Science of the Republic of Tajikistan, ITPS has the right to conduct educational activities in distance learning in 16 different specialties.

Currently, 1284 students are studying at 1-3 courses of the Department of Distance and Correspondence Education of the ITES, more than 253 students are on accredited programs and to organize the educational process and control the knowledge of distance learning students, the program "Moodle" is in used.

When developing the EP, the degree of labor intensity of the student's workload for all types of educational activities provided for in the curriculum is taken into account, credits are clearly defined. The content of academic disciplines and the learning outcomes of accredited EP correspond to the level of education (bachelor's degree).

In general, the content of both educational programs in general and each discipline separately is determined by the system of Dublin descriptors.

On the whole, the teaching staff gave positive answers during the survey, so for the Development of new programs and disciplines, 93.3% (14 people) gave the answers "very good" and 6.7% (1 person) - "good".

Analytical part

During the visit, the experts analyzed educational programs, educational and methodological support for their implementation. The documentation was developed in accordance with the intra-university methodological recommendations and regulatory requirements of the Republic of Tajikistan.

During the analysis of the submitted documents, communication with the heads of the educational program, employers and students, the understanding was not confirmed, and accordingly, institutionalization of a direct link between a competent model of a graduate and learning outcomes in accredited specialties. It seems necessary to ensure a clear correlation between the competencies declared in the EP, their indicators and descriptors.

In the process of studying documents on the EP, interviews with the leaders of the EP, teachers and students, it was revealed that there is no mechanism for preparing students for professional certification in the relevant professional field. In the process of studying documents on the EP, interviews with the heads of the EP, teachers and students, it was revealed that there is no mechanism for preparing students for professional certification in the relevant professional field.

In the course of interviews with students, employers and graduates of the Institute, according to the EP declared for accreditation, was expressed to strengthen the practical training of students, by increasing the share of practice-oriented disciplines in the curriculum, increasing the hours of practical classes of academic disciplines, increasing the share of practical events (together with employers and teachers-practitioners): master classes, meetings with representatives of industrial partners, business games, cases, conferences, etc. The expectations of students and graduates to increase the number of academic disciplines studied in English were also expressed. An analysis of the list of practice bases showed that the enterprises represented correspond to the specifics of the accredited EP. This fact was confirmed during an online visit to the enterprise and during a conversation with a representative of employers.

Strengths/best practice in 1-890101 - Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 – World economy not identified

Recommendations for EP 1-890101 - Tourism and hospitality, 1-260202-10 - International tourism management, 1-250103 - World economy:

- the heads of the EP to ensure the participation of students in the design and implementation of the EP by December 31, 2021

- to the management of the EP when designing the EP, to ensure the correlation of the graduate's competency model (including a list of competencies, their indicators and descriptors) and learning outcomes

the heads of the EP should determine the list of disciplines, the content of which is aimed at preparing students for professional certification in all EP by 30.06.2022.

- in order to increase the competitiveness of the graduate, the head of the EP should increase and share the practical training in the structure of the EP of students by 31.12.2021;

- the heads of the EP have to increase the proportion of disciplines in English by 30.06.2022.

Conclusions of the EEC according to the criteria:

According to the standard "Development and approval of the program" Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World economy ; strong parameters - 0, satisfactory - 0, requiring improvement - 1 .

6.3. Standard 3. STUDENT-CENTERED TRAINING AND ASSESSMENT

Standard:

The educational organization must ensure that the program is implemented in such a way as to encourage

students to take an active role in the joint construction of the educational process, and that student assessment reflects this approach.

Recommendations:

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

Implementing the principle of student -centered learning, the organization of education must ensure:

- *respect and attention to different groups of students and their needs, providing flexible learning paths;*
- *using different teaching methods (where appropriate);*
- *flexible use of a variety of pedagogical methods;*
- *regular feedback on the techniques and methods used to evaluate and correct pedagogical methods;*
- *support for learner autonomy with appropriate guidance and assistance from the teacher;*
- *strengthening mutual respect between teacher and student;*
- *the existence of appropriate procedures for responding to student complaints.*

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

- *Assessors must be familiar with the methods of testing and testing students' knowledge and improve their own competence in this area;*
- *Criteria and methods of assessment should be published in advance;*
- *Assessment should allow students to demonstrate the level of achievement of the planned learning outcome. The student should receive feedback and, if necessary, advice on the learning process;*
- *The examination should be conducted by more than one examiner, where possible;*
- *Evaluation rules should include consideration of extenuating circumstances;*
- *Evaluation must be consistent, objective in relation to all students and carried out in accordance with established rules;*
- *There must be a formal appeal process.*

Evidence

The academic policy of the Institute provides for taking into account the needs of various categories of students: working youth; students - athletes, students who take an active part in the activities of public organizations; students with special educational needs; foreign students. The relationship between students, teaching staff, the administration of the institute, heads and employees of departments is built on the principles of: mutual respect; respect for the rights, honor and dignity of the individual, regardless of his status; honesty in all circumstances; strict observance of the norms and rules in force in ITES; zero tolerance for corruption and other offenses; responsible attitude to their duties.

The Institute adopted the "Policy of Student -Centered Education at the State Educational Institution "Institute of Tourism, Entrepreneurship and Service", which was approved by the Chairman of the Scientific and Methodological Council of ITES Rakhimov M.A. , Protocol No. 3 of 09/14/2020, along with general provisions, regulates consumer satisfaction, analysis of student -centered learning, social dimension and official procedures for considering student applications / appeals.

The heads of the Institute of Tourism, Entrepreneurship and Service proceeds from the fact that in the conditions of student -centered learning, the expected expectations for students are:

- joint responsibility with other internal interested stakeholders for the implementation of quality assurance;
- development of opportunities for self-control, self-learning;
- the presence of clear learning objectives, the development of a learning strategy, including classroom and extracurricular activities, monitoring the achievement of learning goals.

Accordance with the approved document ("Student -Centered Learning Policy at the Institute of Education and Science"), the implementation of the principles of student -centered

learning at the Institute is carried out through the organization of the educational process, in which:

- curricula are drawn up in accordance with international standards;
- students and undergraduates act as full members of the learning process, discuss and interact with the teacher when choosing goals and ways to achieve them, while exploring the best ways to use and improve existing skills and knowledge;
- priority is given to an individual approach and an individual form of education, i.e. students have the freedom to choose disciplines and are responsible;
- the teacher acts as a teacher-manager, and not a translator of educational information;
- information is used as a means of organizing activities, and not the goal of learning;
- training programs are formed based on the requirements of the future profession and the capabilities of students;
- student feedback is taken into account when evaluating the work of teaching staff;
- the participation of students in the development of educational programs and quality assurance activities is mandatory.

In the accredited educational programs of ITES, teachers widely use active and interactive forms of conducting classes in the educational process to form the necessary general and professional competencies.

The educational process, based on the use of interactive teaching methods, is organized taking into account the involvement of all students of the group in the process. Individual, pair and group work is organized, project work, role-playing games are used, work is carried out with documents and various sources of information.

Educational and methodological documentation is compiled in the state language of instruction (tajik) - catalogs, IEP and RUP, EMCD, work programs, syllabuses, tests, and there is also a translation of these documents into Russian. All students receive an individual login and password and have unhindered access to the Institute's website and portal and to the student's personal account.

To build an individual learning trajectory and vary the content of the EP, a systematic list of all disciplines of the elective component is developed and updated annually - a catalog of elective disciplines that provides for choice. Catalogs of elective disciplines are developed taking into account the interests of students and are updated every year taking into account the needs of the labor market and the development of technology and technology. For 1st year students, advisors carry out consulting and methodological work on the choice of disciplines and teachers in the first week of the odd (autumn) semester. The procedure for recording students for the study of disciplines is organized by deans, departments, advisors.

The dynamics of the contingent (Table 4) of students has a somewhat multidirectional trend in the context of accredited educational programs, however, in general, there is a trend towards an increase in the number of students.

Table 4
Dynamics of the contingent of students in the EP

| Course | 2016-2017 academic year | 2017-2018 academic year | 2018-2019 academic year | 2019-2020 academic year | 2020-2021 academic year |
|--|----------------------------|----------------------------|----------------------------|-------------------------------|-------------------------------|
| 1-890101 - Tourism and hospitality | | | | | |
| 1 course | 25 | 19 | 19 | 34 | 67 |
| 2 course | 16 | 19 | 14 | 19 | 65 |
| 3 course | - | 15 | 15 | 9 | 32 |
| 4 course | 70 | | 12 | 15 | 21 |
| Total | 111 | 53 | 60 | 77 | 185 |
| 1 -260202-10 - Management in the field of international tourism | | | | | |

| | | | | | |
|---------------------------------|-----|-----|-----|-----|-----|
| 1 course | 23 | 23 | 24 | 29 | 75 |
| 2 course | 18 | 23 | 22 | 16 | 52 |
| 3 course | 14 | 19 | 17 | 14 | 39 |
| 4 course | 23 | 15 | 20 | 17 | 42 |
| Total | 78 | 80 | 83 | 76 | 208 |
| 1-250103 - World economy | | | | | |
| 1 course | 84 | 152 | 116 | 132 | 99 |
| 2 course | 61 | 86 | 148 | 112 | 128 |
| 3 course | 52 | 55 | 80 | 142 | 106 |
| 4 course | 36 | 49 | 49 | 76 | 130 |
| Total | 233 | 342 | 393 | 462 | 463 |

Based on needs of students, the Institute has an extensive library, including textbooks and teaching aids, teaching materials on the disciplines of the curriculum, scientific publications, literature published by the teachers of the Institute. Quantitative data on the provision of educational and methodological complexes of disciplines are presented in Table 5.

Table 5
Provision of EMCD in the state language for 2020-2021 academic year .

| No. | OP | Number of training | book fund | | | | Book-secure | |
|-----|---|--------------------|-----------|------------------------|------|-----------------|-------------|------------------|
| | | | Total | Educational literature | EMCD | Scientific fund | | Own publications |
| 1 | 1-890101 Tourism and hospitality | 185 | 4151 | 1430 | 31 | 2690 | 32 | 71.5% |
| 2 | 1-260202-10 Management in the field of international tourism | 208 | 2848 | 980 | 28 | 1840 | 21 | 68.4% |
| 3 | 1-250103 World economy | 463 | 3252 | 1210 | 27 | 1974 | 25 | 72.3% |

The assessment of the achievements of students at the Institute of Tourism, Entrepreneurship and Service is carried out in accordance with the "Regulations on the point-rating system for assessing the results of educational achievements of students", approved by the decision of the Academic Council of the Institute dated September 25, 2020, Protocol No. 2.

For the duration of the session, in order to ensure openness and transparency, the work of appeal commissions is organized. In some cases (due to illness, family circumstances, other objective reasons), the dean of the faculty, on the basis of the written permission of the vice-rector for academic affairs, may allow the student to pass the examination session individually (early delivery or extension of the session).

When implementing a student-centered approach in the feedback process, the wishes and needs of students are taken into account and decisions are made that are taken into account when compiling the EP. Feedback with the student is carried out through the definition of an individual login and password, which creates the possibility of forming a two-way connection between the subjects of the educational process.

ITES demonstrated the procedure for handling student complaints. Students can submit their complaint through direct mail, the rector's blog. Complaints of students to the management of the university can also be submitted by oral or written appeal to curators, to the dean's office or to the department. Work with students' complaints is also carried out at the level of departments and deans.

To conduct the final certification, a state certification commission (SAC) is created for each specialty for all forms of education. The chairmen of the state attestation commission are scientists from the universities of the republic, managers, leading specialists of enterprises.

Also, when forming commissions for the defense of term papers, theses and master's theses, representatives from among the most competent persons of the teaching staff of the department are invited, with the involvement of third parties (Chairman of the SAC), who have the appropriate qualifications, scientific degree, work experience in SAC commissions.

For the successful development of educational programs by students, teaching staff of accredited departments, to increase the interest of students in educational and cognitive activities, such teaching methods as problem-oriented, team-oriented learning are introduced into the educational process; business, role-playing games; methods of projects, brainstorming, group discussion, critical thinking; combined survey; method of teaching in small groups, presentations, seminar-discussion, educational discussion, educational cooperation or group work, didactic or business game, game design and etc. The Institute organizes work to create conditions for the development of students, systematically holds various events (conferences, master classes, business games, meetings with employers, etc.), and also keeps track of the individual achievements of students. An example of such accounting is presented in Table 6.

Table 6
Individual achievements of students

| Full name of the student | Name of individual achievement | Confirmation document |
|--|---|---------------------------|
| one | 2 | 3 |
| 1-890101 - Tourism and hospitality | | |
| Nazarov Khudobakhsh | In the Republican Olympiad on the economic geography of Tajikistan and the basics of demography | Diploma of the 2nd degree |
| Navjuvonova Abrigul | For educational and social achievements | Student of the Year |
| Mukim Kahorovich | For active participation at the festival " Rangorang " | Diploma |
| Yorazizova Mushtari | First place in the show - quiz "Tourist" of the first channel of the country | Diploma |
| A group of students of the 3rd year of this specialty | First place in the sports competition in volleyball dedicated to the Navruz holiday at the institute | Diploma of the 1st degree |
| 1 -260202-10 - Management in the field of international tourism | | |
| Kudurov Zainalobiddin | In the Olympiad among students of higher educational institutions of the Republic of Tajikistan | Diploma of the 3rd degree |
| Sadulloev Tokhirjon | In the Olympiad among students of higher educational institutions of the Republic of Tajikistan as an innovator in the field of | Diploma |

| | | |
|--|---|---------------------------|
| | domestic tourism | |
| A group of 2nd year students of this specialty | First place in the quiz - Olympiad "Tajikistan is a country of tourism" among students of higher educational institutions of the Republic of Tajikistan | Diploma of the 3rd degree |
| 1-250103 - World economy | | |
| Alovatova Zulhidja | IV Youth Conference "Model SCO" | Certificate |
| Karamshoeva Saidbegim | IV Youth Conference "Model SCO" | Certificate |
| Alieva Laylo | The best publication dedicated to the President's Day | Diploma |
| Elnazarova Nuria | Student and scientific and technological progress | Diploma |
| Abdurahim Al- Madina al - Munavvara | Student and scientific and technological progress | Diploma |
| Khushvakhlov Risola | Participant of the competition "Student of the Year" | Diploma |

Places of internship correspond to the profile of the specialty, all types of internship are provided with educational and methodological materials, the internship is drawn up in the form of diaries and reports that are registered and drawn up in accordance with the requirements. In order to centrally provide students with places of practice, the Institute and departments are working to conclude long-term contracts with various institutions and organizations, public authorities of the Republic of Tajikistan.

Analytical part

It should be noted that the Institute and the head of the EP demonstrate the readiness and purposeful policy for the implementation of student -centered learning.

Attention is being giving to training and advanced training of teaching staff and the introduction of various forms and methods of training, which is also a positive practice and is relevant during a general pandemic.

The assessment system is implemented in a standard format in accordance with the rules and requirements of the Republic of Tajikistan, including the format and forms of assessment, appeal procedures, receiving feedback from students and responding to their complaints. Training of teaching staff participating in the assessment procedures is carried out.

However, in the course of the accreditation examination, the EEC notes the need to improve the system of student-centered training in terms of the formation of a holistic and systematic approach to the formation of individual elements of this system.

At the Institute, the predominant form of student assessment is represented by a test form, which does not always allow assessing the level of formation of students' competencies. In this direction, it is advisable to diversify the forms of such an assessment, taking into account the competence-oriented approach to learning. To do this, it is necessary to bring the forms and methods of assessing the learning outcomes of students into system compliance in terms of reformatting test tasks into competence-oriented ones and harmonizing assessment materials for academic disciplines, practices, and final certification.

The Institute has demonstrated the elements of the mechanism for taking into account the special educational needs of various groups of students; however, the EEC notes the need to improve it at the institutional level: the development and implementation of local regulations governing this process, bringing them to the attention of interested parties.

The Institute provided information on the conduct by teachers participating in the implementation of the EP of their own research and development in the field of teaching

methods of academic disciplines. However, it seems that these areas of activity need to be developed and systematized as part of the formation and development of a plan for such studies.

Conclusions of the EEC according to the criteria:

According to the standard «Student -centered training, teaching and evaluation" Tourism and hospitality, 1 -260202-10 - Management in the field of international tourism, 1-250103 - World economy; strong parameters - 0, satisfactory - 1, requiring improvement – 0.

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

Standard:

The educational organization must have predetermined, published and consistently applied rules governing all periods of the student's "life cycle", i.e. admission, performance, recognition and certification.

Recommendations:

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

It is important that access policies, processes and student admission criteria are implemented consistently and transparently. Familiarity with the organization of education and the program must be ensured.

The educational organization must have mechanisms and tools in place to collect, monitor and follow up on information about the academic achievements of students.

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

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

Graduation represents the culmination of a student's period of study. Educational organizations should provide students 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.

Evidence

The policy of admission to the Institute of Tourism, Entrepreneurship and Service is based on the regulations of the Ministry of Education and Science of the Republic of Tajikistan.

The recruitment procedure for applicants is designed to maximize the accessibility and transparency of career guidance processes.

The admission policy is available for review by all applicants and is posted on the ITPS website.

In accordance with the current legislation of the Republic of Tajikistan in the field of higher professional education, starting from the 2014-2015 academic year, admission to the Institute of Tourism, Entrepreneurship and Service is carried out by the National Testing Center under the President of the Republic of Tajikistan in accordance with the Decree of the Government of the Republic of Tajikistan “On the procedure for conducting centralized entrance exams to secondary and higher professional educational institutions of the Republic of Tajikistan” dated March 01, 2019, No. 81.

In turn, the Institute of Tourism, Entrepreneurship and Service, in order to attract applicants, use various opportunities, such as:

- organization and holding of Open Days;
- holding various social and cultural events;
- holding international and republican conferences;

- speeches of teachers, students and employees of the Institute in the media on educational, scientific and innovative and social and public issues;
- dissemination of information about successful scientists, students and graduates of the Institute;
- annual Olympiads for graduates of secondary schools;
- conducting preparatory courses for admission to the Institute;
- informing potential applicants about the conditions of study and living by issuing advertising and information booklets;
- informing applicants through the official website of the Institute and pages in social networks.

Admission of persons with higher education to study for a second higher education on a paid basis is carried out by the admission committee of the Institute.

Enrollment in the number of students is carried out by the admission committee of the Institute from 01 to 25 August.

Information on the contingent of students is analyzed. A comparative analysis is carried out for the contingent of other universities, including in the context of EP.

For those who entered the ITPS, a presentation week is provided, the purpose of which is to get acquainted with the rules of the ITPS. Deans of faculties, heads of departments, teachers conduct introductory classes, where students are introduced to the peculiarities of studying EP and the activities of departments. An introductory presentation week is also held to form the IEP.

The transfer and expulsion procedure at the Institute of Tourism, Entrepreneurship and Service is carried out in full accordance with the Procedure for the Expulsion, Restoration and Transfer of Students of Higher Professional Educational Institutions of the Republic of Tajikistan (order of the Minister of Education and Science of the Republic of Tajikistan).

Students who have scored the established level of GPA score are transferred to the next course on the proposal of the deans of the faculties and the head of the educational department by order of the rector of the Institute.

Students who do not achieve the established GPA score remain on a repeated course of study on a paid basis.

The restoration and transfer of students of all levels of higher professional education at the Institute of Tourism, Entrepreneurship and Service is carried out by the adoption of an appropriate decision by the commission for restoration and transfer, created under the educational administration by order of the rector of the Institute, whose activities are carried out twice a year, before the start of each academic period.

Academic mobility of students at the Institute of Tourism, Entrepreneurship and Service is carried out in accordance with the Regulations "On Academic Mobility of Students of the Institute of Tourism, Entrepreneurship and Service", approved by the decision of the Academic Council of the Institute. The goals, objectives and general rules for ensuring and implementing academic mobility correspond to the basic principles of the Bologna Declaration. The rules and procedures for the implementation of academic mobility apply to full-time students.

In ITPS, in accordance with the Regulations "On Academic Mobility of Students of the Institute of Tourism, Entrepreneurship and Service", a mobility window is defined for students of all educational programs, which includes semesters 3-6, i.e. students of 2-3 courses can mainly apply for academic mobility.

Registration of the direction is carried out in accordance with the current legislation.

The predominant way of implementing the academic mobility of students of the Institute is to send them to other universities within the framework of academic exchange programs; passing an internship (including a language course); passing educational (research, industrial) practice; participation in summer schools (semesters).

The selection of students is carried out within the framework of an open competition procedure in accordance with the principles of equality of opportunity, existing merit, abilities and social activities. The calculation takes into account academic performance on "A", "A-", "B

+", "B", "B-", knowledge of a foreign language of the host country or English (certificate), compliance with the exchange program, the required package of documents.

Upon completion of the academic mobility program, the student is provided with a transcript, on the basis of which the dean of the faculty and the head of the registration and consultation department draw up a conclusion on credit transfer and recognition of disciplines.

All types of practices are planned and conducted in accordance with standard curricula and working curricula. The direction of students to all types of practices is issued by order of the rector, indicating the timing of the internship, the basis of the practice and the heads of the practice. Professors, associate professors, experienced teachers of the department are appointed as practice leaders. It should be noted that the Institute of Tourism, Entrepreneurship and Service, being one of the leading universities of the republic, aims to actively enter the world educational and scientific space and considers international cooperation, including academic mobility, as one of the priority areas of activity. ITPS has mutually beneficial cooperation within the framework of signed agreements with more than 70 educational institutions of the CIS countries, the European Union, Central and East Asia, etc.

Over the past 5 years, ITES has implemented more than 6 educational projects of the European Union Erasmus +, the World Bank, the Open Society Institute - Assistance Fund in Tajikistan with partner universities from Europe, Central Asia, Ukraine and Azerbaijan. The projects are aimed at improving educational programs, developing the competencies of graduates, creating a quality management system, improving the quality of education and academic mobility of students and teachers.

As of April 01, 2021, 302 foreign students are studying at ITPS.

According to the results of a survey of students, the following answers were given to the question of satisfaction with the accessibility and responsiveness of management: 85.1% - "fully satisfied", 10.7% - "partially satisfied", 3.3% - "partially dissatisfied" and 0.8 % - "not satisfied".

Analytical part

To form a contingent of students from admission to graduation and ensure the transparency of its procedures, the educational department, together with the dean's office of ITES, holds "Open days" for students of their university, where they present the current EP, show the benefits and opportunities that will be provided to students according to the OP.

The organization of all types of practices begins with the holding of introductory conferences by the practice department and departments, where students are instructed on safety rules, rules of conduct, and are introduced to the requirements for internship programs and reporting documentation. The work of interns is controlled by the leaders of the practice from the department and the practice base.

It should be noted that the implementation of academic mobility programs is chaotic, this area is not systematized at the institutional level, and the rules for recalculating the learning outcomes of formal and non-formal education are also not defined. Along with the above, it should be noted that during the meetings with students, the conditions for good communication of the subjects of the educational process, especially in the first year, were confirmed, which are expressed by direct appeal and receiving answers, but at the same time, at the university level, in general, there is no approved regulation for the adaptation of students.

During meetings with alumni, there was no confirmation of participation in the alumni association; there is no approved mechanism for interacting with alumni and involving graduates in the processes of academic, social and other activities of the university.

Employers and representatives of the labor market take part in the discussion and making proposals for the content of the EP of current and promising training courses.

At the same time, during a direct on-line visit of the EEC to the PA, professional certification for the programs being evaluated was not confirmed.

When evaluating the submitted materials and when conducting interviews with stakeholders, it was determined that interested parties are informed about updating and changing the OP.

Strengths/Best Practices in 1-890101 - Tourism and Hospitality, 1-260202-10 - Management in the field of International Tourism , 1-250103 - World Economy:

Students from socially vulnerable groups (nuclear families, families with disabled children, single-parent families, disabled people, orphans and children deprived parental care, etc.) and in difficult life situations are provided with special assistance in the form of benefits and discounts on education based on dean's advice.

Recommendations for EP 1-890101 - Tourism and hospitality, 1-260202-10 - International tourism management, 1-250103 - World economy:

- develop the Rules for the recognition of the results of formal and non-formal learning by December 2021.
- as part of the Development Plans for educational programs, include indicative indicators for the participation of students in academic mobility programs by September 01, 2021.
- develop and publish a student adaptation program by December 2021.
- develop a plan to systematize the activities of the alumni association/association and involve senior students in it by June 2022.
- develop a mechanism for the implementation of the professional certification procedure at the Institute until June 2022.

According to the standard "Admission, performance, recognition and certification of students" Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World economy; strong parameters - 0, satisfactory - 1, requiring improvement - 0.

6.5. Standard 5. TEACHING STAFF

Standard:

The educational organization must have objective and transparent processes for the recruitment, professional development and development of all staff, which allow them to ensure the competence of their teachers.

Recommendations:

The role of the teacher is central to quality learning and the acquisition of knowledge, competencies and skills. Diversification of the student population and a strong focus on learning outcomes require a student-centered approach and, consequently, a change in the role of the teacher (see standard 1.3).

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

- *Recognizing the importance of teaching, develop clear, transparent and objective criteria for staff recruitment, appointment, promotion, dismissal and follow them in their activities;*
- *Provide opportunities for career growth and professional development of teachers ;*
- *Encourage scientific activity to strengthen the link between education and research;*
- *Encourage innovative teaching methods and the use of advanced technologies.*

Evidence

Modernization of the personnel policy of the Institute of Tourism, Entrepreneurship and Service is one of the key objectives of the University Strategy. The personnel policy was developed in accordance with the ITPS Development Strategy for the period up to 2030 and represents the main directions and approaches to personnel management for the implementation of the mission and strategic goals of the Institute.

The main structure regulating the organizational and functional structure of personnel management in ITPS, including the selection of personnel, is the Department of Personnel and Special Works of the Institute.

The leadership puts one of the priority tasks is the retention of young specialists, the rejuvenation of personnel. The graduating departments of accredited programs have sufficient human resources for the implementation of educational programs at a high level.

The positions of the teaching staff of the departments include the head of the department, professor, associate professor, senior lecturer and assistant.

Persons with higher (or postgraduate education) in the relevant profiles are allowed to compete for the positions of the teaching staff and researchers.

Vacant positions of the teaching staff, teaching staff re-elected in their positions, as well as scientists are subject to competitive replacement.

The competition for filling the positions of the teaching staff and scientists is held in accordance with the requirements for applicants with typical qualification characteristics for the positions of scientific, pedagogical and scientific workers, approved by the Ministry of Education and Science of the Republic of Tajikistan.

When selecting teaching staff for accredited educational programs, preference is given to candidates who have a scientific degree, speak a foreign language, have experience in participating in international projects, trained in foreign institutions.

The level of their qualifications can also be confirmed by the following components: basic education, breadth of additional education (advanced training, internships), professional experience, as well as work experience in the relevant sector of the economy, ability to communicate, desire to improve the program and increase the effectiveness of training, participation in professional societies, receiving scholarships and grants, conferring titles in the field of science and technology, etc.

To improve the quality of teaching, to ensure a close relationship with production, specialists with experience in relevant industries are involved in the educational process.

According to the EP "1-25 01 03 World Economy", in order to improve skills and exchange experience in the implementation of new methods of conducting classes in the current academic year, mutual visits and open classes of teaching staff were held.

As part of the development of the EP "1-25 01 03 World Economy", master classes are constantly held from business partners. In particular, the department constantly invites representatives of international organizations.

Teachers participate in the implementation of research and scientific and methodological work, which is confirmed by the presence of scientific publications per year, reports on research and scientific and methodological work, participation in scientific conferences.

In ITPS, the issues of compliance of the level of competence of teachers with professional standards and other industry frameworks are of great importance. To this end, according to a long-term and annual plan, teachers take advanced training courses within the country and abroad. Every year, 20% of teaching staff take refresher courses.

The staff of the faculty of the Department of World Economy consists of 10 full-time teachers. These are highly qualified specialists, among them: 4 candidates of sciences, associate professors, 2 senior teachers and 4 assistants (40% have academic degrees). In addition, 4 part-time workers (including representatives of practice) were involved in teaching certain disciplines of the department, of which 2 are doctors of science, 1 candidate of science, and 1 assistant (75% with academic degrees).

It should be noted that in the implementation of EP 1-250103 - "The World Economy" practitioners are involved in teaching. In particular, employees of the Center for Strategic Studies under the President of the Republic of Tajikistan, the Ministry of Finance of the Republic of Tajikistan and the National Bank of Tajikistan were invited to work part-time

Implementation of educational programs "Tourism and hospitality" and "Management in the field of international tourism" provided by the scientific and pedagogical staff of the Department of Tourism Business, Recreation and Hospitality. In the current academic year, 10 people were involved in the preparation of students, including 8 full-time teachers (80%). The proportion of teachers with academic degrees is 42.3% (4 PhDs).

It should be noted that in the implementation of OP 1-890101 - "Tourism and hospitality" and 1-26020210 - "Management in the field of international tourism", representatives of the practice are involved in teaching. In particular, the deputy chairman of the Tourism Development

Committee under the Government of the Republic of Tajikistan, heads and employees of travel agencies and hotels were invited to work part-time.

Teachers use interactive methods and multimedia tools in the learning process, various innovative technologies that increase the high involvement and motivation of students.

The most important factor in improving the qualifications of teaching staff is their participation in international academic mobility programs. Over the past 5 years alone, more than 60 teachers of the Institute have participated in various international events.

Another important direction of strengthening the human resources potential of accredited educational programs is the conduct of research work.

In recent years, the quality of research work at ITPS has increased significantly.

The ITPS management is doing a lot of work to attract teaching staff to conduct scientific research. In particular, by decision of the Academic Council of the Institute, 10,000 somoni (1,000 US dollars) are allocated for persons defending a PhD thesis. a, 20,000 somoni (US\$2,000) is allocated for a doctoral dissertation. In addition, the teaching staff is stimulated in the development of educational materials, monographs and peer-reviewed articles.

Analytical part

To implement the task of modernizing the personnel policy, ITPS is carrying out a number of activities: developing a system to support the continuous professional development of teaching staff, administrative and support staff, encouraging employees to improve the operational efficiency of the university from 2021; salary increase and development of a system to encourage the active scientific work of ITPS and teaching staff; continuation of the policy of offering decent conditions for attracting young personnel and maintaining the employment of experienced specialists; involvement of full-time scientific and pedagogical workers in the commercial educational activities of the university - courses, seminars, advanced training programs; increasing the social responsibility of the university as an employer and improving the social security of employees; implementation of a long-term plan for the preparation and defense of candidate and doctoral dissertations by teachers and researchers of the university; development of international academic mobility of teachers and researchers in priority areas of development of the institute; improving the language skills of teaching staff in order to more actively participate in international cooperation.

In general, it is important to note a good favorable level in the team, a socio-psychological climate conducive to increasing labor productivity, but at the same time it should be noted that any motivational action is initiated directly by the manager, and for a more transparent and efficient system, performance criteria are not used that create only motivational factors, but also the possibilities of rational planning of teaching time of the teaching staff of the institute. It is also important to note the absence of indicators in the plans of the department and teaching staff for mobility programs, opportunities for the commercialization of scientific research, and the integration of scientific developments in the educational process.

The priorities of working with personnel in ITPS are focused on the modernization of the human resource management policy, which constitutes the total human resources potential of the university.

Strengths/Best Practices in 1-890101 - Tourism and Hospitality, 1-260202-10 - International Tourism Management, 1-250103 - World Economy:

The responsibility of the university for its employees and the provision of favorable working conditions for them is demonstrated.

Recommendations for EP 1-890101 - Tourism and hospitality, 1-260202-10 - International tourism management, 1-250103 - World economy:

- as part of strengthening the motivational policy of the university, the management should provide for the criteria for the professional and personal development of the teaching staff and

develop an internal regulation on KPI by 30.06.21.

- to develop and approve, by November 2021, a mechanism for introducing the results of scientific research into the educational process and their commercialization.

- consider the possibility of organizing academic mobility programs for teaching staff within the framework of the EP until December 2021.

Conclusions of the EEC according to the criteria:

According to the standard " Teaching staff " *Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World economy ; strong parameters - 0, satisfactory - 1, requiring improvement - 0 .*

6.6. Standard 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM

Standard:

The educational organization must ensure that there are sufficient, accessible and appropriate learning resources and student support services.

Recommendations:

During the training, students need educational resources, which can be both material (libraries or computers) and human (mentors, curators and other consultants). The role of support services is especially important in stimulating student mobility both within the educational system and between different higher education systems. When allocating, planning and providing educational resources, support services should take into account the needs of different groups of students (adults, working, part-time students, international students, as well as students with disabilities) and take into account trends in student-centered training. Support services and their activities should be organized taking into account the situation of a particular educational institution. However, the internal quality system ensures that all resources are available and fit for learning purposes, as well as informing students about available services. When providing support services, the key role belongs to the administration and specialized services, so the educational organization must ensure the professionalism of employees and opportunities for the development of their competencies.

Evidence

The Institute of Tourism, Entrepreneurship and Service ensures the availability of sufficient, accessible and appropriate educational resources and support services for students. The Institute has sufficient financial resources and educational infrastructure for high-quality training of personnel and achievement of the goals of educational programs in accordance with the established standards of the system of higher professional education. As of May 01, 2021, the material and technical base of the Institute includes:

- total area of educational buildings - 18435 m²;
- average area per student (in 1.5 shifts) - 8.9 m²;
- total number of auditoriums - 106 units with 3658 seats;
- computer classes - 12 units with 390 seats;
- number of computers - 765 units;
- the number of electronic boards - 58 units;
- methodological rooms of departments - 38 units;
- educational laboratories - 6 units;
- library with 250 seats in the reading room;
- electronic library (120 computers in the electronic reading room);
- technological park " Sohibkor ";
- testing center with 190 computers;
- center for the study of foreign languages;
- language audiences;
- small printing "Sohibkor ";
- conference hall;

- assembly hall for 200 seats;
- sports hall and playgrounds;
- dining room for 150 seats;
- hostel - 1 building.

The material and technical base and educational infrastructure of the Institute is periodically updated to the development of new technologies and trends in the development of information and communication tools.

The university's need for various types of resources is defined in the Institute's strategic plan. In addition, annually, at the beginning of the academic year, the heads of structural divisions, on the basis of a long-term development plan, plan the annual need for various types of resources. The library fund of the scientific library consists of various types of publications of educational, methodical, scientific, reference and information, fiction. The fund of educational literature is a collection of domestic and foreign publications on all cycles of disciplines studied at the Institute, educational and methodological guidelines intended both for the development of the theoretical course, laboratory work, the practical part of the disciplines, and for the development by students of special disciplines of course and diploma design. There is a local network that unites all educational buildings of the Institute. Users have the opportunity, without coming to the library, to use the necessary educational material in any computer class. The latest technologies have made it possible to significantly change the information service of the library, improve the quality and efficiency of providing information. The constant updating of the computer park, the acquisition of new databases, the replenishment of the library fund with electronic publications, allow us to fully satisfy all the needs of users. Access to the electronic resources of the ITPS library is carried out through the ALFA-XPress program.

Library resources are sufficient to achieve the goals of accredited educational programs. The mode of operation of the scientific library satisfies the needs of students. In order to increase the efficiency of the educational process, the Institute uses the ALFA-XPress automated control system, which allows you to automate processes in a complex way. "ALFA-XPress" is an automated educational process management system, a comprehensive solution that allows you to automate all the main processes that take place in a university in the conditions of a credit system of education, the advantage of which is that it covers all these processes in interconnection. Currently, the ALFA-XPress system has a complete database of students at all levels of training and forms of education, teaching staff and other employees, grouped into user groups with individual rights, with access to information resources.

The process of generating information in ALFA-XPress consists of separate operations performed by the participants in the process, each of which is an automated processing of data related to a particular type of university activity. Obtaining an integrated result that is valuable for making managerial decisions depends on the efficient performance of the system resources, as well as the timely input of data by all participants in this process. For the timely input of reliable data into "ALFA-XPress" for the subsequent formation of reporting information, responsible persons have been identified at the departments. The frequency of input and the reliability of information in "ALFA-XPress" is regulated by the regulations of the Institute. The management of ITPS with the help of the program "ALFA-XPress" ensures the management of the quality of education through the use of modern technologies, training and monitoring progress in all forms of education; reduces costs and increases the reliability of information by automating learning processes and introducing a testing system and distance learning technologies; introduces a credit system of education in accordance with the standards of Tajikistan; receives for analysis the necessary integrated statistical data on employees, students and teachers of the Institute. At the moment, semester final exams of full-time, correspondence departments and distance learning are held at the testing center. The state exam in the last two years is held in the testing center using the automated program "Educational Process". Exam

results are automatically embedded in the system, which makes it possible to track student ratings.

On the basis of the ALFA-XPress information and software complex, academic support of students is carried out for the entire period of study until they receive a diploma and a diploma supplement in three languages: Tajik, Russian and English. The transcript of students after each semester is automatically generated using the ALFA-XPress program. Each student has his own page on the basis of "ALFA-XPress", where he can get acquainted with interested information in real time. Also, students through the program have access to information on the studied disciplines and the electronic library of the Institute. The learning process also uses LMS Moodle (Modular Object-Oriented Dynamic Learning Environment), a course management system (e-learning), also known as a learning management system or virtual learning environment. The Institute of Tourism, Entrepreneurship and Service considers academic honesty an integral part of the intellectual development of students. Cases of academic fraud can seriously harm the reputation of the Institute. Therefore, all students, faculty and staff are required to maintain integrity and ethics in their educational and professional activities. Conduct that leads to academic cheating is strictly prohibited. In general, the information resources of the Institute of Tourism, Entrepreneurship and Service correspond to the specifics of the educational programs being implemented. At the Institute, students have access to Internet resources; Wi-Fi operates in each building. The Institute has educational laboratories, equipment and software, such as a laboratory for tourism and restaurant services, an information and tourism laboratory, a customs laboratory, etc., which are integrated into the structure of the Sohikkor Techno park. The student support system includes individual assistance and counseling on the educational process and the provision of social support. An important body that provides support to students during their studies at the Institute is the Council of Curators, whose activities are regulated by the Regulation "On the Council of Curators of Higher Professional Educational Institutions of the Republic of Tajikistan" (decision of the Board of the Ministry of Education and Science of the Republic of Tajikistan dated February 29, 2008, No. 3/3). The Council is organized to ensure the quality of educational work and social support for students.

For questions about the educational process, students can contact the curator and deputy dean-adviser, who assists in choosing a learning path (forming an individual curriculum) and mastering the educational program during the period of study, as well as all information on the organization of the educational process, can be seen in guidebooks, academic calendar.

The Institute's website has a Rector's Blog section that allows students to post their messages directly to the Rector.

Hostels are available to accommodate nonresident students. The distribution of places in the hostel is carried out by the settlement commission. Students from among orphans and children left without parental care live in hostels for free.

Currently, 145 students live in the dormitories of the Institute, 65 of them are girls.

The Institute helps foreign students to obtain a visa, assists in finding and hiring accommodation, etc.

In order to provide medical care to students, the Institute has a first-aid post.

The Institute has sports sections in various sports.

To provide students with meals, there is a student canteen.

An important place in the activities of the Institute is occupied by the issue of ensuring the safety of students, teaching staff and employees. Teachers of the Department of Civil Defense and Civil Protection periodically, in cooperation with the competent authorities, conduct trainings, explanatory work on safety in the learning process, in the process of living in dormitories, fire safety rules, etc. The territory of the Institute is guarded by representatives of the security service of the Ministry of Internal Affairs in the Firdavsi district of Dushanbe.

Analytical part

Support for students at the Institute of Tourism, Entrepreneurship and Service is carried out by ensuring public order and the security of educational buildings and hostels of the university, ensuring the safety of the material base, the functioning of catering points in educational buildings.

ITES has a student registration and consultation department, whose tasks are to develop information openness and transparency of the educational process, to form a culture of mutual respect and create an environment that is intolerant of manifestations of corruption.

The university provides material assistance to needy students and undergraduates: benefits, scholarships, grants, targeted material assistance.

In order to control the degree of independence in the implementation of graduation works (projects) by students, as well as to increase their self-discipline and respect for intellectual property rights, a plagiarism check is carried out.

Information on material, technical and information resources tends to improve, however, it should be noted that there are no software systems that correspond to the real sector of the economy, for example, the tourism booking system is not used in the educational process.

When carrying out educational activities, the university is guided by regulatory documents regulating the mandatory regulatory requirements for the material, technical, educational and laboratory base of educational organizations. There is information support for educational and scientific-educational activities with access to full-text electronic resources of educational and scientific value, which satisfies the needs of students and teaching staff.

Strengths/Best Practices in 1-890101 - Tourism and Hospitality, 1-260202-10 - Management in the field of International Tourism, 1-250103 - World Economy:

Compliance with safety requirements in the training process is ensured, including safety regulations.

Recommendations for OP 1-890101 - Tourism and hospitality, 1-260202-10 - Management in the field of International Tourism, 1-250103 - World economy:

- On an ongoing basis, continue work on updating the laboratory equipment, software systems of the EP of the Institute, as well as replenish the electronic library fund. Every year from the 2022-2023 academic year, before the start of the academic year, the development plans of the EP include criteria for updating educational and laboratory equipment (for example, within the framework of the Tourism and Hospitality program, purchase the necessary software modules through the booking system).

Conclusions of the EEC according to the criteria:

According to the standard "Educational resources and student support system" Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World economy; strong parameters - 0, satisfactory - 1, requiring improvement - 0.

6.7. Standard 7. INFORMATION MANAGEMENT

Standard:

The educational organization must ensure that it collects, analyzes and uses relevant information to effectively manage its activities and its educational programs.

Recommendations:

Providing reliable information is a necessary condition for making a decision. Educational organizations should use this information to know what is working well and what needs to be improved. It is necessary to be sure that

the educational organization has mechanisms for collecting and analyzing information about its activities, its educational programs and uses the information received in the work of the internal quality assurance system.

Exactly what information is collected depends to some extent on the type and mission of the TOE. When collecting information, the TOE should consider the following:

- *key performance indicators;*
- *information about the contingent of students;*
- *level of academic achievement, student achievement and dropout;*
- *satisfaction of students with the implementation of programs;*
- *availability of educational resources and student support services;*
- *employment of graduates.*

Various methods of collecting information can be used. It is important that students and staff are involved in collecting and analyzing information and planning follow-up procedures.

Evidence

At the Institute of Tourism, Entrepreneurship and Service, the main channel for disseminating information is the university website <https://dsx.tj>. To manage the educational process at ITES, the ALFA-Xpress Information System was introduced, which has a centralized database, reflects all real learning processes, in particular, user rights and functional responsibilities of the teaching staff and staff members were assigned to all structural divisions of the Institute, and also included: information about the Institute, departments, faculties, specialties; information about students and faculty; formation of groups for the academic year; curricula, catalogs of disciplines.

ALFA-Xpress provides for each student and employee a personal account that allows the Institute staff to automate their tasks, students to see the necessary information, and remote students to instantly access electronic educational and methodological complexes and knowledge control, communicate directly with teachers in real time via the global Internet or the internal network of the Institute.

In the process of collecting and analyzing information, all students, employees and teaching staff of the university are involved. The tool for measuring the degree of satisfaction of the teaching staff, employees and students is the survey, established in the ALFA-Xpress program.

The results of the survey are discussed at meetings of the departments, Faculty Councils and the Academic Council of the University and, together with the structural divisions of the University, an action plan is developed to meet the needs of students and faculty.

According to the results of the survey, 53.3% answered the question of the involvement of teaching staff in decision-making processes “very good”, 46.7% “good”, 9.4% “relatively bad”, and 1.6% “bad”.

There is a rector's blog on the information website of the Institute, where you can contact with any question of interest, the letter will be forwarded to the competent department on this issue, which will be able to give a competent answer to the question posed.

To study the external environment, employers were surveyed about the level of knowledge of graduates of the Institute. The results of the survey are processed by the quality management department of the Institute, the advantages and disadvantages are identified and recommendations are given, brought to the attention of the management, which take measures to eliminate deficiencies and improve processes.

The management of the Institute has developed a document on the reception of visitors. The management has allocated certain hours during which employees, students, parents and other interested persons can make an appointment with the rector. The dean's offices also have a schedule for the reception of visitors by the deans of the faculties.

Analytical part

During the analysis of documents and work on the Self-Assessment report for compliance with the criteria of the standard, the EEC notes the use of information management tools in the management of educational programs. As part of the information flow management system, the

university management demonstrated the use of information to make the necessary decisions of administrative management, so the main elements of management include student surveys, employee surveys at annual meetings of teaching staff with structural divisions, as well as workshops at all levels of management from the Academic Council to department meetings. Information management and reporting processes are evaluated by analyzing information, decisions of collegial bodies and management, and are also confirmed by data within the framework of internal administration systems and software systems.

Thus, ITES maintenance and communication department organizes and controls the smooth operation of ALFA-Xpress, which is the basic information management tool, while it is important to note that each structural unit systematically updates the supervised section and information in the program. Thanks to this, the optimization of the educational process in the conditions of the credit system and the effectiveness of training in the framework of educational programs are achieved.

Information on educational programs introduced and updated by ALFA-Xpress, by the relevant departments, as structural divisions of the Institute, is as follows: curricula of specialties; catalogs of elective disciplines; educational and methodical complexes of disciplines; examination tests.

The automated system used in ITES provides information intended for the operational and strategic management of the university. Personal information about students is formed upon admission to the ALFA-Xpress program in the "Personal data" card index. It includes the following personal data: information from the identity card, about education, contact information, orders for the movement of the student.

The satisfaction of students, the implementation of the EP and the quality of education is determined by conducting a survey among students and graduates.

However, during online meetings with focus groups, members of the external expert commission noted the chaotic nature of information management and an unsystematic approach, in most cases this is due to the lack of key performance indicators at the institutional level, which in turn affect the system of regular reporting and evaluation of all areas. activities of the university as a whole. In turn, according to the results of the survey of the teaching staff, to the question "How does the management and administration of the university perceive criticism in their address?" the following answers were given: 26.7% - "very good", 60% - "good"; 13.3% - "relatively bad".

Strengths/Best Practice in 1-890101 - Tourism and Hospitality, 1-260202-10 – Management in the field of International Tourism, 1-250103 - World Economy not identified

Recommendations for OP 1-890101 - Tourism and hospitality, 1-260202-10 - International tourism management, 1-250103 - World economy:

- the heads of the university during the 2021-2022 academic year to develop key performance indicators for the information management system and the formation of indicators for the development strategy of the programs and plans of the Institute.

Conclusions of the EEC according to the criteria:

According to the standard "Information Management" Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World economy; strong parameters - 0, satisfactory - 0, requiring improvement - 1.

6.8. Standard 8. PUBLIC INFORMATION

Standard:

The educational organization must inform the public about its activities (including programs). Information must

be clear, reliable, objective, relevant and accessible.

Recommendations:

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

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

Evidence

The information policy of the university focused on: ensuring a stable information flow of events and achievements in the programs of the university. The main instrument of information policy is the website of the university, as noted above <https://dsx.tj>, as well as pages on social networks.

Within the framework of the current ITES information policy, the Regulation “On the official website of the Institute of Tourism, Entrepreneurship and Service” was developed, which is aimed at regulating the processes of preparing information for posting on the Internet resources of the Institute.

To inform the public, meetings are held with the target audience: employers, industry leaders, legal entities, banks, etc. On the initiative of ITES graduates, the ITES Alumni Association was organized in 2011, a public association based on voluntary membership. , created by graduates of the institute to protect common interests and achieve the goals of united citizens.

An important principle of the activity of the Institute of Tourism, Entrepreneurship and Service is information openness, which is realized through the provision of information about activities to interested groups, incl. applicants, students, alumni, parents, employers and the general public.

ITES regularly publishes information about its activities: about ongoing educational programs; about the achievements of students and teachers; about the success of graduates; on ongoing educational, scientific and social events; on interaction with enterprises and organizations of science, business, mass media; on employment opportunities for graduates; information about the contingent of students, information about the teaching staff, reports, etc.

The information on the site is integrated from the information systems of the university, is updated in real time and is focused on user groups: applicants, students, teaching staff, administrative and managerial staff.

The structure of the site is designed in such a way that it covers the activities of all faculties and structural divisions of the university, which, in turn, have their own separate pages and sections.

Materials about the events of the current life of the university, events held at the university, are quickly and mobile published in the news section, updated in real time on the main page of the resource.

Every year, in order to widely inform the population about the activities of ITES, the rector of the university approves a plan for career guidance.

In accordance with the plan, the following work is being carried out: information booklets on the educational programs of ITPS are published, which are distributed throughout the year through students, campaign groups of the institute; information stands have been developed and are being updated, which contain information about the educational programs of the institute; a special issue of the magazine "Marifati sayohi va sohibkori" ("Culture of Tourism and Entrepreneurship") is published regularly; ITES. Over the past 2 years, such events have been regularly organized for graduates of some border cities of the Republic of Uzbekistan and the Islamic Republic of Afghanistan.

Analytical part

The site contains information about the history of the institute, mission, strategy in accordance with which ITES operates. The Institute has a page on social networks Facebook and Instagram. The site and information system "ALFA-Xpress" of the Institute is a single system of information support for students and teaching staff. The site reflects information about structural divisions, departments and teachers. There is a communication system with the rector. However, the university's website does not publish the audited financial statements of the university to the public.

At the same time, it should be noted that the Institute, as part of the internationalization of education, also trains foreign students, but nevertheless, the website of the university is maintained only in the Tajik language; during the visit, members of the EEC also experienced difficulties in analyzing information on the website. As part of the analysis of information on the website of the university, the EEC noted the lack of achievements of the teaching staff in the context of personalities, as well as the EP of the university with a description of learning outcomes that correlate with the graduate model.

It should be noted that within the framework of the survey of students conducted during the visit of the EEC IAAR, 65.3% are completely satisfied with the availability and quality of Internet resources, 25.6% are partially satisfied, and it should also be noted that 88.4% of respondents are completely satisfied, and 9.9% are partially satisfied with informing students about courses, educational programs and the academic degree they receive.

Strengths/best practice in 1-890101 - Tourism and hospitality, 1-260202-10 - International tourism management, 1-250103 - World economy not identified

Recommendations for EP 1-890101 - Tourism and hospitality, 1-260202-10 - International tourism management, 1-250103 - World economy:

- in order to effectively ensure the processes of informing the public, the management of the university, by March 2022, should carry out work on filling the site in English and Russian.
- on the website of the university, post the EP of the university with a description of the learning outcomes and the competence model of the graduate by December 2021, as well as post the achievements of the teaching staff in the context of personalities.
- consider posting audited financial statements on the institute's website by June 2022.

Conclusions of the EEC according to the criteria:

According to the standard " Informing the public" Tourism and hospitality, 1 - 260202-10 - Management in the field of international tourism, 1-250103 - World economy ; strong parameters - 0, satisfactory - 0, requiring improvement - 1 .

6.9. Standard 9. CONTINUOUS MONITORING AND PERIODIC PROGRAM EVALUATION

Standard:

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

Recommendations:

Constant monitoring, periodic evaluation and revision of educational programs are aimed at ensuring their effective implementation and creating a favorable environment for student learning.

This includes an assessment:

- *the content of the programs, taking into account the latest achievements of science in a particular discipline to ensure the relevance of the taught discipline;*

- *the changing needs of society;*
 - *workload, performance and graduation of students;*
 - *effectiveness of student assessment procedures;*
 - *expectations, needs and satisfaction of students with the program;*
 - *the educational environment and support services and their relevance to the goals of the program.*
- Programs are regularly evaluated and reviewed with the involvement of students and other stakeholders . The collected information is analyzed and the program is brought into line with modern requirements. The changes made are published.*

Evidence

The Institute of Tourism, Entrepreneurship and Service provides the necessary conditions for the procedures for monitoring and periodic evaluation of educational programs.

On the basis of the university, faculties and departments, monitoring and periodic evaluation of the EP are carried out to ensure the achievement and needs of students and society. The results of these processes lead to continuous program improvement. All interested persons are informed of any planned or taken actions in relation to these programs.

Monitoring is carried out in the following areas: educational programs, teaching staff activities and teaching effectiveness, students and conditions for their personal development, research activities and its effectiveness, material and technical, library and information resources.

Surveys at ITES are conducted in accordance with the approved program and include, in particular, the questionnaires “Teacher through the eyes of students”, “The quality of education at the Institute”, etc.

The results of the current and final control of students' knowledge are also subject to monitoring.

In the Institute, the Commission of the Academic Council for Quality and the Education Quality Management Department regularly carry out internal audits or checks of university documentation for adequacy, analysis, identification of changes, coordination and approval of documents. The current documentation is systematically reviewed, updated, and, if necessary, reissued.

Internal audits of the quality assurance system are carried out to analyze and evaluate the effectiveness of the educational process, identify opportunities and ways to improve it; identifying non-compliance with regulatory requirements; determining the causes of identified nonconformities; checking and evaluating the effectiveness of corrective actions based on the results of previous audits; improving the activities of structural units in various areas. So, for example, by the decision of the meeting of the Academic Council of ITES on February 26, 2021, protocol No. 7.6/1, a working group was formed from among the heads of departments, faculty and students of the Institute. By the same decision, undergraduate educational programs 1-250103 - "World Economy", 1-890101 - "Tourism and Hospitality", 1-26020210 - Management in the field of international tourism were chosen for international program accreditation. The project working group carried out a comparative analysis of the compliance of the existing educational programs of the Institute with the ESG guidelines and standards and substantiated recommendations for eliminating inconsistencies and designing the Regulation “On the development and approval of educational programs of higher professional education at the Institute of Tourism, Entrepreneurship and Service”.

In the course of audits of the Institute's divisions, members of the commission collect objective evidence of compliance and inconsistencies through observation, review of documentation and records of the QMS, as well as interviewing the personnel of the audited divisions. The results of the audit are presented to the personnel and heads of departments in the form of copies of reports and acts of non-compliance. Checking the conduct of affairs, internal and external documents of departments.

Internal quality assessment and examination of educational programs are provided by the Academic Council of ITES, the Scientific and Methodological Council and methodological councils of faculties.

Within the framework of the meetings of the collegiate bodies, there is a constant discussion of the issues of questioning the subjects of the educational process.

Analytical part

The university demonstrated the procedures for monitoring and periodically evaluating the EP. At the same time, monitoring is aimed at methodological and organizational support of the educational process.

Monitoring the satisfaction of students' needs is carried out on the basis of quality control of knowledge and determination of the level of students' progress. The University promptly organizes a revision of the content and structure of the BEP, taking into account changes in the labor market, the requirements of employers and the social demand of society. In order to form a transparent and objective monitoring system, employers are involved in surveys, reviewing and participation in the SAC, which, during the discussion, also provide suggestions for improving processes.

However, EEC experts noted that in most cases, the assessment system uses a testing system, which can not always give an objective assessment of the formation and acquisition of the necessary learning outcomes. During the visit of the EEC, the university did not demonstrate systematic planning of the monitoring procedure, surveys are conducted, but at the same time, work is not carried out to regularly evaluate the EP of the university; during meetings with teaching staff and employers, there was a noticeable lack of understanding of these monitoring processes.

Strengths/Best Practice in 1-890101 - Tourism and Hospitality, 1-260202-10, Management in the field of international tourism, 1-250103 - World Economy not identified

Recommendations for OP 1-890101 - Tourism and hospitality, 1-260202-10 - International tourism management, 1-250103 - World economy: - the management of the university, by December 2021, organizing training seminars on monitoring and periodic evaluation of the EP. - develop an action plan for carrying out monitoring and evaluation procedures for the EP before 12/31/21. Within the framework of the approved plan, determine the monitoring tools and the frequency of evaluation through surveys, discussions and consideration of quality issues of the EP at meetings of the collegial bodies of the Institute

Strengths/best practice in 1-890101 - Tourism and hospitality, 1-260202-10 - Management in the field of international tourism,, 1-250103 – World economy not identified

Recommendations for EP 1-890101 - Tourism and hospitality, 1-260202-10 - International tourism management, 1-250103 - World economy:

- the management of the university, by December 2021, organize training seminars on monitoring and periodic evaluation of the EP.

- develop an action plan for carrying out monitoring and evaluation procedures for the EP before 12/31/21. Within the framework of the approved plan, determine the monitoring tools and the frequency of evaluation through surveys, discussions and consideration of quality issues of the EP at meetings of the collegial bodies of the Institute

- within the framework of the assessment policy, use various assessment methods, taking into account the learning outcomes and the competence model of the graduate. Develop methodological recommendations on the use of control and measuring materials, taking into account the expected learning outcomes and the degree of their measurability, by June 2022.

Conclusions of the EEC according to the criteria:

According to the standard "Continuous monitoring and periodic evaluation of programs" Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World economy; strong parameters - 0, satisfactory - 0, requiring improvement - 1.

6.10. Standard 10. PERIODIC PROCEDURES FOR EXTERNAL QUALITY ASSURANCE

Standard:

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

Recommendations:

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

Evidence

The educational programs of the Institute of Tourism, Entrepreneurship and Service pass an external evaluation and quality assurance procedure. The accreditation procedures for ITES by the State Service for Supervision in Education were carried out in 2004, 2009, 2014 and 2019. As a result of the latest external quality assurance procedure carried out by the State Service for Supervision in Education (April 2019), a decision was made to extend the ITES license until 2024. The management of the Institute of Tourism, Entrepreneurship and Service was presented with a Certificate on the results of attestation of ITES, approved by the Council of the State Service for Supervision in the Sphere of Education.

It is important to note that, based on the results of the assessment, recommendations were made on improving the organizational structure of the Institute, forming the staffing table, expanding the activities of the technology park, regulating the activities of the testing center, training foreign students, creating and merging departments, increasing the share of staff members, developing research and innovation activities, strengthening career guidance, etc.

In order to take into account the recommendations and proposals based on the results of certification, the ITES management developed and approved an action plan to eliminate the identified shortcomings in the activities of the Institute, many of which have been implemented over the past 2 years.

Analytical part

The Institute of Tourism, Entrepreneurship and Service has demonstrated a commitment to a culture of quality, which is how programs are monitored and evaluated. These procedures have a positive impact on the development of the university as a whole. In order to develop a qualitative component and comply with European standards, the leadership of the university organized training seminars at the Russian State University of Tourism and Service (Russia), the University of Breda (Netherlands) and the University of Porto (Portugal).

In turn, 8 trainings were organized and conducted on the basis of the Institute of Tourism, Entrepreneurship and Service for PTS, heads of departments, deans and heads of departments with the involvement of experts from Kazakhstan, Russia, Portugal and the Netherlands.

A working group was created, whose activities were aimed at carrying out a comparative analysis of the compliance of the existing educational programs of the Institute with the ESG guidelines and standards and substantiated recommendations for eliminating inconsistencies and designing the Regulation "On the development and approval of educational programs of higher professional education at the Institute of Tourism, Entrepreneurship and Service".

On the basis of the procedures carried out, plans for the development of the EP, the EP itself, graduate models, as well as a number of regulatory provisions of the university were developed.

Strengths/Best Practice in 1-890101 - Tourism and Hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World Economy not identified

Recommendations for OP 1-890101 - Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World economy:

- conduct a comprehensive analysis based on the results of external expertise and develop an action plan for the implementation of the recommendations before 12/31/21.

Conclusions of the EEC according to the criteria:

***According to the standard "Periodic procedures for external quality assurance"
Tourism and hospitality, 1-260202-10 - Management in the field of international tourism, 1-250103 - World economy; strong parameters - 0, satisfactory - 1, requiring improvement - 0.***



(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES

Standard 1. QUALITY ASSURANCE POLICY

Not visible

Standard 2. DEVELOPMENT AND APPROVAL OF THE PROGRAM

Not visible

Standard 3. STUDENT-CENTERED TRAINING AND ASSESSMENT

Not visible

Standard 4. ADMISSION, ACCESS, RECOGNITION AND CERTIFICATION OF STUDENTS

Students from socially vulnerable groups (large families, families with disabled children, single-parent families, disabled people, orphans and children left without parental care, etc.) and in difficult life situations is provided special assistance in the form of benefits and discounts on tuition based on the recommendation of the dean's office.

Standard 5. TEACHING STAFF

The responsibility of the university for its employees and the provision of favorable working conditions for them is demonstrated.

Standard 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM

Compliance with safety requirements in the training process is ensured, including safety regulations.

Standard 7. INFORMATION MANAGEMENT

Not visible

Standard 8. PUBLIC INFORMATION

Not visible

Standard 9. CONTINUOUS MONITORING AND PERIODIC PROGRAM EVALUATION

Not visible

Standard 10. PERIODIC PROCEDURES FOR EXTERNAL QUALITY ASSURANCE

Not visible

(VIII) OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

(List of WEC recommendations for each standard related to the implementation of standards and guidelines)

Standard 1. QUALITY ASSURANCE POLICY

- the management of the institute to ensure the revision of the content and institutional design of the quality policy in accordance with the IAAR standards by 30.07.2022.
- the management of the Institute to develop and approve a local regulatory legal act on risk management, indicating measures and indicators aimed at preventing risk situations by December 31, 2021;

Standard 2. DEVELOPMENT AND APPROVAL OF THE PROGRAM

- management of the EP ensure the participation of students in the design and implementation of the EP by December 31, 2021;
- the management of the EP in the design of the EP to ensure the correlation of the graduate's competence model (including a list of competencies, their indicators and descriptors) and learning outcomes
 - the management of the EP should determine the list of disciplines, the content of which is aimed at preparing students for professional certification in all EP by 30.06.2022.
 - in order to increase the competitiveness of the graduate, the management of the EP to increase the share of practical training in the structure of the EP of students by 31.12.2021;
 - the management of the EP to increase the proportion of disciplines in English by 30.06.2022.

Standard 3. STUDENT-CENTERED TRAINING AND ASSESSMENT

- in order to effectively assess the level of formation of students' competencies, include competence-oriented tasks in the system of assessment materials for disciplines by 30.06.2022. ;
- the management of the EP to harmonize the assessment materials for academic disciplines, practices, final certification with the graduate's competence model by 30.06.2022. ;
- the management of the EP to develop and implement a mechanism for taking into account special educational needs at the institutional level of various categories of students (persons with disabilities, gifted, adult students, etc.) by 30.06.2022. ;
- the management of the EP to develop a plan and begin implementation from 1.09.2021. conducting own research and development in the field of teaching methods of academic disciplines;
- the leadership of the institute to develop a plan and start implementing a system of advanced training for teachers to develop student-centered learning by 30.06.2022.

Standard 4. ADMISSION, ACCESS, RECOGNITION AND CERTIFICATION OF STUDENTS

- develop Rules for the recognition of the results of formal and non-formal learning by December 2021.
- as part of the Plans for the development of educational programs, include indicative indicators for the participation of students in academic mobility programs by September 01, 2021.
- develop and publish a student adaptation program by December 2021.
- develop a plan to systematize the activities of the alumni association/association and involve senior students in it by June 2022.
- develop a mechanism for the implementation of the professional certification procedure at the Institute until June 2022.

Standard 5. TEACHING STAFF

- as part of strengthening the motivational policy of the university, the management should provide for the criteria for the professional and personal development of the teaching staff working out internal regulations for KPI by 06/30/21.
- develop and approve by November 2021 a mechanism for introducing the results of scientific research into the educational process and their commercialization.
- consider the possibility of organizing academic mobility programs for teaching staff within the framework of the EP until December 2021

Standard 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM

- on a permanent basis to continue work on updating the laboratory equipment, software systems of the EP of the Institute, as well as replenish the electronic library fund. Every year from the 2022-2023 academic year, before the start of the academic year, the development plans of the EP include criteria for updating educational and laboratory equipment (for example, within the framework of the Tourism and Hospitality program, purchase the necessary software modules through the booking system).

Standard 7. INFORMATION MANAGEMENT

- during the 2021-2022 academic year, the heads of the institute develop key performance indicators for the information management system and form indicators for the development strategy of the programs and plans of the institute.

Standard 8. PUBLIC INFORMATION

- in order to effectively ensure the processes of informing the public, the heads of the institute, by March 2022, should carry out work on content of the site in English and Russian.
- on the website of the institute, the EP of work on the content of the site with a description of the learning outcomes and a model of graduate competencies by December 2021, as well as place the achievements of the teaching staff in the context of people.
- consider posting audited financial statements on the institute's website by June 2022.

Standard 9. CONTINUOUS MONITORING AND PERIODIC PROGRAM EVALUATION

- until December 2021, the management of the university will organize training seminars on monitoring and periodic evaluation of the EP.
- develop an action plan for conducting monitoring and evaluation procedures for the EP until 12/31/21.

Within the framework of the approved plan, determine the monitoring tools and the frequency of evaluation through surveys, discussions and consideration of quality issues of the EP at meetings of the collegial bodies of the Institute

- within the framework of the assessment policy, use various assessment methods, taking into account the learning outcomes and the graduate's competence model. Develop methodological recommendations on the use of control and measuring materials, taking into account the expected learning outcomes and the degree of their measurability by June 2022.

Standard 10. PERIODIC PROCEDURES FOR EXTERNAL QUALITY ASSURANCE - conducts a comprehensive analysis based on the results of external reviews and develops an action plan for the implementation of the recommendations before 12/31/21.

(VIII) OVERVIEW OF THE RECOMMENDATION FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION

(List of EEC recommendations related to the development of EO. These recommendations do not apply to measures to comply with IAAR standards)

The heads of the institute should hold meetings with PTS to discuss the development of culture and quality.

Appendix 1. Evaluation table "Conclusion of the External Expert Commission"

| No. | International IAAR standards ESG Part 1. | Position of the educational organization | | | |
|---|---|--|--------------|---------------------|----------------|
| | | Strong | Satisfactory | Implies improvement | Unsatisfactory |
| Standard 1. QUALITY ASSURANCE POLICY | | | | | |
| 1 | <p>The educational organization should have a published quality assurance policy as part of its strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes with the involvement of external stakeholders.</p> <p>Recommendations: The policy and mechanisms for its implementation are the basis of a logically built and consistent system for ensuring the quality of the educational organization. The system is a cycle of continuous improvement and promotes the accountability of the educational organization. It supports the development of a culture of quality in which all stakeholders take responsibility for quality at all levels of the functioning of an educational organization. To strengthen it, the policy and mechanisms for its implementation have an official status and are available to the general public.</p> <p>A quality assurance policy is more effective if it reflects the relationship between research, teaching and learning and takes into account both national and internal contexts in which the NGO operates. This policy supports:</p> <ul style="list-style-type: none"> • organization of a quality assurance system; • departments, schools, faculties and other departments, as well as the management of the educational organization, employees and students | | | + | |

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| | <p>who perform their duties of quality assurance;</p> <ul style="list-style-type: none"> • academic honesty and freedom, as well as intolerance to manifestations of various kinds of academic dishonesty; • processes to prevent any intolerance or discrimination against students and faculty; • involvement of external stakeholders in quality assurance. <p>The policy is embodied in activities that provide for a variety of processes and procedures for internal quality assurance, which involve the participation of all departments of the educational organization. The degree of implementation of the policy, regulated, monitored and reviewed at the level of the educational institution itself.</p> <p>The quality assurance policy also applies to any activity carried out by subcontractors or partners.</p> | | | | |
| Standard 2. DEVELOPMENT AND APPROVAL OF THE PROGRAM | | | | | |
| 2 | <p>An educational organization should have mechanisms for the development and approval of its programs. Programs should be designed in accordance with established objectives, including intended learning outcomes. The qualifications resulting from the completion of the program must be clearly defined as well as explained and must correspond to a certain level of the national qualifications framework in higher education and, therefore, the framework of qualifications in the European Higher Education Area.</p> <p>Recommendations:</p> <p>Educational programs are the basis for the formation of the educational mission of a higher educational institution. They provide students with both academic knowledge and necessary competencies, including transferable ones, that can have an impact on their personal development and can be applied in their future careers.</p> <p>When developing their programs, educational organizations should ensure:</p> <ul style="list-style-type: none"> • alignment of program objectives with institutional strategy and clearly defined expected learning outcomes; • participation of students and other stakeholders in the development of the program; • carrying out external expertise and availability of reference and information resources; • achieving the four goals of higher education defined by the Council of Europe; • unimpeded advancement of the student in the process of mastering the program; • determination of the expected workload of students (for example, in ECTS). • providing opportunities for internships (where necessary); • the formal approval process for the program at the institutional level | | + | | |
| Standard 3. STUDENT-CENTERED TRAINING AND ASSESSMENT | | | | | |
| 3 | <p>The educational organization must ensure that the program is implemented in such a way as to encourage students to take an active role in the joint construction of the educational process, and that student assessment reflects this approach.</p> | | | + | |

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| | <p>Recommendations: Student-centered training plays an important role in increasing student’s motivation, self-reflection and involvement in the learning process. For the organization of education, the introduction of student-centered learning requires a balanced approach to the development and implementation of the educational program and the assessment of learning outcomes. Implementing the principle of student-centered learning, the organization of education must ensure:</p> <ul style="list-style-type: none"> • respect and attention to different groups of students and their needs, providing flexible learning paths; • using different teaching methods (where appropriate); • flexible use of a variety of pedagogical methods; • regular feedback on the techniques and methods used to evaluate and correct pedagogical methods; • support for learner autonomy with appropriate guidance and assistance from the teacher; • strengthening mutual respect between teacher and student; • the existence of appropriate procedures for responding to student complaints. <p>Given the importance of student assessment for their future careers, quality assurance mechanisms for assessment should consider the following:</p> <ul style="list-style-type: none"> • Assessors must be familiar with the methods of testing and testing students' knowledge and improve their own competence in this area; • Criteria and methods of assessment should be published in advance; • Assessment should allow students to demonstrate the level of achievement of the planned learning outcome. The student should receive feedback and, if necessary, advice on the learning process; • The examination should be conducted by more than one examiner, where possible; • Evaluation rules should include consideration of extenuating circumstances; • Evaluation must be consistent, objective in relation to all students and carried out in accordance with established rules; • There must be a formal appeal process. | | | | |
| <p>Standard 4. ADMISSION, ACCESS, RECOGNITION AND CERTIFICATION OF STUDENTS</p> | | | | | |
| <p>4</p> | <p>The educational organization must have predetermined, published and consistently applied rules governing all periods of the student's "life cycle", i.e. admission, performance, recognition and certification.</p> <p>Recommendations: Providing the conditions and support students need to develop academic careers for the benefit of individual students, programs, educational institutions and systems. Appropriate admission, recognition and graduation procedures play an important role in this process, especially when there is student mobility within higher education systems. It is important that access policies, processes and student admission criteria are implemented consistently and transparently. Familiarity with the organization of education and the program must be ensured.</p> | | <p>+</p> | | |

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| | <p>The educational organization must have mechanisms and tools in place to collect, monitor and follow up on information about the academic achievements of students.</p> <p>Objective recognition of higher education qualifications, periods of study and prior education, including recognition of non-formal education, is an integral component of student achievement in the learning process and promotes mobility. In order to guarantee proper recognition procedures, an educational organization should:</p> <ul style="list-style-type: none"> • ensure that the actions of the educational organization are in line with the Lisbon Recognition Convention; • Collaborate with other educational organizations and national ENIC/NARIC centers to ensure comparable recognition of qualifications in the country. <p>Graduation represents the culmination of a student's period of study. Educational organizations should provide students 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.</p> | | | | |
| Standard 5. TEACHING STAFF | | | | | |
| 5 | <p>The educational organization must have objective and transparent processes for the recruitment and professional development and development of all staff, which allow them to ensure the competence of their teachers.</p> <p>Recommendations:</p> <p>The role of the teacher is central to quality learning and the acquisition of knowledge, competencies and skills. Diversification of the student is a strong focus on learning outcomes require and approaches the role of the teacher (see standard 1.3).</p> <p>Educational organizations bear the main responsibility for the quality of their employees and the provision of favorable conditions for their effective work.</p> <p>Therefore, educational institutions should:</p> <ul style="list-style-type: none"> • Recognizing the importance of teaching, develop clear, transparent and objective criteria for staff recruitment, appointment, promotion, dismissal and follow them in their activities; • Provide opportunities for career growth and professional development of teachers; • Encourage scientific activity to strengthen the link between education and research; • Encourage innovative teaching methods and the use of advanced technologies. | + | | | |
| Standard 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM | | | | | |
| 6 | <p>The educational organization must ensure that there are sufficient, accessible and appropriate learning resources and student support services.</p> <p>Recommendations:</p> <p>During the training, students need educational resources, which can be</p> | + | | | |

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| | <p>both material (libraries or computers) and human (mentors, curators and other consultants). The role of support services is especially important in stimulating student mobility both within the educational system and between different higher education systems.</p> <p>When allocating, planning and providing educational resources, support services should take into account the needs of different groups of students (adults, working, part-time students, international students, as well as students with disabilities) and take into account trends in student-centered training. Support services and their activities should be organized the situation of a particular educational organization. However, the internal quality system ensures that all resources are available and fit for learning purposes, as well as informing students about available services.</p> <p>When providing support services, the key role belongs to the administration and specialized services, so the educational organization must ensure the professionalism of employees and opportunities for the development of their competencies.</p> | | | | |
| Standard 7. INFORMATION MANAGEMENT | | | | | |
| 7 | <p>An educational organization must ensure that it collects, analyzes and uses relevant information to effectively manage its activities and its educational programs.</p> <p>Recommendations: Providing reliable information is a necessary condition for making a decision. Educational organizations should use this information to know what is working well and what needs to be improved. It is necessary to be sure that the educational organization has mechanisms for collecting and analyzing information about its activities, its educational programs and uses the information received in the work of the internal quality assurance system.</p> <p>Exactly what information is collected depends to some extent on the type and mission of the EI. When collecting information, the EI should consider the following:</p> <ul style="list-style-type: none"> • key performance indicators; • information about the contingent of students; • level of academic achievement, student achievement and dropout; • satisfaction of students with the implementation of programs; • availability of educational resources and student support services; • employment of graduates. <p>Various methods of collecting information can be used. It is important that students and staff are involved in collecting and analyzing information and planning follow-up procedures.</p> | | | + | |
| Standard 8. PUBLIC INFORMATION | | | | | |
| 8 | <p>The educational organization must inform the public about its activities (including programs). The information provided must be clear, reliable, objective, relevant and accessible.</p> <p>Recommendations: Information about the activities of the educational organization is useful both for applicants and students, as well as for graduates, other stakeholders and the general public.</p> | | | + | |

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| | Therefore, an educational organization should provide information about its activities, including the programs being implemented, the expected learning outcomes for these programs, the qualifications awarded, teaching, learning, assessment procedures, passing scores and learning opportunities provided to students, as well as information about employment opportunities for graduates. | | | | |
| Standard 9. CONTINUOUS MONITORING AND PERIODIC PROGRAM EVALUATION | | | | | |
| 9 | <p>The educational organization should monitor and periodically evaluate programs in order to ensure that they achieve their purpose and satisfying the students and society. The results of these processes should lead to continuous program improvement. All stakeholders should be informed of any planned or undertaken actions in relation to the programs.</p> <p>Recommendations: Constant monitoring, periodic evaluation and revision of educational programs are aimed at ensuring their effective implementation and creating a favorable environment for student learning. This includes an assessment:</p> <ul style="list-style-type: none"> • the content of the programs, taking into account the latest achievements of science in a particular discipline to ensure the relevance of the discipline being taught; • the changing needs of society; • workload, performance and graduation of students; • effectiveness of student assessment procedures; • expectations, needs and satisfaction of students with the program; • the educational environment and support services and their relevance to the goals of the program. <p>Programs are regularly evaluated and reviewed with the involvement of students and other stakeholders. The collected information is analyzed and the program is brought into line with modern requirements. The changes made are published.</p> | | | + | |
| Standard 10. PERIODIC PROCEDURES FOR EXTERNAL QUALITY ASSURANCE | | | | | |
| 10 | <p>The educational organization must pass external quality assurance procedures in accordance with the European Standards and Recommendations (ESG) on a regular basis.</p> <p>Recommendations: External quality assurance procedures in various forms make it possible to evaluate the effectiveness of quality assurance processes within the educational organization. They are catalysts for the development and realization of new opportunities. They also provide information on the quality of the education organization's performance to the public. The education organization should regularly participate in external quality assurance procedures that, where necessary, take into account the requirements of the legislation under which they operate. Therefore, depending on the context, external quality assurance can take many forms</p> | | | + | |

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| | <p>and be carried out at different levels (such as program, faculty or educational organization).</p> <p>Quality assurance is an ongoing process that does not end with external feedback, report writing, or follow-up processes within the educational organization. Therefore, the TOE should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure</p> | | | | |
| Total | | - | 5 | 5 | - |

