**REPORT OF THE
EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE EVALUATION OF
INTERNATIONAL SCHOOL OF FINANCE TECHNOLOGY AND SCIENCE
ON COMPLIANCE WITH THE STANDARDS FOR INSTITUTIONAL
ACCREDITATION OF EDUCATIONAL INSTITUTIONS OF HIGHER AND
POSTGRADUATE EDUCATION OF THE ECAQA**

Period of external expert evaluation:

November 12-14, 2024

Tashkent, 2024

CONTENTS

LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
MESI RU	Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan
MOH RU	Ministry of Health of the Republic of Uzbekistan
BS	Basic Accreditation Standard
IS	Quality Improvement Standard

1. External Expert Commission

In accordance with the order of the ECAQA No. 34 dated October 28, 2024, the External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external institutional evaluation of the International School of Finance Technology and Science from November 12 to 14, 2024, consisting of the following members:

No.	Status in the EEC	Full name	Academic degree/title, position, place of work/place of study, year, specialty
1	Chairman	Nazarova Vera Leonidovna	Doctor of Economics. Professor of the Department of Accounting, Auditing and Statistics of the Almaty Humanitarian and Economic University
2	International Expert	Valeria Csepe	Professor, Doctor of Sciences in Psychology and Neuroscience of the Hungarian Academy of Sciences, Honorary Professor of the Brain Imaging Center RCNS (research network) of the Republic of Hungary. President of the Hungarian Accreditation Committee
3	Academic Expert	Khaydarov Ilkhom Kudratovich	Candidate of Physical and Mathematical Sciences. Vice-Rector for Academic Affairs of the University of Science and Technology of Tashkent, Republic of Uzbekistan
4	Academic Expert	Nefedova Larisa Vladimirovna	Candidate of Pedagogical Sciences. Director of the Department of Strategic Development of the NJSC "Eurasian National University named after L.N. Gumilyov", Astana. Member of the Accreditation Council of the Certification Association "Russian Register", Russian Federation.
5	Academic Expert	Zhalilov Mirshod Burkhonovich	Director of the Centre for Advanced Studies of JSC "KAFIL-SUG'URTA", Tashkent, Republic of Uzbekistan.
6	Student Expert	Parvina Odilova	3rd year student in the specialty "English language" Uzbek State University of World Languages
7	Coordinator	Nurmanbetova Farida Nusupzhanovna	Doctor of Medical Sciences. Advisor to the World Federation for Medical Education. Scientific consultant to the Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare.

The EEC report includes a description of the results and the conclusion of the external evaluation of the International School of Finance Technology and Science for compliance with the Standards for Institutional Accreditation of Educational Institutions of Higher and Postgraduate Education, recommendations of the EEC for further improvement of the institute and recommendations to the ECAQA Accreditation Council for accreditation.

2. General part of the final report

2.1 Presentation of the International School of Finance Technology and Science

Name of the organization, legal form of ownership, BIN	Limited Liability Company International School of Finance Technology and Science,

	Private property TIN 303974882 Business legal structure 152 - Limited or additional liability company Government agency code system 79994 - Business entities not included in the structures of state and economic management bodies CCEA 85420 - Higher education Authorized capital 6,000,000.00 UZS
Date of establishment	Founded in 2016, International School of Finance Technology and Science LLC. Since 2021, International School of Finance Technology and Science LLC has been operating as a higher education institution under the brand name ISFT Institute,
Location and contact details	Uzbekistan, International School of Finance Technology and Science 100140 Universitetskaya, 7 Phone: +998 78 147 37 37 E-mail: info@isft.uz Official website: https://isft.uz
Managing body	*Founders:* Niyazmetov Mansur Uzmatovich 42.50 % Boisov Eldor Sobirdjonovich 42.50 % Boisov Elyor Sobirdjonovich 15.00 % Supervisory Board Institute Council
State license for educational activities (date, number)	Licenses of the State Inspectorate for Supervision of the Quality of Education under the Cabinet of Ministers of the Republic of Uzbekistan (No. 034973 dated October 12, 2021, No. 055985 dated December 28, 2022) and the Ministry of Higher Education, Science and Innovation (No. 234762 of March 4, 2024 and No. 300690 of June 15, 2022). Ministry of Education No. 441247 dated 10/15/2024
Information on state accreditation	At the time of institutional accreditation, state accreditation was not carried out
Full name of the first manager, position	Niyazmetov Mansur Ruzmatovich, Rector
Presence of a supervisory board (date of establishment, chairman)	Regulations on the Supervisory Board Approved by the Chairman of the National Library protocol No. 1 dated 10/13/2021
Information on branches, subsidiaries (if any, indicate the address, date of establishment, what levels of education and programs are implemented)	Samarkand, Mirzo Bedil street, house 24 +998 71 389-99-99 info@isft.uz
Information on the strategic plan (program) of development (year, date of approval)	Approved by the Chairman of the Supervisory Board dated 10/05/2023

Presence of an approved Quality Assurance Policy	Approved by the Rector of the Institute on 06/01/2024
Levels of educational activities/number of programs for the current year/programs without a contingent of students	Bachelor's degree in 16 specialties, number of *educational programmes - 16,* *including without the contingent of students - 1 (601101000-Pedagogy)* Master's degree in 3 specialties, *number of programs – 3*
Quality indicators of students	Knowledge, skills (complexity of activities, competencies, scope of authority, responsibility and independence)
Number of distance learning programs	Total - 20, with a volume of academic hours of 70110 or 2337 credits (Table 2a)
Number of contracts with practice, business and production bases in the current year	This year, the institute has agreements with 4 student practice bases (Preschool Educational Institution No. 146, School No. 223, JSC Alogabank, LLC Texnopark)
Presence of own practice base	At the time of institutional accreditation, the institute did not have its own practice base
Human resources	Total number of teachers – 517, including 145 full-time, 56 part-time. Proportion of full-time teachers with degrees, 100%
Presence of a department responsible for the educational process	Name – Office-registrar, LMS, CRM Year of establishment 2024 - Head Temirov Anvar Amirovich, Doctor of Philosophy in Pedagogical Sciences (PhD) - Kadirov Obidzhon Olimzhon ugli
Number of scientific projects over 5 years	In 2024, 2 grants were received for research: 1 grant for the Department of Humanities 1 grant for the Department of Philology
Information on accreditation of scientific activity	Until now, the accreditation of the ISFT Institute has not been carried out
Number of international agreements for 5 years	The Institute has concluded 8 Memorandums, 1 agreement on conducting advanced training courses, 1 agreement on student exchange, 1 cooperation agreement, 1 intention to cooperate with foreign countries (Belarus, Latvia, Turkey, Malaysia, Kazakhstan) for a period of 5 years
Position in the republican rating of educational organizations	At the time of accreditation, the Institute did not participate in the ranking of educational organizations of Uzbekistan
Participation in the international rating and position	At the time of accreditation, the Institute did not participate in the international ranking
Website Instagram Facebook with active pages	https://isft.uz/en Instagram Facebook LinkedIn Telegram YouTube

Strengths of the educational institution and achievements over 5 years:
I. Educational and methodological direction

The full-time and part-time faculty have a 39% degree rate. Young team, the average age is 45 years. Training is carried out in three languages (state, English, and Russian). The faculty has the opportunity to improve their qualifications both within the country and abroad every three years (4 months of

training) at the expense of the institute. Since 2024, distance learning has been introduced in the correspondence department for students with disabilities.

II. Scientific direction

In 2023-2024, 288 articles were published in peer-reviewed journals, 43 books (monographs, textbooks). 11 teachers are members of the editorial boards of scientific journals; two departments have received grants for scientific research. 41 students are involved in scientific research. The results of scientific research are published in the institute's scientific and practical journal "ILMIY - USLUBIY JURNAL" free of charge, and are also implemented in the educational process. The institute provides incentives for the implementation and publication of scientific papers.

III. International direction

The Institute has connections with higher educational institutions of the near (Belarus, Lithuania, Kazakhstan) and far abroad (Turkey, Malaysia) in terms of student and faculty exchange, advanced training, participation in scientific research, conferences.

IV. Social direction

The Institute has 4 well-equipped campuses; each campus has a library fund for 150 seats. The book fund is 4,527 units (in the state language - 3,209 units, in Russian - 787, in English 531 units). For students, there is a dormitory, medical centre, canteen, buffets, recreation areas

2.2 Information on previous accreditation

The institute has not been institutionally accredited to date.

2.3 Brief description of the self-assessment report of the ISFT Institute and conclusions on its completeness

The institutional self-assessment report of the ISFT Institute (hereinafter referred to as the report) is presented on 137 pages of the main text, 18 tables in the appendix, copies or electronic versions of 9 documents located at the link

ttps://docs.google.com/spreadsheets/d/1H6vs7p2udg6iXNYhi26aRhhTay_NzDLkWEg_afE41cg/edit?usp=sharing.

The report is characterized by the completeness of responses to all 10 main standards for accreditation and criteria, structured taking into account the recommendations of the Guidelines for Conducting Institutional Self-Assessment of Educational Institutions of the ECAQA, provided (hereinafter referred to as the educational institution) by the accreditation centre - ECAQA, as well as the internal unity of information. The report is accompanied by a cover letter signed by Rector Mansur Niyazmetov, which confirms the reliability of the quantitative information and data included in the institutional self-assessment report.

The report contains a list of 9 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting the institutional self-assessment - Niyazmetov Mansur Ruzmatovich *Rector*, responsible for conducting the institutional self-assessment of the educational institution to request and receive the necessary information Temirov Anvar Amirovich *Vice-Rector for Academic Affairs*

The institutional self-assessment was carried out on the basis of the order of the rector order No. 01/26 dated 18.12.2023 "On the preparation of ISFT Institute for international accreditation", "On the creation of a working group to conduct institutional self-assessment and write a report" The description in the self-assessment report is quite complete and updated in terms of the number of students, teachers, administration, information on selection and admission, training results, knowledge and skills assessment results. Information is included on its own material and technical base, consisting of 5 buildings with a total area of 57,075 sq.m. m2, incl. the auditorium fund is 20,244 sq.m. with 135 auditoriums. The Institute has Information and Resource Centres on campuses 1 and 3 in Tashkent and Samarkand - with a total area of 1,200 sq.m., open sports grounds with a total area of 1,000 sq.m. Three rented sports facilities attached to each campus. A business incubator for students has been created.

The Institute cooperates with 17 organizations (Table 3.3 of the Self-Assessment Report) to improve the educational process and educational programmes, as well as with three universities in the near and seven far abroad (Table 18). The Institute has contractual relations with four practice bases: Preschool Educational Institution No. 146, School No. 223, JSC "Alogabank", LLC Texnopark. In the 2024-2025 academic year, the Institute will graduate its first class of students who will undergo practical training.

The report is submitted to the ECAQA in its final form, with data adjustments based on the above recommendations, written in a competent language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, tables and figures contain references in the text and are numbered sequentially.

3. Description of the external expert evaluation

The external expert work within the framework of the institutional assessment of International School of Finance Technology and Science LLC was organized in accordance with the Guidelines for the external evaluation of higher and postgraduate educational institutions and educational programmes of the ECAQA. Dates of the visit to the organization: November 12-14, 2024.

The sequence of the visit over 3 days is presented in detail in the Visit Program (hereinafter referred to as the program), which is in the documentation of the accreditation centre.

To obtain objective information, the members of the EEC used the following methods and their results:

- interviews with management and administrative staff - 17 people;
- interviews with students - 59 people, including 49 full-time students and 10 part-time students;
- study of the website: https://isft.uz/en
- interviews with 33 employees, 7 heads of departments, 26 teachers;
- questionnaires of 146 teachers and 201 students;
- observation of students' learning, attendance of three classes:

1) topic "Iktisodiotda akhborot komunicacion tekhnologilar", full name of the teacher - Khalilov Begzod, number of students - 23 people, location - room 205

2) topic "Financial reporting", full name of the teacher - Odilov Dilshod, number of students - 21 people, location - 404

3) topic "Audit and assurance", full name of the lecturer - Salimov Mirzokhid, number of students - 20 people, location - room 509.

It should be noted that all teaching staff had an electronic attendance log, lecture and practical material, syllabi.

- review of resources in the context of fulfilling standards for accreditation: familiarized themselves with the practice bases, mainly school and preschool trainings in the humanities (schools No. 45, 223, preschool educational institution No. 57). On technical programs, we talked with the acting director of "Technopark" LLC Sabitov S.Kh., the chief manager for training and selection of personnel of AK "Alogadank" Yuldasheva Kh.T., a specialist in the HR department of "AKFA Group" JSC "Alfa Invest" - Akhmatova I., the head of the HR department of LLC GK "Consulting", which are employers and also provide places for internships for students. The first internship for students will begin in January 2025.
- *Training in educational programmes with the participation of full-time teachers / part-time workers at enterprises is not carried out.*
- study of educational and methodological documents in the amount of 20 units both before the visit to the organization and during the visit to the departments (the list of documents examined is in **Annex 2**).

The staff of the accredited organization ensured the presence of all persons specified in the visit program and in the lists of interview sites and interviews (Table 1).

Table 1 - **Information on the number and category of participants in meetings, interviews, conversations with members of the EEC**

№	Position	Quantity
1	**1st day of external assessment: November 14, 2024, November 12, 2024, Tuesday**	1
2	Meeting of the EEC members. Planning the 1st day of the external evaluation. Distribution of tasks and questions between EEC 1 and EEC 2.	1
3	Meeting with the Acting Rector - Gulomov Ibrokhim Rustamovich Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 207) office 101	1
4	Vice-Rector for Academic Affairs - Temirov Anvar Amir ugli Tashkent, Mirzo Ulugbek district, Temur Malik street, 18 (office 604)	2
	Vice-Rector for Research and Innovation - Azizov Tukhtamish Azamovich Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 109) office 101	1
	Meeting with members of examination committees - Abdusharifov Zafar Ilkhamovich (head of department) - Kholikulov Zokir Bekmirzaevich Tashkent, Mirzo Ulugbek district, Temur street Malik, 18 (office 606) office 101	2
5	Vice-Rector for Financial and Economic Issues Sharipov Asliddin Fazlitdin ugli Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 103)	1
6	Department of Practice − Bakhodirov Sukhrob Bakhodir ugli − Aminbaev Jasurbek Ravshanbek ugli Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 501)	2
7	Department of Scientific Research, Innovation, Training of Scientific and Pedagogical Personnel Manukyan Feruza Tokhirovna Nazhmiddinov Tolibjon Kholmirzaevich Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 109)	2
8	Department of Strategy Khegay Evgeniya Viktorovna Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 106)	1
9	Vice-Rector for International Cooperation - Tolipova Feruza Alisherovna Department of International Cooperation - Kurbanov Ozod Nurmuhammad ugli Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 106) office 101	2
10	Vice-Rector for General Affairs - Soliev Abdumalik Erkinovich Address: Tashkent, Mirzo Ulugbek district, Temur Malik street, 18 (office 605) office 101	1
11	Department for Quality Assurance of Education - Balueva Liliya Ravilievna - Saipova Rano Abrorovna Tashkent, Mirzo Ulugbek district, ul.Kibrayskaya, 7A (office 106)	2
12	Human Resources Department and Lawyer - Jalilova Malika Shukhratovna - Sayfulloev Shavkat Telmon ugli	2

	Tashkent city, Mirzo Ulugbek district, ul.Kibrayskaya, 7A (office 107)	

13	Admissions Committee
	  - Temirov Anvar Amir ugli
	  - Anorkulova Shakhrizoda Sadridzhanovna
	Tashkent city, Mirzo Ulugbek district, ul.Temur Malik, 18 (office 604) Office 101
		2

14	Head of the Master's Department - Khamidova Farida Abdukarimovna Tashkent city, Mirzo Ulugbek district, ul.Kibrayskaya, 7A (office 109)	2
15	Vice-Rector for Digitalization and Finance - Abdullaev Kurban Kakhramonovich Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A office 101	1
16	Career center - Erkaeva Bibirobiya Kamolladin kizi Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 501) office 101	1
17	Vice-rector for youth affairs and spirituality and education and employee of the spirituality department - Narkuzieva Zulkhumor Melibaevna - Abdullaeva Dilrabo Zubayevna Tashkent, Mirzo Ulugbek district, Temur Malik street, 18 (office 603) office 101	2
	2nd day of external assessment: November 13, 2024, Wednesday	1

18	Educational and methodological department. Academic department.
	  - Kadirov Obidjon Olimjon ugli
	  - Shaizakova Dilbar Abdikayumovna
	Tashkent, Mirzo Ulugbek district, Temur Malik street, 18 (office 601/602)
		2

19	Visit to the examination center - Abdusharifov Zafar Ilkhamovich (head of department) Tashkent, Mirzo Ulugbek district, Temur Malik street, 18 (office 606)	1
20	- Department of Philology and Language Teaching / 1st floor (Nazhmiddinova Gulnoza Bakhtiyarovna) - Department of Humanities and Natural Sciences / 1st floor (Khidorov Mustafa Toirkulovich) Address: Tashkent, Mirzo Ulugbek district, Temur Malik street, 18	2
21	- Department of Management / 2nd floor (Mamasoatov Dilshod Ravshanovich) - Department of Fundamental and Economic Sciences – *vacant* - Address: Tashkent, Mirzo Ulugbek district, Temur Malik street, 18	1
2	- Department of Economics and Computer Engineering Khaidarov Namozali Kholmirzaevich (acting head of the department) / 3rd floor 301 - Department of Accounting / 5th floor 501 Khalilov Sherzod Akhtamovich Address: Tashkent, Mirzo Ulugbek district, Kibraiskaya street, 7A	2
23	- Department of Business Management / 3rd floor 302, Uktamov Khusniddin Fakhriddinovich - Department of Psychology and Pedagogy / 4th floor 401 Abdusamatov Hasanboy Usmonzhon ugli Address: Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A	2

24	Marketing Department, Business Incubator - Atamatova Marzhona Adham kizi - Pulatov Sobir Muzafarovich Address: Tashkent region, Kibray district, University street, 7. **Students of the business incubator:**	2
25	Students Department; - Khakimova Nigora Gaibullaevna - Baratov Maruf Bakhodir coals Tashkent city, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 205)	2
26	Library - Tillashaykhova Shakhnoza Yerkinovna Library /room 110	1
27	Interview with students (Bachelor's degree) 59 students (Annex 1) Tashkent city, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 203)	59
28	Interview with undergraduates 12 students Tashkent city, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 205)	12
29	Interviews with employers of humanitarian programs Khuzhanafasov Holikul Director of school No. 45 (Karshi, Kosonsky district) Zoom meeting: 15.45 https://us06web.zoom.us/j/88412629784?pwd=nNZ9yayIjCtoJ9KnIj0L2msJTWk8w9.1 Yusupova D.F. Director of specialized school No. 223 Yunusova M.Z. Preschool educational institution No. 57 Tashkent, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 203)	3
30	Interview with employers of technical programs Sobitov S.Kh. Acting director of LLC "Texnopark" AK "Aloqabank" Yuldasheva Khurshida Tulkinovna Chief manager for training and selection of personnel Maksudov T.R. AKFA Group HR specialist Zoom meeting: 16.00 https://us06web.zoom.us/j/85713201451?pwd=rLWYp3vfeDGx0zYLLQuykpfv4byljK.1 Akhmatova Inessa JSC "Alfa invest" Tursunova Gulshan and Kobilova Dildora – HR department specialists GK "Consulting" LLC Tashkent city, Mirzo Ulugbek district, Kibrayskaya street, 7A (room 205)	5
31	Interview with teachers 26 teachers (Annex 3) Tashkent city, Mirzo Ulugbek district, Kibrayskaya street, 7A (office 205) office 205	26

On the last day of the visit to the organization, a meeting of the EEC members was held on the results of the external evaluation. The EEC members began drafting the final report of the EEC. Generalizations of the external evaluation results were made. The experts individually filled out the "Institutional Quality Profile and External Evaluation Criteria of the ISFT Institute for Compliance with the ECAQA Standards for accreditation". The EEC members did not make any comments. Recommendations for improvement for the educational institution were discussed and the chairperson V.L. Nazarova held a final open vote on the recommendations for the ECAQA Accreditation Council for the accreditation period.

Comfortable conditions were created for the work of the EEC; access to all necessary information and material resources was organized. The commission notes the high level of corporate culture of the team, prompt provision of information to the EEC members, the institute is provided with a modern technical base for the educational process.

While conducting a survey of students, 201 students rated the work of the External Expert Commission on Accreditation as positive, and believe that it is necessary to conduct accreditation of the educational institution for the institute to reach the international level.

According to the interviewed teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving the key areas of activity of the accredited educational institution.

At the end of the visit, the chairman of the EEC announced recommendations for the management and staff of the educational institution based on the results of the external evaluation as part of the institutional accreditation.

4. Analysis of compliance with standards for accreditation based on the results of external evaluation

STANDARD 1. Mission and quality assurance policy of the educational organization

The University's mission was developed in accordance with the Five-Year Strategic Plan for 2024-2028, the Law "On Education (No. 637 of September 23, 2020), the Law "On Science and Scientific Activity" (No. 576 of October 29, 2019), the Decree of the President "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" (No. 5847 of October 8, 2019), State Educational Standards and Qualification Standards and other regulatory documents.

The mission was adopted in 2024 and published on the website https://isft.uz/ru/about .

A wide range of stakeholders, including students, teachers, and employers, were involved in the process of developing and approving (Supervisory Board Decision No. 2 dated October 5, 2023) the "Strategic Development Plan for the Institute for 2024-2028". This is documented in Annex B on pp. 93-96 of the Strategic Plan.

While interviewing teachers (26 people), experts asked the following questions about the mission: does the mission developed by the institute correspond to the education development strategy and goals? Is the Academic staff satisfied with this educational process at the institute? The following answers were received: all the interviewed teaching staff gave a positive answer, i.e. they are completely satisfied. The same question was asked to the interviewed students (59 people), and they, in turn, answered that they were completely satisfied.

After analysing the university mission, the experts came to the conclusion that it reflects modern approaches to educational activities using modern technical equipment. The mission is drawn up in accordance with the requirements of state educational standards, namely, the validity of high-quality training of competent specialists. To the question "Does the university's mission allow us to implement the goals and objectives of educational programmes?" the teachers answered that yes, it does allow us to implement the goals and objectives of educational programmes. To the question addressed to employers "What participation do they take in implementing the university's mission?", they answered that they take the most active part (use new textbooks and teaching aids, the

educational process is carried out in three languages, participate in scientific research together with students, report at conferences, publish their research in the scientific journal of the institute).

Experts determined that the results of training in educational programmes for graduates of 2025 will allow them to continue their education at the postgraduate level (Master's degree, after its completion - Doctoral studies).

The institute has the opportunity to engage in continuous professional development by participating in 6 clubs and several courses (programming, foreign language, public speaking, resume writing and preparation for a conversation).

The Quality Assurance Policy (hereinafter referred to as the Policy), which reflects the institutional vision, strategic goal and development strategy, has been developed in accordance with *ee European standards and quality assurance guidelines (ESG)*. The document has been published on the website www.isft.uz in the public domain and brought to the attention of all employees.

The policy is based on the Institute's Development Strategy for 2024-2028. The Policy includes guarantees that the processes, procedures, structures and results at the Institute correspond to the designated strategic goals and objectives, establishes mechanisms for monitoring, evaluating and improving the quality of education, scientific work and administrative processes, guarantees the efficient use of resources to maintain and improve the quality of education and services, includes processes for compliance with legal requirements, standards for accreditation and thereby ensures the trust and recognition of the Institute, both at the educational level and among employers. All this ensures a link between research, teaching and learning and takes into account such requirements as the local and national aspect by developing educational *programmes that meet* mandatory state requirements implementation of modern research methods and research results in the learning process.

The principles of strategic management are traced in the Institute's Strategic Development Plan for 2024-2028. The experts visited the registrar's office, where they were convinced that the management of the university's key activities is consistently carried out in accordance with the Institute's Strategic Development Plan.

The Institute's Strategic Development Plan for 2024-2028 was developed in accordance with the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 developed by the Government of the Republic of Uzbekistan (Decree of the President of the Republic of Uzbekistan dated 08.10.2019 N DP-5847) and approved at a meeting of the *Supervisory Board,* adopted by the *Institute's Council* (minutes No. 2 dated October 5, 2023). Monitoring of the implementation of the strategic plan is carried out annually, which is reflected in the document - the development plan for 204.

Stakeholders took part in the development of the Policy and Strategic Plan (the list is given at the end of the Strategic Plan on pp. 93-96). Important issues, including the mission and values of the institute, are taken into account.

The uniqueness of the Strategic Plan lies in its emphasis on a comprehensive and integrative approach that combines practical training, the implementation of innovative educational programmes, the development of scientific research and strengthening social impact. This approach is not only focused on training highly qualified specialists, but also contributes to the creation of new jobs in the economy by equipping graduates with the competencies necessary for successful entrepreneurship and starting their own business.

Academic Integrity and the Anti-Plagiarism Policy are documented in the "Code of Academic Integrity and Research Ethics" and its compliance is monitored by the divisions - the Academic Ethics Committee and the Quality Assurance Department. Academic integrity for teachers is compliance with the principles of honesty, trust, fairness, respect, responsibility and courage in all academic matters. For students - independent completion of academic assignments and compliance with citation standards and references to sources. This was found out during the interviews. The Anti-Plagiarism Policy includes compliance with international standards of academic writing and the prevention of borrowing without indicating the authorship. For this purpose, a program for automatic checking of

text originality - Turnitin - was purchased. Anti-plagiarism is important when assessing written works, term papers and diploma projects, as well as scientific publications.

Collection and analysis of information on the main areas of the University's activities is carried out by the division - the Strategy Department and is drawn up in the form of an annual report, which is published on the Institute's website. The experts familiarized themselves with the report for the last three years and the SWOT analysis, which identified key strengths and weaknesses, opportunities and threats, which allows determining priorities for further strategic development.

The Institute's strategic plan is developed by the Strategy Development Commission, consisting of academic and administrative staff representing various divisions of the Institute and approved at a meeting of the Institute's Council.

The adequacy of resources to support all the main activities of the Institute (7 key areas) and the need for their expansion (change) are analysed by the Strategy Department. The latest changes to the plan took place in 2023 and were associated with a revision of strategic priorities in accordance with new government requirements and feedback from stakeholders (mainly students, teachers and employers). The experts surveyed teachers about their participation in the formation of the goals and objectives of the University's Strategic Plan for 2024-2028 and received the answer that the teachers are actively involved in the process.

The institutional autonomy of the Institute is carried out on the basis of the Law on Education and includes such areas as academic, financial and organizational-structural autonomy. Institutional autonomy allows the Institute to independently determine and implement a development strategy, develop educational programmes and attract resources for development.

The Institute has a Quality Assurance Policy, which was implemented in 2023. The organizational structure, updated in 2024, includes 38 divisions. Monitoring the effectiveness of interaction between the institute's departments is carried out through regular internal audits, assessment of the implementation of key performance indicators and analysis of feedback from students, teachers and employers. The experts reviewed the documents confirming the implementation of standard 1, including: reports on audits conducted, minutes of meetings of management and advisory bodies, as well internal reports on the implementation of educational programmes. According to the interviewed teachers, ensuring the quality of education is considered as a process of creating and maintaining conditions that allow students to achieve certain educational goals and receive a quality education.

Thus, the experts found that the university has a mission, vision and strategic goal. The sustainability of the university is evidenced by the documentation provided.

Conclusion on compliance with standard 1

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation
1.1	BS	Fully compliant
1.2	BS	Fully compliant
1.3	BS	Fully compliant
1.4	IS	Partially compliant
1.5	BS	Fully compliant
1.6	BS	Fully compliant
1.7	BS	Fully compliant
1.8	BS	Fully compliant
1.9	BS	Fully compliant
1.10	BS	Fully compliant
1.11	IS	Fully compliant
Conclusions of the EEC on the criteria		Compliant out of 11 standards: fully - 9, partially - 2, do not comply - 0
Recommendations for		Clear provision of a quality management system is necessary.

improvement:	To determine the structure and those responsible for the QMS, approval procedures. To establish document flow. Information should be compiled and posted on the institute's website in three languages (state, Russian and English)

STANDARD 2. Educational programmes

ISFT Institute organizes training of personnel in the following 16 areas of undergraduate education in such areas as pedagogy, humanities, business, and IT. Also, since the 2024/2025 academic year, training of personnel in four areas of master's degree has begun. In addition, the Institute specializes in training personnel in the field of management, business, finance and accounting according to curricula and programs initially developed independently on the basis of international educational programmes.

The educational programmes are implemented in Uzbek, Russian and English.

The programmes combine theory, practice and research to meet educational needs. Bachelor's degree graduates apply knowledge to solve professional problems, and master's degree students use an interdisciplinary approach in complex situations, making reasonable conclusions taking into account scientific and ethical aspects. Master's degree students must integrate knowledge, independently develop and conduct research. The study programmes are developed on a credit-modular principle, where the student's workload is determined on the basis of ECTS, and the subjects (modules) are arranged sequentially to ensure consistency of study and build on previous knowledge. Bachelor's degree programmes contain 240 credits over four years, including compulsory courses, elective courses and internships. Master's degree programmes with a volume of 120 credits are aimed at deepening specialised knowledge with an emphasis on research.

The programmes are developed taking into account the national qualification frameworks and industry needs. The educational programmes are developed on the basis of regulatory documents and guidelines approved by the Ministry of Higher Education, Science and Innovation. This includes:

- Classifier of areas of personnel training corresponding to the levels of the National Qualification Framework and state educational standards.
- Professional standards and qualification requirements developed by basic universities and industry councils.
- Model curricula and plans that are regularly updated.

The Institute's programs are developed by departments based on these documents, agreed upon with stakeholders, approved by the Educational and Methodological Council, and sent to the Ministry for review. After approval, the programs are included in the Institute's license.

Upon completion of the educational programme, the obligation to prepare final qualifying papers reflecting the knowledge, skills, and abilities acquired by graduates, and to defend them before the State Attestation Commission or to pass state exams in specialized subjects is enshrined in the curricula of educational areas (Table 2). Graduates will graduate in 2025.

The programmes are implemented through a modular system combining compulsory disciplines, electives, and practical components. The LMS platform supports independent learning, allowing students to access materials and complete assignments. For example, students in the Information Security program use the LMS for simulations and project implementation, which strengthens their technical competencies.

The curricula include compulsory courses (144–180 credits) and elective courses (32–60 credits). The curricula maintain a discipline ratio that corresponds to the training profile, and also provide for practical training (12–60 credits) aimed at integrating theoretical knowledge with professional skills.

Particular attention is paid to students' independent work: 50–60% of the study time is allocated to it. To support this area, an LMS platform was introduced, and an Information and Resource Centre was created, offering educational materials and literature. Topics for independent study are indicated

in the syllabuses of the disciplines. However, the effectiveness of completing independent assignments and their assessment are not considered in the report.

In the educational programmes, special attention was paid to students' self-education. At the same time, 50–60 percent of the study hours were directed to independent study. Topics for independent study were highlighted in the syllabuses of the disciplines (Table 2b). The Institute has created the necessary conditions for the high-quality implementation of the self-study system. For this purpose, the LMS platform (intranet.isft.uz) was created. The platform has conditions for providing students with independent study assignments and their acceptance and assessment. The relevant materials were posted on the platform for the implementation of self-study and the training materials are constantly updated.

In order to develop additional skills of students, the Institute has organized 6 clubs and several courses. These courses include such areas as programming, foreign language, public speaking; resume writing and preparation for a conversation.

The quality of educational programmes is regularly evaluated based on feedback from employers, students and teachers. The process of evaluating educational programmes at the institute includes external examination and review at all stages of their development. When forming qualification requirements, curricula and standard curricula, proposals from employers, educational institutions and specialists are taken into account. To prevent conflicts of interest, working groups have been created, and both internal and external reviews have been organized.

In addition, educational programmes and plans are posted on the official website of the institute in the public domain, which increases their transparency for students and the public. In the development process in the 2023-2024 academic year, the departments of the institute together with employers actively participated, which ensured their relevance and compliance with labour market demands.

The educational programmes include stages of intermediate and end-of-course assessment, as well as state certification, including the defence of a final qualification work or passing a state exam. This allows us to assess students' knowledge, skills and abilities, as well as monitor the development of academic credits within the credit-modular system.

In order for students to better understand the specifics of their future qualifications, internships are held at specialized enterprises, meetings with leading specialists and employers are organized, and key aspects of applying knowledge in professional activities are explained. Considerable attention is paid to fostering students' responsibility for the quality of their education, creating conditions for their professional growth and demonstrating the successful experience of graduates.

The educational institution ensures a link between the qualifications obtained in the bachelor's and master's degree programs and their significance for postgraduate education. Bachelor's degree graduates who have successfully completed the program have the opportunity to continue their education in four master's specialties for which the institute has licenses. Master's degree graduates can enrol in doctoral studies, which are also supported by licenses for seven areas of postgraduate education. This confirms the institute's commitment to ensuring continuity of education.

The institute demonstrates full compliance with the principles of equality and non-discrimination in the implementation of educational programmes. These principles are observed both at the legislative level (the Constitution, the Law on Education) and through the internal documents of the Institute, including the Charter and the Code of Ethics.

Measures taken to prevent discrimination include equal opportunities for students and teachers, an objective assessment system and an effective complaints mechanism through the Rector's electronic reception. These steps ensure a fair and friendly educational environment.

The educational programmes of the Institute are structured so that students receive the knowledge, skills and abilities necessary for both their personal development and future career. Compulsory and elective disciplines are aimed at developing professional competencies, and qualification practice ensures the connection between theory and practice.

The number of hours and the content of the practice programs have been adapted to the requirements of the educational areas. However, due to the lack of graduates due to the young age of the Institute, it is not yet possible to receive a full assessment of the quality of training from employers.

Students have the opportunity to participate in the development of educational programmes through representation in the Educational and Methodological Council and working groups. In addition, student suggestions are systematically considered to improve the content of the programs and introduce new disciplines. It is important to note that students, as the main target group of the educational process, are given the opportunity to contribute to the content of the programs, which is in line with international approaches to inclusiveness and transparency.

The results of the external review processes of the curricula make a valuable contribution to their improvement. There is a policy requiring the implementation of these findings in specific action plans with regular monitoring mechanisms.

The presence of industrial practice as an important part of the educational process indicates the desire of the institution to prepare students for real conditions of professional activity. Agreements with employers form a solid basis for the integration of students into the labour market. In the future, it would be useful to supplement the report with examples of successful cases of interaction with employers, which will emphasize the effectiveness of this initiative.

The system of academic management at the Institute is distinguished by a clear structure and distribution of responsibilities. This creates a stable basis for the implementation of educational programmes and improving their quality. The presence of a vice-rector for academic work and an educational and methodological department demonstrates a high degree of organizational readiness for effective management.

The Institute demonstrates a high level of compliance with standards. However, in order to further improve the quality of educational programmes, it is recommended to strengthen work with feedback from graduates and employers, as well as continue to improve the mechanisms of equality and professional training of students.

The Institute has 8 departments; the disciplines are distributed between these departments in accordance with their profile. The Department of Student Internship and Graduate Employment Monitoring, the Department of Education Quality Assurance, the activities of which are regulated by the internal regulations of the Institute, have been organized.

The Educational and Methodological Council, as a collegial body of academic activity management, organizes the educational process, coordinates the work of faculties and departments, improves educational standards and programs, monitors the quality of education and student performance, and is also responsible for planning the workload of teachers, updating educational materials, introducing modern technologies and developing academic cooperation.

Educational programmes are updated, as a rule, every 5 years. However, taking into account the reforms carried out in the republic and based on proposals from employers, a process of annual amendments and additions to educational programmes has been established. At the Institute, the working curricula of the bachelor's degree programs and the working programs of disciplines are re-approved at the beginning of each academic year. At the same time, taking into account proposals received from students, professors and employers, appropriate changes and additions are made to the number of hours allocated to optional subjects and the content of working programs for all subjects without changing the total number of academic hours established in the curriculum.

The inclusion of optional subjects in the working curricula developed by our Institute and the amount of credits allocated to them is carried out in agreement with the faculty of the relevant department and taking into account the proposals and recommendations of employers.

While forming the content of educational programmes, the proposals and recommendations of the main employers, as well as the latest changes and new research results in the profession, are taken into account. In order to implement this, oral and written proposals were received from leading specialists of interested enterprises and organizations, and the developed educational programmes were presented to the relevant enterprises and organizations for review. For example, reviews were received

from enterprises and organizations of JSC "Aloqabank," Joint-Stock Company "Kafil-Sugurta," Research and Engineering Centre of "Uzqurilishmaterial LITI" LLC.

During the expert evaluation, excessive dependence on external regulation and the framework established by the Ministry was found, which limits the originality and flexibility of the programmes. The programmes were developed taking into account professional competencies that meet the needs of society and employers. However, the report does not provide enough information on the regular analysis of the relevance of these competencies and their updating in educational programmes.

Conclusion on compliance with standard 2

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation
2.1	BS	Fully compliant
2.2	BS	Fully compliant
2.3	BS	Fully compliant
2.4	BS	Fully compliant
2.5	BS	Fully compliant
2.6	BS	Fully compliant
2.7	IS	Fully compliant
2.8	IS	Partially compliant
2.9	IS	Fully compliant
2.10	BS	Fully compliant
2.11	IS	Fully compliant
2.12	IS	Fully compliant
Conclusions of the EEC on the criteria	Fully compliant out of 12 standards: fully - 11, partially - 1, do not comply - 0	
Recommendations for improvement:	1. It is necessary to develop and implement mechanisms for monitoring and evaluating the quality of independent assignments, as well as to show their impact on students' academic performance. 2. It is necessary to implement a formalized process for reviewing educational programmes, with clear deadlines for their updates and a procedure for approving changes. 3. To increase the availability of educational programmes for students with special educational needs, including the adaptation of materials for distance learning. 4. To introduce additional modules focused on the development of "soft" skills, to better meet the needs of employers. 5. To develop a transparent mechanism for student engagement, including standardized procedures and methods for collecting suggestions 6. Continue to develop internal mechanisms for monitoring the effectiveness of the educational process with an emphasis on digitalization. 7. To strengthen interaction between strategic management and teaching staff through exchange of experience and regular training..	

STANDARD 3. Student-cantered learning and student assessment

Student-centred learning and teaching consists of providing students with the opportunity to participate in choosing the content of education, the learning path, and the methods of mastering the educational material and independently determine the pace/terms of learning. Thus, student-centred learning allows students to be involved in the decision-making process in their own learning. The focus on student-centred learning is reflected in such ISFT documents as the Regulation "On Student-Centred Education" and the methodological recommendations "On Student-Centered Education". When interviewing students, experts obtained evidence that their needs are studied in the educational process, satisfaction with the learning conditions and the quality of teaching is revealed, and teaching methods allow for their involvement in active cognitive activity.

Motivational approaches to the active involvement of students in the educational process include project-based learning, an individual approach, and technologies for developing critical thinking. Having attended practical classes in the specialties 60110100-Pedagogy, 60310300-Psychology, 60110200-Preschool Education, 60410800-Management, the experts were convinced of the use of active teaching methods - mainly "brainstorming", "Round table", the use of practical situations and video recordings on the TED Talks platform, etc.

The experts filled out the assessment sheets of the practical lesson and concluded that, in general, the needs of students are taken into account; they are quite active in the lessons and participate with interest in the proposed types of practice-oriented tasks. The structure of the lessons includes an introductory, main and final part. The teachers comply with the requirements of the methodology of teaching disciplines at the university, have the required competencies. Active involvement of students in the lesson was found, as they showed interest, asked questions.

The University uses various teaching and learning methods, including: project-based learning, video lectures, business games, discussions, brainstorming, round table, etc. The experts received this information both from the institutional self-assessment report and during interviews with teachers and students. The choice of a teaching method for a particular discipline or class is determined by the specifics of the discipline, depends on the topic, goals and objectives, resources.

Independent work of students (IWS) is carried out in the form of working with the material presented in the LMS - these are video lectures, assignments, testing, etc. The LMS platform is widely used by each student, each student of the Institute has their own account on the LMS platform. Also, an electronic educational platform (intranet.isft.uz) is used to post information about student-centered learning (access to webinars, video materials, discussion forums and interactive courses). Approaches to organizing ISS are documented, in particular the academic policy, and posted on the website.

Feedback from students and teachers on the issue of satisfaction with teaching and learning methods is carried out within each academic period, and a hotline communication channel with the administration is also used. The procedure is regulated by the Feedback Regulation. The results of the survey in 2023 showed that satisfaction with teaching was 4.6 (on a 5-point scale), and student satisfaction with the content and organization of training was 4.4. At the same time, the number of students participating in the survey was 8,137 people (32%).

The principles of scientific methodology, including methods of analytical and critical thinking, scientific research methods are included in all educational programmes as part of the study of compulsory disciplines philosophy and methods of scientific research. Economics and business programs actively use cases that provide students with the opportunity to apply theoretical knowledge to real or close to real situations. Students learn to analyse complex problems, identify key factors and develop solutions, which contributes to a deep understanding of the subject. Cases often require the integration of knowledge from various fields, which develops skills in interdisciplinary thinking and an integrated approach to problems. In the humanities, for example, in the subject "Ecological Culture and Fundamentals of Sustainable Development", students work in groups to create a sustainable development concept for a specific area of the city. They analyse current problems (pollution, lack of green spaces, transport problems) and propose their solutions.

Today, the university has **25 396 students** in 16 bachelor's degree programs, and training in four master's degree programs has begun in the 2024/2025 academic year (data from the report, p. 28). Information on foreign students, students from socially vulnerable groups and people with special needs (disabled people) is *not provided in the report and at the request of the institute.*

The experts reviewed the Code of Ethics, developed by a lawyer, reviewed by the Institute Council and approved by the Rector. The Code is intended for the teachers, staff and students of the Institute and defines the requirements for the behaviour of students. Violations may result in disciplinary measures, including a warning, a probationary period or even expulsion from the student body.

The students interviewed said that the first acquaintance with the Code occurs during the first days of study. Students are introduced to the contents of the Code by teachers and staff of the Student Department and the Department of Spirituality and Education. In the event of a student's failure to fulfil their obligations, all actions specified in Article 32 of the Code of Ethics are considered by the Ethics Commission, which provides sufficient information on the adoption of appropriate measures. An example of this can be various events of the Department of Spirituality and Education aimed at morality and ethics. These include events held on the topic of combating drug addiction and violence.

The principles, methods and practices used to assess students are included in the ISFT regulatory documents. Thus, general approaches to assessment are defined in the Charter. Information on the types of assessments is provided to students in the curricula and on the LMS platform. The types of control and criteria for assessing students' knowledge are enshrined in the Regulation on the procedure for organizing the educational process and assessing students' knowledge, students' knowledge is assessed on a 5-point (100 percent) system.

The experts reviewed the documents on student assessment and recommended regulating assessment procedures more carefully and in detail, including taking into account the formative and summative approaches to assessment, without equating it with midterm and final assessment, which should be done in practice and is reflected in the report. Students are allowed to take tests for each specified module (subject) if their attendance exceeds 75 percent. According to the Regulation on the organization of the educational process and the procedure for assessing students' knowledge, the passing score is 40 (60) percent. To move to the next stage, students must accumulate 60 credits during one academic year.

Students who did not participate in the midterm or final assessment are not awarded points. Students who missed assignments due to illness or mitigating circumstances confirmed by documents (traffic accident, illness, marriage, birth of a child, etc.) are allowed to retake the midterm or final assessment, or submit a written assignment without losing points. Students who did not pass or missed the midterm or final assessment but did not provide any documents are allowed to retake the exam during the retake period, but if they pass, only the minimum passing score is awarded. Students can file an appeal.

During the interview, students said that they were generally satisfied with the assessment methods, while some students believe that testing as a form of final assessment can be supplemented with a written exam. Experts determined that the assessment process for students of all levels of education is consistent and objective in relation to all students.

In order to ensure the objectivity of the assessment of students' knowledge, skills and abilities, final exams are not conducted by the faculty who conducted the classes. An Examination Department has been created to organize and conduct final assessments. All written assignments are sent to Turnitin. The Institute uses two solutions provided by the LMS platform (intranet.isft.uz). "Originality/Similarity" (to check similarities and determine the originality or plagiarism of the work) and "Checking Studio" with an artificial intelligence detection tool (to ensure that works are not created using artificial intelligence). Students and teachers are required to comply with the rules associated with Turnitin.

Several experts are involved in assessing students' results during oral exams. Written exams are assessed anonymously. Students are assigned an identification number, which is replaced by a code issued by the Examination Department. The results are then returned to the Examination Department, which is responsible for publishing students' grades. Other assignments assessed directly by teachers are rechecked by the examination group and/or the course leader.

Students can appeal the results of the examinations. The number of complaints by course over the past three academic years: 2021/2022 - 43, 2022/2023 - 71, 2023/2024 - 14.

A commission is formed to consider appeals, the results of which are recorded in a protocol. In the event of a change in the grade, the Examination Department subsequently makes changes to the LMS platform.

The reliability and validity of assessment methods is assessed through expert review. For this purpose, the University has created the Examination Department.

There is no survey of students and teachers about assessment methods in ISFT.

Thus, the university demonstrates certain successes in defining and applying methods for assessing students, project-based learning has been introduced and project defence is used as a final control.

Conclusion on compliance with standard 3

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation
3.1	BS	Fully compliant
3.2	BS	Fully compliant
3.3	BS	Fully compliant
3.4	BS	Fully compliant
3.5	BS	Fully compliant
3.6	BS	Partially compliant
3.7	BS	Partially compliant
3.8	BS	Partially compliant
3.9	IS	Fully compliant
3.10	IS	Partially compliant
3.11	IS	Partially compliant
3.12	IS	Partially compliant
Conclusions of the EEC on the criteria		Compliant out of 12 standards: fully - 8, partially - 4, do not comply - 0
Recommendations for improvement:		1. STANDARD 3.3: To identify an independent module focused on developing research skills in both undergraduate and graduate/doctoral programmes; 2. Standards 3.10-3.11-3.12: It is recommended to provide regular feedback to students on the methods used to assess learning outcomes and develop plans for corrective actions; 3. To conduct an analysis of the methods used to assess learning outcomes and document it; 4. In addition to testing as the main form of control, use other modern methods of control and assessment, pre-check them for validity and reliability, adequacy to the specifics of the disciplines studied; 5. To involve external examiners in order to prevent conflicts of interest

STANDARD 4. Students, Admission, Selection and Qualification Policy

The educational institution is obliged to provide a transparent admission policy, including clearly established selection rules. Admission of students to the ISFT Institute is regulated by the internal "On the procedure for admitting students to study at the ISFT Institute", developed in accordance with the legislation of Uzbekistan. Admission is carried out on the basis of equal opportunities through a single competition. Applicants with high scores have priority for admission on grants, and the remaining places are filled on the basis of fee-based contract quotas. Particular attention is paid to applicants from socially vulnerable groups and with disabilities, for which separate quotas are provided. According to the internal procedure, separate quotas are allocated annually for persons with disabilities. The categories and rights of such students are defined by internal documents and include access to individualized examination conditions. For example, a responsible employee is appointed for blind applicants and special conditions are created.

Exams are held in Uzbek, Russian and English, and the list of areas and disciplines are approved by the Council of the Institute.

For example, in 2023-2024, out of 23,202 applications, 7,576 students were successfully admitted, and the competition was 3 applications per place. At the same time, there remains a high demand for the educational services of the Institute: the number of applications (23,202 applications) is 30% more than last year. This is due to the development of the ISFT image, an increase in the number of relevant and modern educational programmes and trajectories for obtaining key competencies, as well as the successful positioning of the Institute's brand as an "entrepreneurial university" among other universities.

Applicants are informed about the requirements of educational programmes and the specifics of its implementation:
− through the Institute's website;
− holding Open Days;
− booklets, information sheets, questionnaires, brochures;
− visiting schools, colleges, lyceums, gymnasiums as part of career guidance events;
− communication with students of graduating classes entered into the Institute's database;
− theme days for applicants.

Competencies, skills and qualifications for applicants to educational programmes are specified in the educational programme passport.

Transfers and reinstatement of studies are regulated by the Institute's Regulations "On the procedure for transferring, reinstating and expelling students to the ISFT Institute," Refusals to transfer are possible in the event of significant academic discrepancies, lack of accreditation from previous educational institutions or limited capabilities of the institute. All transfers are approved by the rector, who also sets the deadlines for submitting academic debt.

The procedure for appealing the decisions of the relevant authorized persons or commissions during admission to studies and other types of work is regulated by the relevant documents.

The Institute annually reviews the admissions policy based on public and expert data. An appeals committee operates within the framework of examinations, accepting applications within 24 hours from the announcement of the results and reviewing them within 1-3 days.

Support services are provided for students, including the Career Centre, the Department of Spirituality and Enlightenment, and mentor-student programs. Students receive assistance in planning their educational trajectory, writing a resume, finding internships and preparing for exams. All students have access to personal accounts with educational materials and schedules.

The Institute has introduced the position of Vice-Rector for Youth Affairs and a psychologist who support students. For example, in the 2023/2024 academic year, 75 students from socially vulnerable groups were supported. From the Strategy Support Fund, 15 students were sent on internships abroad, and 47 are studying on grants. Over the course of one academic year, work was

carried out on the personal life, correctional situations and rehabilitation of more than 50 students. At the initiative of students, the Shield group was created, consisting of 25 students, which brings student youth initiatives to the management and develops projects based on them. On average, 76 students submitted proposals per academic year, of which 54 were implemented in projects and put into practice.

Adaptation procedures include orientation sessions, campus tours and a mentoring program. A staff of tutors provides assistance to students in social and educational matters. The Student Council has introduced a mentoring program, where senior students help new students adapt to campus life.

In 2022, the Student Association was established, which includes committees in six areas: educational events, cultural projects, support for international students, sports and health, social welfare, and marketing. Members of the association are appointed by students by voting. Student representatives participate in working groups and advisory bodies. . Student representatives represent students' interests in the Institute Council and the Educational and Methodological Council.

Students participate in the process of monitoring the quality of education through regular surveys and questionnaires, the data from which is used to update the curriculum and improve teaching methods. For example, in 2022, the Student Council of the Faculty of Business and Management initiated changes to the curriculum, increasing the number of courses in English.

According to the approved procedures, the Institute recognizes the results of academic mobility based on agreements with foreign universities. It is planned to expand mobility programs from 2024.

The Institute uses the HEMIS system to manage educational processes. Bachelor's degree graduates must earn 240 credits, including qualification practice and final certification.

The Institute trains specialists in licensed bachelor's degree areas within 10 areas of knowledge according to the Classifier of Educational Areas. Graduates will receive a 6th degree bachelor's degree diploma. The first graduates of the Institute are expected in 2025.

According to the state educational standards of higher education, to receive a diploma, students must earn 240 credits, which includes:

- *mastering all disciplines of the curriculum;*
- *successful completion of qualification practice;*
- *passing the final state certification, including a graduation paper and qualification exams.*

Transfer of studies and recognition of academic mobility credits between relevant and related areas of education is carried out independently on the basis of the regulations approved by the Institute. The Institute actively cooperates with ENIC / NARIC and the Erasmus program for the recognition of qualifications. Joint programs have been signed with foreign universities, including the Almaty University of Management.

The distribution of financial resources at the Institute is based on the Institute's Development Strategy for 2024-2028 and the Institute's annual plan for the implementation of this strategy. One of the main areas of the Strategy is spiritual education, which reflects the following strategic goals:

- Improving the environment for self-realization and development of a competitive personality
- Formation of an active civic patriotic position
- Development of student self-government
- Scientific creativity of students

For example, in 2023, students implemented 54 projects and held 114 events, including scientific conferences and cultural evenings.

Remarks:

Limited admission timeframes limit the university's ability to attract diverse and talented applicants, which emphasizes the need for a year-round or multiple admissions process.

Conclusion on compliance with standard 4

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation

4.1	BS	Fully compliant
4.2	BS	Fully compliant
4.3	BS	Fully compliant
4.4	BS	Fully compliant
4.5	BS	Partially compliant
4.6	BS	Fully compliant
4.7	BS	Fully compliant
4.8	BS	Fully compliant
4.9	BS	Fully compliant
4.10	BS	Fully compliant
4.11	BS	Fully compliant
4.12	IS	Fully compliant
4.13	IS	Fully compliant
Conclusions of the EEC on the criteria		Meet out of 13 standards: fully - 12, partially - 1, do not meet - 0
Recommendations for improvement:		1. STANDARD 4.1 Focusing on the selection of talented students can significantly enhance the visibility, reputation and overall brand of the institution: − creating entry pathways for students who excel in specific areas such as STEM, arts, sports or leadership. − offering prestigious scholarships to students who have achieved outstanding success in national or international competitions, projects or entrepreneurship − organizing national and international subject Olympiads, hackathons or innovation challenges to identify and attract talented students. − collaborating with schools and local communities to organize talent fairs 2. Expanding the offer of master's and doctoral programs that are important for the long-term success of the institution in terms of academic quality, institutional reputation, research output and impact on society. 3. The University should expand its offering of executive programmes to meet the growing demand for professional development among working professionals and industry leaders. These programmes will help to: − enhance the University's reputation as a centre for continuous learning and innovation; − strengthen links with industry through specialist, practical and collaborative courses; − generate significant income to support research and institutional growth; − create a diverse alumni network of influential professionals, facilitating long-term partnerships and visibility.

STANDARD 5. Academic staff/faculty

The experts examined the policy of selection and hiring of employees, which is carried out in accordance with the legislation of the country and is transparent and objective.

Currently, ISFT has **322 faculty members**, of which **145** are full-time and, **177** are part-time and hourly. The share of faculty with academic degrees and titles is **39%**. Over the past 3 academic years, 56 faculty members have been hired as external part-time workers and **121** – on an hourly basis to teach correspondence students.

The interviewed teachers (more than 20 people were present at the interview, and questions were also asked to the teachers during the visit to the departments) said that when applying for a job, they provide a standard set of documents - a diploma of higher education, documents confirming the presence of an academic degree / title, information on teaching experience, a list of scientific publications.

The teachers are generally satisfied with their work at the university, as positive arguments they note high salaries, the opportunity to improve their qualifications, including abroad, prospects in scientific work, good working conditions, opportunities for research work, etc.

The procedure for hiring faculty at the Institute is carried out in accordance with the Labour Code of the Republic of Uzbekistan dated October 28, 2022 Chapter 2 "Labour Legislation", as well as the *Regulation on the hiring of professors-teachers and personnel.*

ISFT ensures the quality of the hired teachers through a competitive selection process consisting of the following stages: 1) review of candidate applications; 2) interviews; 3) a demo lecture by the candidate; 4) decision making. Also, when selecting teachers, their attitude to the mission of the university is taken into account.

The remuneration of teaching staff at the ISFT Institute is regulated by the *Regulation on remuneration, incentives, and financial assistance to employees*. Currently, the average monthly salary of teachers is 12.6 million soums. At the same time, depending on the position of the teacher, the presence of an academic degree, the salary varies from 4 million soums to 18 million soums. The increase in wages in the period 2022-2024 amounted to about 80%. Financial support for teachers includes not only monthly wages, but also material stimulation of scientific activity through incentive payments based on the results of publication in highly rated journals, defence of dissertations, publication of textbooks and monographs, and other achievements.

The interviewed teachers said that the university has a system of material incentives, including one-time payments for: 1) the publication of textbooks, teaching aids, monographs, popular science publications, and teaching aids; 2) incentives for articles indexed in scientific journals in the Scopus and Web of Science databases. In addition, it was established that the teaching staff receives a permanent bonus for their academic degree/title, teaching experience at the university, the rating of the completed higher education institution, for teaching in two or more foreign languages, CFA levels, ACCA "P" and ELTA, "F" ACCA and equivalent achievements.

ISFT also uses a system of non-material incentives, including awarding rector's certificates, gratitude, and highlighting personal achievements on the website.

Teachers have an individual plan, which is filled in by the teacher themselves in accordance with the Regulation on the annual workload of teaching staff for each type of activity: academic work, educational and methodological work, research and organizational work, then individual plans are discussed at department meetings and approved by the vice-rector for academic work. The head of the department monitors the implementation of all types of activities of teachers in accordance with the individual plan during the academic year, and then the results of the implementation are also discussed at department meetings. The experts familiarized themselves with the reports of teachers in the departments of economics, humanities and natural sciences, business management, accounting, psychology and pedagogy. The observance of the balance between teaching, scientific and service functions by teachers, which are differentiated depending on the position held, was analysed. Thus, the annual workload of a teacher is 1540 hours: of which educational work - 900 hours, educational and methodological activities - 460 hours, organizational and mentoring - 180 hours. The workload of research teachers, depending on their position, consists of academic work - 450-720 hours, educational and methodological activities - 310-320 hours, organizational and mentoring up to 120 hours, and research activities - 380-780 hours.

In 2021, the ISFT Council decided to set the teacher-student ratio at the university at 1:24 for full-time students and 1:30 for part-time students, which applies to undergraduate and graduate programs. The adoption of this decision became the basis for determining the staffing level of the teaching staff.

At the same time, regulatory (licensing) requirements set the ratio at 1:12-16 full-time students and 1:20 for distance learning.

While attending practical classes for students in the programs 60110200-Preschool Education, 60110100-Pedagogy, 60310300-Psychology and other experts saw that there were from 20 to 23-25 people in a group.

The University has a permanent system of advanced training in teaching methods, including student-centred learning technologies, professional development, which is described in the documents Regulation on Personnel Policy and Regulation on   Retraining and Advanced Training of Managers and Teaching Staff. According to these documents, advanced training of management personnel and teaching staff should be carried out at least once every three years. Coordination of work on advanced training is carried out by the Human Resources Department and the Quality Assurance Department.

At the beginning of each academic year, the Institute develops an annual plan for advanced training and professional development of teachers, in accordance with which advanced training courses are organized. The courses are conducted by methodologists, qualified professors and teachers and external experts. Administrative and managerial personnel and the Academic staff are required to take advanced training courses lasting at least 144 hours at least once every three years, annually at least 33%. For example, in 2024, 18 teachers improved their qualifications in their specialty at the industry (regional) centre for retraining and advanced training of teaching staff at the Tashkent State University of Economics; in October 2023, 20 representatives of the management and teachers of the Institute improved their qualifications in the field of management skills and leadership at the Academy of Public Administration under the President of the Republic of Uzbekistan; in May 2022, 57 teachers studied on a 144-hour advanced training course in innovative pedagogical technologies in teaching social and humanitarian disciplines at the industry (regional) centre for retraining and advanced training of teaching staff at the National University of Uzbekistan; in 2022, 6 employees improved their qualifications at the industry (regional) center for retraining and advanced training of teaching staff at the Tashkent State University of the Uzbek Language and Literature named after Alisher Navoi.

ISFT also conducts advanced training for the faculty abroad, organizes regular participation in international seminars and conferences at the expense of the university: for example, in 2024, 9 teachers underwent advanced training at Polotsk State University (Belarus), in February 2024, an 8-person delegation of the Institute took part in the Eurasian Higher Education Summit in Istanbul, Turkey, etc.

Teachers are assessed by certification as a procedure for identifying their compliance with the position they hold. The frequency of assessment is once a year, since the faculty is hired on a competitive basis for a period of one year. Certification is carried out by a commission, the composition of which is approved by the order of the rector, in accordance with the Regulation on the certification of personnel. Based on the results of the certification, a decision is made to extend the contract for another year, and salary supplements are established. In order to motivate the teaching staff, the competitions "Best ISFT Syllabus", "Best ISFT Teacher" are held, the winners of which receive cash prizes and awards. In the 2023-2024 academic year, 75 professors and teachers were financially rewarded. ISFT's personnel policy provides all employees with equal opportunities for self-realization and career growth.

ISFT's HR policy provides all employees with equal opportunities for self-realization and career growth.

Thus, the university's HR policy is characterized by clarity, transparency and fairness. The university employs a sufficient number of teachers to teach 25,396 students of all levels of education. Advanced training programs have been developed and are being implemented, allowing teachers to

regularly improve their professional and pedagogical skills. There is a system of material and non-material incentives for teachers. At the same time, experts recommend considering the possibility of concluding a contract with the faculty for 3 years (currently 1 year); reducing the teacher-student ratio from 1:24 to 1:12-16 recommended by licensing requirements for full-time students and from 1:30 to 1:20 for part-time students, which will increase the number of teachers and improve the quality of training; officially enshrine the provisions on opportunities for advancement and career growth of employees and the faculty.

Conclusion on compliance with standard 5

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation
5.1	BS	Partially compliant
5.2	BS	Fully compliant
5.3	BS	Fully compliant
5.4	BS	Fully compliant
5.5	IS	Partially compliant
5.6	BS	Fully compliant
5.7	IS	Partially compliant
5.8	BS	Fully compliant
Conclusions of the EEC on the criteria	Compliance out of 8 standards: fully - 5, partially - 3, non-compliance - 0	
Recommendations for improvement:	1. STANDARD 5.1: To consider the possibility of concluding a contract with the faculty for 3 years (currently 1 year). 2. STANDARD 5.5: To differentiate the teacher: student ratio (currently 1:24 for full-time education, 1:30 for part-time education) in order to ensure quality and take into account the individual characteristics of students. It is also recommended to define and enshrine in regulatory acts the teacher: student ratio in master's and doctoral programmes. 3. STANDARD 5.7: To reflect information on the promotion and career growth of employees and the faculty in the HR policy.	

STANDARD 6. Educational resources and student support

A survey of the material and technical base showed that the institute has 5 buildings with a total area of 57,075 sq.m., including: - a classroom fund with a total area of 20,244 sq.m. with 135 classrooms equipped with computer equipment, traditional and multimedia boards, and visual stands. In addition, campuses 1 and 3 house information and resource centres (in Tashkent and Samarkand) with a total area of 1,200 sq.m. and 80 computer classrooms with a total area of 4,000 sq.m. There are also open sports grounds with a total area of 1,000 sq.m. and three rented sports facilities. Each campus has medical offices and canteens. A business incubator has been created in the main building for students to implement their start-up ideas.

The experts came to the conclusion that the classroom fund, educational equipment, library resources, the number of practice bases, IT resources, allow for the adequate implementation of all educational programmes.

The program of the experts' visit included a visit to 38 departments, 3 faculties, 13 academic departments, 9 administrative departments, 13 student and teacher support services.

The experts were convinced that the information in the self-assessment report (STANDARD 6)

was confirmed during the visit to the university. The experts visited places for recreation and meals for students and staff, including canteens on 4 campuses, inspected sports grounds and recreation areas.

The interviewed students confirmed that they were satisfied with the created conditions for education and recreation.

The interviewed teachers said that they were satisfied with the existing conditions for work, advanced training, conducting scientific research and implementing the results obtained.

According to the Regulation "On Remuneration" developed by the financial committee of the institute dated May 15, 2022 have incentive payments. Teachers and students receive up to 15 times the minimum wage,

Experts have found that the safety of the environment for teachers and students is ensured by a video surveillance system and access control, as well as compliance with fire safety requirements, compliance with sanitary and hygienic standards, the presence of a campus wall or fence, provision of drinking water and sewage, compliance of buildings and classrooms with standards of Sanitary Rules and Regulations. Drills and training are conducted. Instructions for action in emergency situations have been developed. Safety instructions and an evacuation plan are posted on the walls of the campus in accessible places.

The students interviewed said that they find the security system at the institute good.

The experts visited the classrooms, classrooms #203–205, lecture halls in the main building and the second building of ISFT, as well as the examination centre located in room #606, and found that all the premises are in satisfactory condition, comply with sanitary and hygienic standards and standards established by licensing and accreditation requirements.

The Vice-Rector for General Affairs monitors compliance with the standards.

Access to web databases of professional and scientific literature and other electronic media for students and teachers is organized by creating a library collection.

The experts visited the library, located in the main building and including access to national and international databases. Access to web databases of professional and scientific literature and other electronic media for students and teachers is organized by the Information Resource Centre. The total library fund is 4527 units (consists of 116 titles), all resources have an electronic version (Table 15 of the report)

The library has reading rooms (IRS) for 60 people, equipped with bookcases, tables and chairs, equipped with heating and cooling systems, 40 units of modern computers and 2 printers.

In the 2nd campus, room 601 is equipped with 11 computers, where students and faculty have access to the National Library of Uzbekistan (http://old.natlib.uz:8101/e-library/), as well as to the electronic library of the Ministry of Education (https://unilibrary.uz/), the link is posted in the scientific section of the institute's website (https://jurnal.isft-ilm.uz/), all computers of the departments and the scientific department have access to these resources. There is access to the web portal of the national database natlib.uz (contains 350,000 electronic resources), to the scientific research database (more than 29,000 electronic resources), the media portal media.natlib.uz (more than 158 video materials and 600 audio books), to the press.natlib.uz database (66,161 newspapers and magazines published in 1935-2021), to the rare book database nodir.natlib.uz (2,276 books in various languages, 122 manuscripts, 24 albums and 2,775 periodicals). Thanks to the subscription, teachers can use the resources of world scientific databases during 2024.

The interviewed students said that they were satisfied with the library and its qualified staff.

The university has a barrier-free environment that is favourable for people with disabilities. Two campuses are being built for such students, which will be equipped with ramps for wheelchairs, classrooms, and screen readers for students with visual impairments.

Based on the report, only preparations are being made for the admission of students with disabilities.

The following departments provide support and counselling for students: Department of Student Affairs; Career and Alumni Centre; Distance Learning Department; Department of Spirituality and Education; Department of Science and Innovation. Where students receive all the information they

need about the learning process.

Students have their own personal virtual offices on the LMS platform, where all the necessary information and resources are available (class schedule, educational materials, additional resources, video lectures, missed classes, tuition fees, agendas, their grades and academic performance, information on credits by subject).

Distance learning is provided online via the Zoom platform.

Student support includes the following: assistance in organizing the educational process, consultations on educational issues, employment and solving social problems. The institute has created student clubs, a student theatre, a student projects club, co-working centres, sports clubs and football teams.

The experts examined the documents that testify to the implementation of student support: the Student Guide (student guide), personal account on the LMS platform.

Advisory work on academic issues is organized by the Student Affairs Department (office registrar, academic and financial specialists). Assistance to students is also provided by tutors, academic mentors and faculty, who regularly hold office hours with students (planning the educational trajectory, choosing subjects and teachers, advice on improving the assimilation of subjects). The Psychology Service and the Department of Spirituality provide consultations in case of stress, anxiety, depression or other psychological problems.

During the interview, students said that they were completely satisfied with the work of consultants. During the meeting with teachers, the experts asked questions dedicated to advisory work with students and received the following answers: all issues are resolved quickly.

The experts visited the canteen, the medical office, sports facilities (an open sports ground with a total area of 1000 sq.m.), recreation areas, there is no own dormitory (rented in the private sector).

The experts concluded that the facilities were equipped in compliance with licensing and accreditation requirements

The program of academic mobility of students is organized in three areas: intra-institute mobility (department for work with students - Regulation on the procedure for transfer, reinstatement and expulsion of students), mobility among universities of the republic (Ministry of Higher Education, Science and Innovation - Resolution of the Cabinet of Ministers No. 343), and mobility with foreign higher education institutions (department of international relations - contractual relations with foreign partner universities (four countries - UNIMAS, UPSI, UPM, USCI in Malaysia; University of Management in Almaty, Kazakhstan; Polotsk State University in Belarus; Aydin University in Istanbul, Turkey).

In total, for 2022-2024, 216 students transferred to study in other universities, 120 students transferred to study at the ISFT Institute

At the time of accreditation, students did not leave the University for training.

The university signed cooperation agreements with 14 foreign higher education institutions (including 8 Memorandums), agreements were reached on the implementation of joint educational programmes with 4 universities from 4 countries.

The purpose of the memorandums is the exchange of students and faculty, advanced training courses, joint scientific research and programs.

As part of the implementation of the goals and objectives of the memorandums, the university held: 9 republican and 7 international conferences (vice-rector for international cooperation and the department of international cooperation).

May 29-30, 2023 International scientific and practical conference on the theme "The role of universities in achieving sustainable development"

May 6-7, 2024 Republican scientific and practical conference on the theme "The role of an interdisciplinary approach in the development of modern educational approaches"

May 24-25, 2024 in Samarkand International summit "Prospects of the New Uzbekistan: economics, education, management and business"

February 27-29, 2023 Eurasian Higher Education Summit "EURIE" in Istanbul.

January 23, 2024 online participation in the conference "Artificial Intelligence in Information Systems Management", Istanbul Aydin University

May 30, 2024. Conference "The Role of Information Systems Management in the Business World", Istanbul Aydin University in Turkey

In March 2024, 9 teachers completed an advanced training course (144 hours) at Polotsk State University of the Republic of Belarus.

In 2022-2024, 75 teachers completed international internships under the academic mobility program, 35 of which were at foreign universities; this process is regulated and monitored by the Vice-Rector for Science. Funding is provided by the institute, grants and subsidies from public and private organizations, as well as international funds.

During the meeting with the teachers, the experts found out that they were all satisfied with the opportunities for internships, both within the country and abroad.
The experts familiarized themselves with the certificates received by the institute's faculty in 2024.

The university's research base consists of the department of scientific research, innovation, and training of scientific and pedagogical personnel. *The Vice-Rector for Research and Innovation supervises scientific activities.*

. The priority scientific areas are business management, finance, economics, including green economy, implementation of modern educational technologies, philology, etc.

A total of 1 scientific project has been completed in the direction of "Social Sciences". In the process of implementing a scientific project on the topic: "Illustrated dictionary of idioms for children", the Agency for Innovative Development provided a grant in the amount of 311 million soums.

Commercialization of R&D includes: a business incubator, designed to implement innovative and entrepreneurial activities of students in order to turn innovative ideas into a viable start-up business.

The experts familiarized themselves with the documents on R&D: for 2022-2023. the teaching staff published 1 textbook, 12 teaching aids, 1 teaching aid complex, 30 articles were published in national and 45 in foreign journals.

In the 2023/24 academic year, the teachers of the institute published 4 textbooks, 20 teaching aids, 5 teaching aids, 65 articles in national journals and 148 articles in foreign journals

During a meeting with the vice-rector for science, experts found that research activities at the institute are carried out at a fairly good level.

The interviewed teachers said that the Academic staff has the opportunity to publish their articles free of charge in the scientific and methodological journal "ISFT" (planned to be included in the list of OAC journals in 2024, electronic version: https://jurnal.isft-ilm.uz/view_post.php?id=11)

The development of scientific activity allows the use of research results in educational programmes.

The university financing system consists of a budget for the corresponding financial year, drawn up on the basis of the *Strategic Development Plan of the Institute and the principles established in the Regulation on the Finance Committee.*

The responsible department is the accounting department. The main source of income is the receipt of funds from the provision of academic services (student fees). The financial stability of the university has been achieved by offering new academic programs and increasing tuition fees.

A meeting with the accounting staff showed that accounting is organized in accordance with the National Accounting Standards. An independent audit was conducted with the involvement of an external independent audit organization, a positive conclusion was received.

During the meeting with the acting rector, experts asked questions about additional sources of funding. Acting rector - Gulomov Ibrokhim Rustamovich answered that this is decided by the Board of Trustees in accordance with the funding program for each academic year.

Financing of the educational process is the main priority of the activity and is regulated by the Regulation on the Finance Committee.

The experts familiarized themselves with the documents: invoices (for the purchase of

equipment), Acceptance Certificates.

Regular updating, expansion and strengthening of the university's material and technical base is carried out to achieve strategic goals and includes digitalization for the creation of open educational resources, administrative systems and student services. Responsible unit is *Procurement Department*.

The educational institution should encourage the introduction of distance learning technologies in the educational process.

Conclusion on compliance with standard 6

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation
6.1	BS	Fully compliant
6.2	BS	Fully compliant
6.3	BS	Fully compliant
6.4	BS	Fully compliant
6.5	BS	Fully compliant
6.6	IS	Fully compliant
6.7	BS	Fully compliant
6.8	BS	Fully compliant
6.9	BS	Fully compliant
6.10	BS	Fully compliant
6.11	IS	Fully compliant
6.12	IS	Fully compliant
6.13	IS	Fully compliant
Conclusions of the EEC on the criteria		Compliant with 13 standards: fully - 13, partially - 0, do not comply - 0
Recommendations for improvement:		1. The educational institution should encourage the introduction of distance learning technologies in the educational process.

STANDARD 7. Information and Activity Management

Information management is the responsibility of all departments of the Institute, which work on the basis of the Regulations, qualification requirements, and job descriptions. The Institute has a three-level structure for supervision, management and implementation of internal quality assurance processes: the Institute Council, the Quality Assurance Department, Structural Divisions (38 divisions, including 3 faculties, 13 academic departments, 13 student and faculty support services and 9 administrative divisions).

The information that is published by the Institute in the public domain includes the history of the Institute, its mission and strategy, the organizational and management structure and management of the Institute, quality assurance and academic integrity policies, key performance indicators, annual reports on the results of work, license and accreditation, educational programmes, Academic staff, admissions and academic activities, scientific activities, quality of education, resources for students.

The key performance indicators of the Institute are collected by the division - the Quality Assurance Department and are presented in the form of the Annual Report on the activities of the Institute.

The experts reviewed the documents: Institute Development Strategy, Regulation on the Organization of the Internal Education Quality Assessment System, ISFT Institute Quality Assurance Policy, Feedback Regulation, Institute Annual Report for 2023, Audit Reports for 2022 and 2023 г.

Confidential information (for Institute employees only) is available at https://intranet.isft.uz/.

Information on the student body, their academic performance, student achievement, and expelled

students is collected in the [LMS](#) [portal](#), which is managed by the Registrar's Department.

Information on special components of educational programmes (description of disciplines and teaching and learning methods, rotations), assessment methods, general learning outcomes (results of national certification exams, benchmarking procedure, international exams) is collected in the Quality Assurance Department.
https://isft.uz/ru/students.

The Institute has defined its social responsibility, which includes ensuring the availability of quality education by providing scholarships for students from low-income or marginalized groups, supporting the local community, participating in environmental initiatives, and forming social and academic inclusion. The results of this work were the following indicators: an increase in the number of social scholarships by 50%, 350 students took part in 15 volunteer projects aimed at supporting local schools, 8 business incubation programs were organized, in which 200 students took part; 12 of them launched their start-ups, student performance increased by 20% due to additional educational courses for socially vulnerable groups. Some of them can be viewed at the link https://isft.uz/ru/news/26.

Experts defined information management at the Institute as an effective process, since integrated and automated data management systems have been implemented, ensuring transparency and efficiency, and tasks are clearly distributed between departments, ensuring coordination and efficiency.

The analysis of the achievement of key performance indicators of the Institute is used in the work of the internal quality assurance system. The Strategy Department is responsible for implementation.

The Institute's division "Quality Assurance Management" is responsible for analysing students' academic achievements and uses the results to improve the quality of educational programmes, as well as improve teaching and assessment methods.

The first graduation of students is expected in 2025, so the issue of employment was not discussed. Although interviews were conducted with potential employers.

The Institute uses the analysis of students' academic achievements to provide feedback, including for developing questionnaires, informing the Admissions Committee, faculties, advisory bodies (Institute Council, Educational and Methodological Council), so that they can make suggestions for improving the educational process. For example, an analysis of the academic performance of 2nd-year students in the Business and Management specialty, conducted in 2022, showed that it is necessary to improve the teaching of financial analysis and strategic management, as well as include more case methods and group projects in the course. Another analysis conducted in 2023 based on the results of the exam in the Primary Education specialty showed that practice-oriented classes should be strengthened, as well as improvements to the internship program, paying more attention to modern teaching methods for young children.

The organizational structure of the institute (approved in 2024) includes management structures, including: the rector's office, 7 consultative and advisory bodies, 3 faculties and 9 administrative units. Their functions are defined in the Charter of the Institute and the Regulations of the structural units, and are ensured by compliance with job descriptions, with which the experts were familiar. In total, the experts familiarized themselves with 31 documents, including the Charter of the Institute, the Regulations on the structural units, and the job descriptions of employees.

The interaction of the institute's divisions is based on a common mission and strategy, as well as on the principles of quality assurance, which contributes to the harmonization of the efforts of all structures to achieve high standards in the educational process and scientific activity. The quality management system, implemented at the university since 2023, has led to improved management processes and the implementation of educational programmes, an increase in the efficiency of administrative operations and an increase in the satisfaction of students and teachers.

The transparency of the management system and decisions made is confirmed by the involvement of key stakeholders in decision-making processes, as well as access to internal

documents and reports and the posting of information on the activities of key management structures on the website at the link https://isft.uz/ru/activity.

The experts interviewed teachers and employees of administrative departments, who confirmed that information on the activities of the institute is available and regularly updated. During interviews with teachers, the experts found out that they actively participate in the processes of discussing curricula and take part in meetings to improve the quality of education. Visiting departments, including educational and methodological departments, the experts made sure that the management system and interaction between departments' functions effectively, and important decisions are made on the basis of agreed and transparent procedures.

The institute has a department "Department of Scientific Research, Innovation and Training of Scientific and Pedagogical Personnel", which is responsible for research work (R&D). This area is supervised by the Vice-Rector for Research and Innovation. The department employs 5 people. In 2022, 2 research projects were completed to develop innovative educational technologies and improve the qualifications of teaching staff. In 2023, 8 research projects were completed, involving 25 employees (including 12 teachers, 13 students). In 2024, 12 research projects are being implemented. Funding is provided by a state grant and grants from international organizations. International organizations such as the European Council, UNDP, and UNESCO are involved in the implementation of projects. Analysis of the effectiveness of research is carried out once a year and is presented in the form of reports on scientific activities.

Thus, the experts determined that the Institute has an information management system that effectively supports research processes and ensures their transparency. At the same time, a number of areas were identified that require improvement, namely, the need to improve coordination between various departments for more efficient use of the received grants and strengthening international cooperation in the field of scientific research.

Conclusion on compliance with standard 7

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation
7.1	BS	Fully compliant
7.2	BS	Fully compliant
7.3	IS	Fully compliant
7.4	BS	Fully compliant
7.5	BS	Fully compliant
7.6	IS	Partially compliant
7.7	IS	Fully compliant
7.8	IS	Partially compliant
Conclusions of the EEC on the criteria		Compliant out of 8 standards: fully - 6, partially - 2, do not comply - 0
Recommendations for improvement:		1. The Institute needs to improve coordination between various departments for more efficient use of received grants and strengthening international cooperation in the field of scientific research

STANDARD 8. Informing the Public

Information about the activities of ISFT is published on the official website (https://isft.uz/), in social networks - Facebook, Telegram, Instagram, videos are posted on the You Tube channel, press releases, advertising booklets and news feeds are issued in national and foreign electronic and printed publications, television is widely used, information boards, signs and newsletters are also used, SMS and E-mail newsletters are made.

The main requirements and standards for informing the public, external stakeholders and consumers are regulated by the <u>Regulation on Information Policy</u>. Coordination and control of compliance with the information policy is carried out by the Press Service.

Experts studied the ISFT website, the main sections of which are "About Us", "Activities", "Applicants", "Students", News, FAQ, Contacts. In the "About Us" section there is a mission: *"Our mission is to form students' basic skills for future career growth, ensuring their readiness to realize themselves in a professional environment. We achieve this by implementing advanced training programs and research projects, based on the study of society's needs for personnel and employers' requirements, we will give students the opportunity to become successful participants in social progress"*; in the "Applicants" section, information about the Admissions Committee is provided, general information about the bachelor's and master's degree programs, information about transfers and reinstatement, as well as information about testing - admission is carried out through the online platform http://admission.isft.uz.; in the "Students" section, subsections "Career growth at ISFT" and "Library". At the same time, the site does not post educational programmes (there are only brief information), there is no information about the expected final learning outcomes and awarded qualifications. Students said that they receive this information from the heads of departments and teaching staff, information about the disciplines studied, the necessary methodological materials are posted in the LMS system, and the educational portal https://intranet.isft.uz/ is also used. Information on teaching and learning methods is included in the syllabuses of the studied disciplines and in the educational and methodological complexes, and students learn about them from teachers.

The quality assurance policy is posted on the website only in the state language, the approval date is not determined. .https://head.isft.uz/uploads//content/27.%20Sifatni%20ta'minlash%20siyosati.PDF_1730792838.pdf .

Information on assessment methods, passing scores and educational opportunities provided to students is also posted on the website in the Regulation on the organization of academic processes and monitoring of students' knowledge https://head.isft.uz/uploads//news/Akademik_jarayonlarni_tashkil_etish_va_talabalar_bitimini_nazor at%20(%D1%80%D1%83%D1%81)_1731436153.pdf .

Information on student support services and graduate employment opportunities is also provided through the website - in the "Students" section, there is a subsection "Career growth at ISFT". The ISFT Career Centre is designed to assist students in finding employment. In addition, the Career Centre provides advice on career planning, preparing resumes and cover letters, conducts trainings and master classes, organizes exhibitions, etc.

Thus, experts have determined that the public information process that exists in ISFT generally meets the requirements; the website, social networks, other information resources, and communication channels with stakeholders and consumers are used as the main sources of information.

However, there are problems associated with maintaining the website in the officially declared languages; individual documents have not yet been posted - annual reports on the activities of the university, educational programmes and changes to them, information on learning outcomes and awarded qualifications, etc.; there is a problem with the quality of the posted documents, as well as fairly complex navigation on the website; individual links still do not lead to the declared documents; there are no teachers' resumes.

Conclusion on compliance with standard 8

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation
8.1	BS	Partially compliant
8.2	BS	Partially compliant
Conclusions of the EEC		Compliant with 2 standards: fully - 0, partially - 2, do not

on the criteria	comply - 0
Recommendations for improvement:	1.STANDARD 8.1: To inform the public and interested parties about the programmes being implemented, including the learning outcomes and qualifications awarded.
	2. STANDARD 8.2: To monitor and thoroughly analyse the information on the website, ensure that all necessary information is posted in the declared languages (state, Russian, English).

STANDARD 9. Monitoring and evaluation of educational programmes

The Institute has a system for monitoring and evaluating educational programmes, which includes the following processes: (a) evaluating the educational environment and the quality of educational resources; (b) evaluating teaching methods, the quality of assessment tools and learning outcomes; (c) receiving feedback from students, teachers and employers; (d) evaluating the quality of the staff. The document confirming the existence of the monitoring system is called the "Quality Assurance Policy", which operates in accordance with the Regulation on the organization of the internal system for assessing the quality of education approved by the Rector of the Institute on August 30, 2023. During the monitoring process in 2024, areas requiring improvement were identified such as updating the content of educational programmes to meet modern requirements, improving the qualifications of teachers and improving the material and technical base for the implementation of the educational process. The monitoring involves such units as the Quality Assurance Department, the Educational and Methodological Department, faculties and departments, the Human Resources Department, as well as representatives of students and employers.

The educational process monitoring system also includes feedback from teachers, students and employers, which consists of questionnaires, interviews, round tables and discussions in working groups. Questioning is carried out at the level of departments, deans' offices and the institute. Each department has a student survey system, which consists of regular questionnaires to assess the effectiveness of teaching methods, the quality of curricula and teaching materials, the quality of practice and the availability of infrastructure. The experts familiarized themselves with the results of the survey in the departments of Accounting, Management, Psychology and Pedagogy. The surveys are devoted to such topics as student satisfaction with the quality of teaching, the quality of the organization of practices and the quality of educational resources.

At the dean's office level, the survey is conducted twice a year and is devoted to the problem of the quality of student services, the organization of the educational process and satisfaction with the infrastructure. According to the employees of the quality assurance department, the effectiveness of the survey lies in receiving objective feedback, identifying problem areas and developing solutions based on the opinions of participants in the educational process. The survey results help identify key areas for improving educational and support services, make informed management decisions, and track the dynamics of student satisfaction with the educational process. For example, in 2023, a student survey was conducted on the availability of educational resources and the quality of teaching, which stimulated the improvement of such processes as the development of a digital platform for access to educational materials, improving the pedagogical skills of teachers, introducing elective courses for students, increasing the volume of internships and career services.

At the institute level, 7 questionnaires have been developed in 5 areas. Each questionnaire includes from 10 to 25 questions. The survey is conducted twice a year and the Quality Assurance Department is responsible for surveying students.

The institute conducts a survey of teachers and focuses on the following issues: satisfaction with working conditions, the quality of educational programmes, the organization of scientific activities, the effectiveness of the management system, and opportunities for professional

development. During a meeting with teachers, the experts found out that they participate in surveys conducted by the Quality Assurance Department and the Human Resources Department. The results of the teacher survey are published on the internal portal of the institute or read out at general meetings. Teachers believe that the survey is useful for improving working conditions and improving the quality of teaching.

A survey of graduates has not yet been conducted due to the lack of graduates.

Since 2021, a survey of employers providing internships has been conducted on the level of professional training of students, their compliance with labour market requirements, the demand for knowledge and skills acquired at the institute, as well as the quality of interaction between employers and the institute. The survey results established that students of the institute have a good theoretical basis, but employers recommended strengthening practical training and developing "soft" skills such as communication, adaptability and critical thinking.

At the institute, the Quality Assurance Department collects and analyses information on unfair practices or inappropriate behaviour of teachers. At the same time, the results of the survey of 3rd year students did not contain information on unfair practices or inappropriate behaviour of teachers, which confirms the positive climate at the institute.

The "Student Department" deals with the inappropriate behaviour of students.

The experts familiarized themselves with the results of the questionnaire of teachers (2023, 63 people), which identified such strengths of teaching as deep professional knowledge, accessible explanation of material and the use of interactive teaching methods, as well as weaknesses - limited use of digital technologies and a low level of integration of research results into the educational process.

The adequacy and effectiveness of the institute's library resources is assessed by the Information and Resource Centre together with the Quality Assurance Department. The frequency of such assessment is 2 times a year. In 2023, it was revealed that the library does not have enough relevant scientific literature on a number of specializations, modern teaching aids and resources in digital format. The teachers interviewed by the experts wished for expanded access to international scientific databases and an increase in the number of workstations with computers for working with electronic resources. The 1st-3rd year students in the information technology and economics specialties interviewed by the experts also said that they would like to see more textbooks in foreign languages in the library and access to specialized software for completing educational projects.

The assessment of the sufficiency and effectiveness of information and communication technologies in the educational process is carried out by the division - the Information Technology Department. This area is supervised by the Vice-Rector for Digitalization and Financial Affairs. Information and communication technologies are most actively used in teaching using electronic educational platforms, conducting online lectures and seminars, as well as in distance learning. The experts visited the Information Technology Department, where they got acquainted with the documentation - plans for the introduction of ICT in the educational process and projects to improve the digital infrastructure and digitalization of the management of educational processes. When surveying 1st-3rd year students, experts found that the availability of IT resources is 8 points out of 10. Annual renewal and purchase of office equipment is carried out in accordance with the strategic development plan of the institute. In 2023, 2.5 billion soums (equivalent in US dollars - 200,000) were spent on the purchase of equipment for computer labs and classrooms.

Over the past 3 years, more than 250 units of equipment have been updated as part of improving IT technologies.

According to the interviewed teachers, the improvement of IT resources has improved such areas of educational programmes as access to modern electronic textbooks and materials, the use of interactive and multimedia teaching methods, as well as the development of online platforms for distance learning. Having attended 15 practical classes in the areas of training information technology, pedagogy and humanities, the experts were convinced that in the process of organizing training, teachers use modern IT solutions, such as interactive whiteboards, educational platforms (LMS),

virtual laboratories and simulators. At the same time, the experts discovered such problems as an insufficient number of licensed software products and a lack of technical support for educational IT resources.

Students are involved in the monitoring processes and activities for evaluating educational programmes through the inclusion of student representatives in the councils - the Institute Council and the Educational and Methodological Council. Thus, since 2023, Abdulaziz Abdurasul ugli, a youth leader, has been a member of the Institute Council, and since 2023, Aziza Rifatjonovna Mukhtorova, a student of the Philology programme, and Mavluda Ismoilovna Abdurakhmonova, a student of the Pedagogy and Psychology programme, have been a member of the Educational and Methodological Council. The Supervisory Board also includes representatives of employers: Alisher Kurbanov, Deputy Chairman of "Alokabank" JSC, Sardor Boisov, Chief Legal Auditor of "Pilesser" LLC.

The experts familiarized themselves with the lists of members of the Institute Council, the composition of the Educational and Methodological Council, and minutes No. 5, 7, 9 of 2024, which considered the following issues: integration of science and education, development of the scientific potential of the Institute, quality of internship organization, involvement of employers in the educational process, as well as pedagogical support for new teachers.

Changes made to educational programmes are approved at a meeting of the Institute Council. The latest changes were made in 2024. The experts studied the documents regulating the process of making changes to curricula and programs, as well as reports on the discussions held at the Council meetings. Thus, the experts found that the Institute has a system for monitoring and evaluating educational programmes, carried out through the involvement of key stakeholders. However, there are weaknesses in this process related to limited coordination between different departments.

Conclusion on compliance with standard 9

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation
9.1	BS	Fully compliant
9.2	BS	Fully compliant
9.3	BS	Fully compliant
9.4	BS	Fully compliant
9.5	BS	Fully compliant
9.6	BS	Fully compliant
Conclusions of the EEC on the criteria		Compliant with 6 standards: fully - 6, partially - 0, do not comply - 0
Recommendations for improvement:		Annually monitor the labor market, internal environment, employers' requests, students' needs, teaching staff and take into account when developing and updating the content and structure of educational programmes

STANDARD 10. External quality assurance and continuous improvement procedures

The educational institution shall initiate procedures for regular external evaluation of both individual units and structures (department, faculty, program), and activities as a whole in accordance with European standards and recommendations.

The educational institution shall develop and implement an internal quality assurance policy for all key areas of work, including the study of needs for improvement and such activities as:
- Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society;

- Modification of the final learning outcomes of graduates in accordance with the documented needs of the postgraduate training environment;
- Adaptation of the model of educational programmes and methodological approaches in accordance with modern theory in education, methodology of adult learning, principles of active learning;
- Adjustment of elements of the educational process in accordance with scientific achievements, with changes in socio-economic and cultural conditions, with the inclusion of new relevant knowledge, concepts and methods, and the exclusion of outdated ones;
- Modification of assessment methods in accordance with changes in learning outcomes, teaching and learning methods;
- Adaptation of student recruitment and selection policies taking into account human resource needs, changes in the pre-university education system and the needs of educational programmes;
- Adaptation of academic staff recruitment and formation policies in accordance with changing needs;
- Updating educational resources in accordance with changing needs, such as student recruitment, the number and profile of academic staff, expanding the range of educational programmes;
- Improving the process of monitoring and evaluation of educational programmes;

Review of the organizational and staffing structure, updating the strategic plan and objectives taking into account changes in regulatory documents, transformations in society.

The educational institution must ensure that resources are allocated for continuous improvement in all areas of its activities.

The educational organization should take into account the progress achieved since the last external quality evaluation procedure when preparing for the next procedure.

The educational institution should ensure that the quality assurance policy is continuous, effective, reflects the integration of research, education and practice and supports:
- departments, schools, faculties and other units, as well as management, staff and students, in fulfilling their responsibilities for quality assurance;
- processes that ensure academic reputation and freedom;
- processes that prevent intolerance of any kind and discrimination against students and staff.

The educational institution should ensure that the process of renewal and restructuring results in a review of policies and practices in line with previous experience, current activities and future prospects.

Conclusion on compliance with standard 10

Standard No.	Standard category	Conclusion on compliance with the standards for accreditation
10.1	BS	Fully compliant
10.2	BS	Fully compliant
10.3	BS	Fully compliant
10.4	IS	Fully compliant
10.5	IS	Fully compliant
10.6	IS	Fully compliant
Conclusions of the EEC on the criteria		Compliant out of 6 standards: fully - 6, partially - 0, do not comply - 0

Thus, during the external institutional evaluation, 76 out of 91 standards (64BS, 27 IS) were found to be in compliance with standards for accreditation. 15 standards were partially met. No non-compliance with standards was found.

5. Recommendations for improvement of the institutional activities of the educational institution - International School of Finance Technology and Science:

STANDARD 1
1. It is necessary to clearly ensure the quality management system. To determine the structure and those responsible for the QMS, approval procedures. To establish document flow. Information should be compiled and posted on the institute's website in three languages (state, Russian and English)

STANDARD 2
2. It is necessary to develop and implement mechanisms for monitoring and evaluating the quality of independent assignments, as well as to show their impact on student performance.
3. It is necessary to implement a formalized process for reviewing educational programmes, with clear deadlines for their updates and a procedure for approving changes.
4. To increase the availability of educational programmes for students with special educational needs, including the adaptation of materials for distance learning.
5. To introduce additional modules focused on the development of soft skills to better meet employers' demands.
6. To develop a transparent mechanism for student engagement, including standardized procedures and methods for collecting suggestions
7. Continue to develop internal mechanisms for monitoring the effectiveness of the educational process with an emphasis on digitalization.
8. To strengthen the interaction between strategic management and the Academic staff through the exchange of experience and regular training.

STANDARD 3
9. STANDARD 3.3: To define an independent module focused on the development of research skills in both undergraduate and graduate/doctoral programmes;
10. Standards 3.10-3.11-3.12: To provide regular feedback to students on the methods used to assess learning outcomes and develop plans for corrective action;
11. To conduct an analysis of the methods used to assess learning outcomes and document it;
12. In addition to testing as the main form of control, use other modern methods of control and assessment, pre-checking them for validity and reliability, adequacy to the specifics of the disciplines studied;
13. To involve external examiners in order to prevent conflicts of interest

STANDARD 4
14. STANDARD 4.1 Focusing on the selection of talented students can significantly enhance the recognition, reputation and overall brand of the university:
   − creating entry pathways for students who excel in specific areas, such as STEM, art, sports or leadership.
   − providing prestigious scholarships to students who have achieved outstanding success in national or international competitions, projects or entrepreneurship
   − organizing national and international subject Olympiads, hackathons or innovation tasks to identify and attract talented students.
   − collaborating with schools and local communities to organize talent fairs

15. To expand the offering of master's and doctoral programmes that are important to the long-term success of the institution in terms of academic quality, institutional reputation, research output and impact on society.

16. The University should expand its offering of executive programs to meet the growing demand for professional development among working professionals and industry leaders. These programs will help to:

   − To enhance the University's reputation as a centre for continuous learning and innovation;

   − To strengthen links with industry through specialized, practical and collaborative courses;

   − To generate significant income to support research and institutional growth;

   − To build a diverse alumni network of influential professionals that facilitates long-term partnerships and visibility.

STANDARD 5

17. STANDARD 5.1: To consider the possibility of concluding a contract with teachers for 3 years (currently 1 year).

18. STANDARD 5.5: To differentiate the teacher: student ratio (currently 1:24 for full-time education, 1:30 for part-time education) in order to ensure quality and take into account the individual characteristics of students. It is also recommended to define and enshrine in regulatory acts the teacher: student ratio in master's and doctoral programmes.

19. STANDARD 5.7: To reflect information on the promotion and career growth of employees and teachers in the HR policy.

STANDARD 6

20. The educational institution should encourage the introduction of distance learning technologies in the educational process.

STANDARD 7

21. The Institute needs to improve coordination between various departments to use the grants received more effectively and to strengthen international cooperation in the field of scientific research

STANDARD 8

22. STANDARD 8.1: To inform the public and stakeholders about the programs being implemented, including the learning outcomes and qualifications awarded.

23. STANDARD 8.2: To monitor and thoroughly analyse the information on the website, ensure that all necessary information is posted in the declared languages (state, Russian, English).

STANDARD 9

24. To monitor the labour market, internal environment, employer requests, needs of students and teachers annually and take this into account when developing and updating the content and structure of educational programmes.

6. Recommendation to the ECAQA Accreditation Council

The EEC members have established the compliance of the International School of Finance Technology and Science with the Standards for accreditation and have come to a unanimous opinion to recommend to the ECAQA Accreditation Council to accredit the International School of Finance Technology and Science for a period of 5 years.

	Full name	Signature
Chairman of the EEC	Nazarova Vera Leonidovna	
International Expert	Professor Valeria Csepe	
Academic Expert	Khaydarov Ilkhom Kudratovich	
Academic Expert	Nefedova Larisa Vladimirovna	
Employer Expert	Zhalilov Mirshod Burkhonovich	
Student Expert	Parvina Odilova	

Профиль качества и критерии внешней институциональной оценки
образовательного учреждения - International School of Finance Technology and Science
(обобщение)

2	Критерии оценки	Количество стандартов	Оценка		
			Fully compliant	Partially compliant	Не соответствует
1.	МИССИЯ И ПОЛИТИКА ОБЕСПЕЧЕНИЯ КАЧЕСТВА ОРГАНИЗАЦИИ ОБРАЗОВАНИЯ	11	9	2	
2.	ОБРАЗОВАТЕЛЬНЫЕ ПРОГРАММЫ	12	11	1	
3.	СТУДЕНТОЦЕНТРИРОВАННОЕ ОБУЧЕНИЕ И ОЦЕНКА СТУДЕНТОВ	12	8	4	
4.	СТУДЕНТЫ, ПОЛИТИКА ПРИЕМА, ОТБОРА И КВАЛИФИКАЦИИ	13	12	1	
5.	АКАДЕМИЧЕСКИЙ ШТАТ/ПРЕПОДАВАТЕЛИ	8	5	3	
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ И ПОДДЕРЖКА СТУДЕНТОВ	13	13	-	
7.	УПРАВЛЕНИЕ ИНФОРМАЦИЕЙ И ДЕЯТЕЛЬНОСТЬЮ	8	6	2	
8.	ИНФОРМИРОВАНИЕ ОБЩЕСТВЕННОСТИ	2	0	2	
9.	МОНИТОРИНГ И ОЦЕНКА ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ	6	6	0	
10.	ПРОЦЕДУРЫ ВНЕШНЕГО ОБЕСПЕЧЕНИЯ КАЧЕСТВА И НЕПРЕРЫВНОГО УЛУЧШЕНИЯ	6	6	0	
	Итого:	91	76	15	
				91	

Список документов, изученных членами ВЭК в рамках проведения внешней оценки образовательного учреждения - International School of Finance Technology and Science

№	Наименования документов	Количество
1.	Государственная лицензия на образовательную деятельность (МО Уз.Р от 15.10.2024)	1
2.	Положение о Наблюдательном совете Председатель (НС от пр.№1 от13.10.2021)	1
3.	Положение о внутренней системе оценки качества (Совет института протокол «1 от 30.08.2023, утв.ректор от 30.08.2023)	1
4.	Политика по Обеспечению Качества (Ректор 01.06.2024)	1
5.	Кодексе академической честности и исследовательской этики, Ташкент 2022 (без даты утверждения и подписи ректора)	1
6.	Стратегический план (председатель НС05.10.2023)	1
7.	Положение об информационной политике ISFT Института (приказ ректора от 10.01.2023)	1
8.	Положение о Пресс службе ISFT Института (приказ ректора от 10.01.2023)	1
9.	Положение о Оценке персонала (протокол №1 Совета института от 8.08.2024)	1
10.	Положение О порядке организации академических процессов и контроля знаний студентов	1
11.	Учебно-методический совет (ректор от 30.08.2023)	1
12.	Научный совет (ректор от 30.08.2023)	1
13.	Финансовый комитет (Утвержден общим собранием учредителей) протокол №2 от 18.10.2021учредители18.10.2021)	1
14.	Студенческий совет (ректор28.11.2022)	1
15.	Совет Института (ректор от 30.08.2023)	1
16.	Студентоортентированное обучение. Методические рекомендации (без даты и утверждения)	1
17.	Методическое пособие для учителей (без даты и утверждения)	1
18.	Регламент института по организации мероприятий по направлению потенциала (семинары, взаимопосещения, педагогические тренинги) (без даты и утверждения)	1
19.	Регламент о порядке посещения учебных занятий в ISFT с целью контроля и повышения качества преподавания (без даты и утверждения) (без даты и утверждения)	1
20.	Силлабус по дисциплине «Риторика о науке», кафедры гуманитарных и естественных наук (без даты)	1