Addressed to the
Accreditation Council of IAAR

REPORT

about the results of the work of the external expert Commission for the evaluation for compliance with the requirements of the standards for programme accreditation of basic educational programmes 510200 Applied mathematics and Informatics (BA), 510200 Applied mathematics and Informatics (MA), 550200 Physical and mathematical education (BA), 550200 Physical and mathematical education (MA), 510400 Physics (MA) Osh state University

from "19"till"21" of October 2020

Osh city   **«21» of October, 2020**

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

Addressed to the
Accreditation Council of IAAR

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

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CONTENTS

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

AMP – administrative and managerial personnel
HPE – higher professional education
HEI – higher education institution
SAC – State Attestation Commission
SES – State Educational Standard
FMIT – Faculty of Mathematics and Information Technology
PTF – Physical and Technical faculty
CED – catalog of elective disciplines
MES KR – Ministry of Education and Science of the Kyrgyz Republic
AB – Advisory board
RW – research work
MEP – the main educational program
EP – educational program
GSC – general scientific competencies
OshSU –Osh State University
IAAR – Independent agency for accreditation and rating
PC – professional competencies
TS – teaching staff
WP – work programme
LO – learning outcomes
WC – working curriculum
SPGCC – socio-personal and general cultural competencies
MM – mass media
IWS – independent work of the student
LID – learning and information department
EMA – educational and methodical association
EMM – educational and methodical materials
EMC – educational and methodical complex
AW – academic work
SC – the scientific Council
TC – training center
CITS – Center for information and technical support
CDMEP – cycle of disciplines of the main educational program
FAT – Fund of assessment tools

(II)INTRODUCTION

In accordance with the order of the Independent Agency for Accreditation and Rating from October 19 to 21, 2020. The external expert panel assessed compliance of the MEP 710200 Information systems and technologies (WA), 710200 Information systems and technology (major: information systems and technologies in Economics) (MA), 710100, Informatics and Engineering (BA), 710300 Applied Informatics (BA), 710300 Applied Informatics (MA), 510200 Applied mathematics and Informatics (BA), 510200 Applied mathematics and Informatics (MA), 550200 Physical and mathematical education (BA), 550200 Physical and mathematical education (MA), 510400 Physics (MA), 510100 Mathematics (MA) of Osh State University to the standards of program and primary program accreditation of the IAAR (No. 65-20-OD of 03.09.2020).

The report of the External Expert Commission (EEC) contains an assessment of the compliance of Osh State University activities within the framework of program and primary program accreditation with the NAAR criteria, recommendations of the EEC on further improvement of the parameters of the program and primary program profile.

Members of EEC

Chairman-Kosov Vladimir Nikolaevich, Dr. of ph.m.s., Professor of Abai Kazakh National Pedagogical University (Almaty, Republic of Kazakhstan).

Foreign expert-Urmashev Baidaulet Amantayevich, Ph. D., Associate Professor, Dean of the Faculty of Information Technologies of the Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan).

Foreign expert-Belykh Yuriy Eduardovich, Ph. D., Associate Professor, Vice-rector for Academic Affairs of Grodno State University.Yanki Kupala (Grodno, Republic of Belarus).

Foreign expert-Alexey Gudenko Viktorovich , Ph. D., Associate Professor of the Department of General Physics of the Moscow State Institute of Physics and Technology (Moscow, Russian Federation).

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

Foreign expert-Kulzhumieva Ayman Amangeldievna, Ph. D., Associate Professor, Dean of the Faculty of Physics and Mathematics of the West Kazakhstan University named after M. Utemisov (Uralsk, Republic of Kazakhstan).

National expert-Tayirov Mitalip Muratovich, Dr. of ph.m.s., Professor of Batken State University (Kyzyl-Kyya, Kyrgyz Republic).

National expert-Satybaev Abdygany Zhunusovich, Dr. of ph.m.s., Professor, Head of the Department of Information Technologies and Management of Osh Technological University (Osh, Kyrgyz Republic).

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

Employer-Zhusubalieva Bakytgul Toksanbaeva, Director of school-gymnasium n.a.S. M. Kirov Osh (Osh, Kyrgyzstan).

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

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

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

Coordinator IAAR – Niyazov Guliyash Balkenovna, project Manager for institutional and specialised accreditation of higher education institutions.

The observer from Ministry of education and science of KR– Alynbekova Susarkul Shergazievna, leading specialist of Department for professional education of the Ministry of education and science of the Kyrgyz Republic (Bishkek, Kyrgyz Republic).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANISATION

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

By the Resolution of the Council of Ministers of the USSR dated May 12, 1951 No. 1759, the Teachers ' Institute was transformed into the Osh Pedagogical Institute. In 1992, by Decree of the President of the Kyrgyz Republic No. 202, the Osh State Pedagogical Institute was reorganized into the Osh State University. The charter of the organization was approved by the Government of the Kyrgyz Republic.

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

As a legal entity, Osh State University acquired the relevant rights and obligations from the moment of its state registration in accordance with the procedure established by law. It has a Charter, an independent balance sheet, a seal and other details.

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

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

The teaching staff of the university consists of 1,750 full-time staff members, including 70 doctors of science, professors; 405 candidates of science, associate professors.
Among them are:
- Academician of the National Academy of Sciences KR-1,
- Corresponding member of NAS KR-2,
- Winners of the State Prize in the field of science – 2,
- People's Artists of the Kyrgyz Republic – 2,
- Academicians of the Engineering Academy-5,
- Corresponding members of the Engineering Academy-6,
- Honored Workers of Education of the Kyrgyz Republic-8,
- Honored Doctors of KR-5,
- Honored Scientists of the Kyrgyz Republic-3,
- Honored Worker of Culture of the Kyrgyz Republic-1,
- Honored coaches of KR-2.
The average quality indicator of PPP is 27.14%, which meets the relevant requirements.

Osh State University trains specialists in 118 MEP, including 34 bachelor's MEP, 25 master's, 32-in the specialties of secondary vocational education; in residency and internship, 27. In the 2020-2021 academic year, 35 thousand students, postgraduates and undergraduates are studying at Osh State University in full-time, evening and distant (correspondence) forms of education.

Academic activities of the Osh state University and the MEP are implemented on the basis of regulatory documents on higher education of the MES of the KR and State HPE 710200 "Information systems and technologies" bachelor degree, approved by Order of MES KR # 376/1 of 31 March 2017 (Protocol No. 1-5-2 from 31.03.2017); 710200 "Information systems and technologies" graduate degree, approved by Order of MES KR # 1092/1 of July 14, 2017 (the Protocol №from 11.07.2016 1-12-2).

Studying students are conducted for a period of 2 years full-time form using distance learning technology. The maximum number of students is 40 people.

Independent program accreditation is held for the first time.

(IV) DESCRIPTION OF THE EEC VISIT

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

To coordinate the work of the EEC 18 Sep 2020 held remote setting meeting, which were distributed the powers between the members of the Commission, the revised schedule online visit, agreed in the choice of methods of examination.

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

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

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

Category of participants	Quantity
Rector	1
Vice-rector	3
Heads of structural divisions	17
Deans of the faculties	2
Heads of departments	13
Academic staff	32
Students	33
Alumni	36
Employers	49
In total	**186**

During the visual inspection of the online members of the EEC has reviewed the material-technical base of faculties that implement accredited the MEP of the Department, scientific laboratory, personal classrooms, library, computer labs, teaching rooms etc. with the help of a video prepared for an external expert commission, as well as additionally during an online visit to the departments that implemented OOP.

EEC members attended on-line lessons:

- on the discipline "Pedagogy", 3rd year, specialty 550200 Physical and mathematical education-Physics, teacher-Abdymanap kyzy A. (20.10.2020, III lesson 1000-1050));
- on the discipline "Matematikanyn zhalpy kuru", 2nd year, specialty 550200 Physical and mathematical education-Computer Science, teacher-Omorov Sh. D. (20.10.2020, II lesson 900-950);

- on the discipline "General course of mathematics", 1st year, specialty 550200 Physical and mathematical education-Mathematics, teacher-Tagaeva D. (20.10.2020, IV lesson 1100-1150);

The events planned within the framework of the visit of the EEC IAAR contributed to the familiarization of experts with the bases of practices. According to the accredited programs, visits to the following practice bases were organized:

- OsOO "Osh tazalyk", OSH;
- IP Ravshanov" TNK " OSH;
- School No. 50 g. Osh
- School No. 17 named after Yu. A. Gagarin, OSH;
- Kerme-Too school No. 42, OSH;
- No. 42 name of Sergei Korolev , the city of OSH;
- Humanitarian and Technical College of Osh State Technical University named after M. Adyshev, Osh;
- Interdepartmental research laboratory named after F. N. Zaitov, and J. L. Lukanzever, Osh state University, OSH;
- Institute of Natural Resources of the Southern Branch of the National Academy of Sciences of the Kyrgyz Republic, OSH;

Foreign experts requested and analyzed the working documentation of the university. Along with this, the experts studied the Internet positioning of the university through the official website of the university.

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

(V) COMPLIANCE WITH PROGRAMME ACCREDITATION STANDARDS

5.1 Standard "Management of Basic Educational Programme"
Proof part

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

Interaction between scientific research, teaching and learning is one of the main principles of FMIT and FTF activities. The University strives to provide teaching of academic disciplines on the basis of modern scientific achievements.

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

In the university as a whole, as well as in the context of specialties, there is an active interest of all staff in ensuring quality and its guarantee. In the structure of the university there are specialized structural divisions, for which quality assurance is the main subject of activity. Targeted efforts are regularly made to improve the quality and interest of staff in these activities. Quality assurance issues are the subject of discussion by collegial bodies at the level of the university, faculties and departments. The university has formed an interested attitude to employers, their needs, as well as to the needs of other interested parties. Active and equal

participation of all academic staff in the organization of the educational process, understanding of the role of quality in ensuring competitiveness is noted.

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

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

Planning and implementation of EP is carried out in accordance with State standards, qualification requirements of the professional sphere and is consistent with the Development Strategy of Osh State University and FMIT, FTF, as well as the requirements of the labor market. Plans for the development of MEP are developed and adjusted in order to improve training and take into account the needs of the state, discussed at a meeting of the department and the Academic Council of the faculty. Online surveys are conducted to take students ' opinions into account. Meetings with stakeholders are held. The goals of MEP are explained in the hiring of staff on the curatorial hours for the students. Information about the content of the MEP is available on information stands, on the official website of the university and faculty.

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

Plans for the development of the EP are formed taking into account the adopted state documents providing for the further development of the country within the framework of the program " National Strategy for Sustainable Development of the Kyrgyz Republic for 2018-2040. "Taza Koom-Zhany Door" is aimed at meeting the needs of the state, the region, employers and students.

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

The distribution of responsibilities and powers at the university and within the framework of the MEP is determined by internal regulatory documents, university plans, orders of the rector, job descriptions and Regulations on departments. Documents defining the powers and responsibilities of personnel are brought to the attention of the Osh State University Personnel Department.

Those responsible for the processes are appointed by the rector's orders. Qualification requirements for education, work experience, and the availability of special knowledge of personnel are specified in the relevant job descriptions. If you change the staffing structure in the appropriate order determined by the necessity of revising job descriptions and regulations.

To ensure openness, accessibility and trust, effective functioning of the system of information and feedback with students, employers, parents and other interested parties, various channels and means are used at the FMIT and FTF of Osh State University: mass media, Internet resources, information stand, introductory conferences, presentations of syllabuses and work programs by teachers, seminars and trainings for teachers and undergraduates, curatorial hours. FMIT and FTF aims to actively use their official social media pages. The team has and establishes close ties with schools in the city and region.

The quality assurance system is piecemeal, documented sporadically. The HEC was not able to verify the existence of a systematic work on the design of the system. A documented procedure for designing, managing and monitoring quality assurance activities is not provided.

To ensure the quality of education, the following types of work are carried out: monitoring the quality of students ' knowledge, monitoring the quality of admission. Monitoring

of the quality of education includes: computer testing of students, internal inspections of departments, final state certification of graduates, analysis of employers ' feedback on the quality of training of students (graduates), providing feedback to stakeholders, online questionnaires of students and teachers. The results of monitoring are heard and discussed at a meeting of the Department of Informatics and the Academic Council of the faculty, University. The documented evidence was not submitted for the analysis of the HEC.

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

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

Osh State University pays attention to the informatization of the educational process, the automated learning management system AVN is successfully functioning http://avn.oshsu.kg, which allows users of the system to track the entire educational process in real time. The KELBIL mobile app also works, where students and teachers can view class schedules, group attendance, academic performance, etc. For the rapid exchange of information and the speed of document flow, the university has implemented an FTP intranet system, which greatly facilitates work within and between university departments. Teaching staff and students actively use all available innovative services of Osh State University.

Teachers of the Department of Informatics use innovative teaching methods using a variety of visual and audio-video materials. Teachers make presentations, conduct master classes, open lessons.

To ensure openness, we use the capabilities of the university and faculty websites. The rector of Osh State University, Associate Professor K. G. Kozhobekov, has a Facebook page. Managers have reception hours for visitors.

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

Undergraduates and students have the right to apply for the necessary information to the management of the faculty, department and teachers.
The leadership of the MEP are not involved in the training programs of management education.

The analytical part
The Quality assurance Policy has not been published. Analyzing other local documents of the university, we can conclude that the relationship between scientific research, teaching and learning can be traced.
The analysis of the submitted documents and the results of interviews allow us to conclude that the idea of quality is decisive, attention is paid to both traditional and modern systems and mechanisms of quality assurance, on this basis, the development of a quality culture is ensured, and the broad involvement of managers, teaching staff, students, and stakeholders in its support.

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

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

The involvement of representatives of groups of interested persons in the formation of a development plan for the MEP is not systematic. For accredited specialties, there is a common problem – determining the range of employers. There are practically no high-tech enterprises whose needs reflect the current level of technological development. Focusing on the needs of traditional economic entities does not allow us to provide appropriate quality guarantees. The

MEP development plans do not specify the developers, which suggests that the role of the faculty is limited to participation in the meetings of the department and the Faculty Council, at which the plans were considered. There is no interaction with student self-government organizations. It is necessary to review the system of documenting the proposals made and identified needs, activities based on the results of their consideration.

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

Internal regulatory documents that determine the distribution of responsibilities and powers at the university and within the framework of the MEP are brought to the attention of the personnel Department of Osh State University. Links to these documents on the university's website are not available or do not reflect the stated content, it is impossible to get acquainted even with the organizational structure of the university. This situation significantly complicates the task of internal, and especially external, consumers who are interested in finding out the distribution of powers for improving activities.

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

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

Employers and students do not take part in meetings of Osh State University and faculties and departments on a regular basis.

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

Training in education management programs is not given due attention.

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

Strengths/best practices

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

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

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

EEC recommendations

Develop and publish a quality assurance policy.

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

Implement a university-wide form of the MEP development plan, which provides for the availability of targets and deadlines for achieving them.

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

When developing MEP development plans, clearly define the individuality and uniqueness of the MEP, reflecting the desire to provide a breakthrough to achieve new quality and results.

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

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

Conclusions of the EEC according to the criteria of the standard "Management of basiceducational programme": strong-0, satisfactory-13, suggest improvement-4.

5.2 Standard "Information Management and Reporting"
Proof part

The university successfully operates an internal electronic information and educational portal AVN (avn.oshsu.kg). Various reference information materials are introduced into this program: "Students", "Specialties", "Disciplines", "Departments", "Exam sheets", "Summary sheet", "Contingent", "RUP", "IUP", "Schedule", etc. The program solves the problem: formation and storage of personal files of students, automation of forming and maintaining the academic calendar and working curricula, records of student performance, the formation of orders regulating the learning process, generation of certificates and other documents related to the formation of relevant statements.

In accordance with the Regulations on the official website of the University, the deadlines for updating information by structural divisions are set. The collection of information on the activities of the teaching staff for the academic year is carried out on the basis of individual teaching plans approved by the Dean of the Faculty.

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

Monitoring the implementation of the EP includes protection reports head. departments on the Academic Council of the faculty report to the Dean of the faculty on the Academic Council of Osh state University. Internal and external audits of the Quality Department are conducted regularly (at least twice a year), covering all structural divisions and programs of the university, and a corrective action plan is drawn up. Program performance is evaluated through processes that span multiple departments and officials.

The Department's Quality Department annually prepares analytical reports that are used for operational planning activities of the University's departments.

Information security is provided by the LID and the Center for Computer Technology and testing, which are responsible for the performance and continuous improvement of servers designed for storing and processing information.

Only employees of the Computer Technology and Testing Center have access to the servers. It is backed up twice a day. Corporate mail server (oshsu.kg) has an asymmetric key.

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

"Educational portal of AVN" provides the heads of the OP monitoring: characteristics of the population; the criteria characterizing the educational activities necessary for the management of OP; the educational process (formation of sheets, fixing the results of control of

knowledge, the formation of RUP); formation of orders on contingent movement; reporting on the educational process in accordance with accepted MES of the KR requirements; auto-fill forms, transcripts, etc.

Osh State University practices taking into account the opinion of students about the professional activities of teaching staff (the survey "Teacher through the eyes of students"). For all questions of interest, as well as with claims, requests and complaints, students, employees and other interested persons can contact the curators of the groups, the head of the department, the dean of the faculty, the leadership of Osh State University in written and oral form.

If a student is not satisfied with their assessment on the exam, they have the right to appeal to increase their scores. To consider the appeal, the head of the faculty creates a commission consisting of at least three teachers under the chairmanship of the head of the department or a person who replaces him. The commission evaluates the student's response given earlier. If the board concludes that the student's response deserves a positive assessment, this assessment is put on the examination sheet. The assessment made by the commission is final.

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

Osh State University creates favorable conditions for the selection, motivation and consolidation of teachers. Salary surcharges grow every year, and the 13th salary is always paid at the end of the year. The trade union of the university provides assistance and support, vouchers to rest homes, sanatoriums and dispensaries in Jalal-Abad, Issyk-Kul, etc. Dozens of teachers were provided with mortgage loans, land plots and plots in suburban areas were allocated. (Appendix 2.4 (list of teachers who have received land plots and mortgages))
Every year there is a competition among teachers "Best teacher", "Best lecturer", "Best curator".

At the faculty level, an online survey of the faculty of FMIT and FTF is conducted annually "The satisfaction level of the MEP FMIT", "satisfaction FTF PPS", through Internet resource Google Forms. A survey of students and potential employers is conducted. The results of the survey are drawn up in the form of a section of the department's report on the assessment of customer satisfaction. The original report is kept at the department. The results of the assessment of the satisfaction of teaching staff are necessarily considered at the meetings of the department, conclusions and decisions are drawn up in a protocol. Improvement measures are included in the work plans.

The University has defined and documented procedures for assessing the quality of OP. Assessment of the quality of OP is carried out on the basis of analysis of curricula (work programs, syllabuses); curricula (individual workers); educational and methodological complexes of disciplines (UMK); practice programs, catalog of elective disciplines, lesson schedules, individual plans of students, directions, list of disciplines, internal regulatory documents regulating the implementation of EP, questionnaires of students, employers and graduates. The frequency and quality assessments of the EP are established. They pass the procedure of annual monitoring of the quality of implementation with the participation of students, employers and graduates.

The list of key indicators is not formalized.

Automated accounting of the student population, its dynamics, the level of academic performance and achievements of students is conducted.

The Department supports feedback from teachers and students through questionnaires, online surveys, curatorial hours, including for the implementation of targeted support measures.

Assessment of the effectiveness of employment of graduates is carried out according to the following indicators: the share of employed graduates, the geography of employment.

Almost 50% of graduates are employed in their profession. Job Fairs (http://fmit.oshsu.kg / pages/page/682) is held every year, as well as meetings with graduates within the framework of the activities of the Alumni Association and the Career Center (https://www.oshsu.kg/univer/?lg=1&id_parent=49).

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

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

The analytical part

The university operates a system for collecting, analyzing and managing information, actively using modern technologies and software.

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

The university has a system of regular reporting that reflects well all levels and areas of activity. The MEP management assessment system needs to be improved. In the absence of targets, there are no evaluation criteria in the MEP development plans, and, accordingly, the methods, methods and terms of evaluation are not defined and established.

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

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

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

Evaluation of the effectiveness and efficiency of activities is carried out mainly at the content level, both for the university and in the context of the OP. The formation of a system of key evaluation indicators in the planning system is not presented, respectively, quantitative methods of evaluating results are used only in terms of traditional indicators for education management.

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

A priority in providing information support for scientific research is the subscription and purchase of databases.

According to the results of the survey, the following can be noted. Employees evaluated the availability of the manual: for students-39 people (70.9%) "very good", 16 people (29.1%) "good", for teachers 40 people (72.7%) "very good", 15 people (27.3%) "good". Assessment of the level of feedback of the PPP with the management of 35 people (63.6%) "very good", 18 people (32.7%) "good", 2 people (3.6%) "relatively bad". To the question "How does the

management and administration of the university perceive criticism in their address?" 10 people (18.2%) answered "very good", 44 people (80%) "good", 1 person (1.8%) " relatively bad»

Strengths/best practices

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

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

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

EEC recommendations

To optimize the system for the collection, identification, storage and retrieval of information, including in foreign languages.

Establish criteria for evaluating the management of OOP, define and establish methods, methods and deadlines for evaluation.

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

Establish key indicators and implement quantitative methods for evaluating the effectiveness and efficiency of activities.

The conclusions of the EC on the criteria for the standard "Information Management and reporting": strong-0, satisfactory-16, suggest improvement-1.

5.3 Standard "Development and approval of the basic educational programmes"
Proof part

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

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

Learning outcomes by the MEP developed by the Department and approved by the Vice rector academic on the basis of the state standard about formation of STATE VPO CU approved by the Ministry of education and science of KR №1179\1 from September 15, 2015 and the qualifying requirements of the professional sphere in the framework of the educational program. The results of training correspond to the goals of the OOP.

For the analysis of MEP, the faculty organizes events with the participation of graduates, practitioners, managers of enterprises, organizations, students and teachers. There are no documented results of the activities. There are reviews of individual MEP specialists, which, however, are poorly identified due to the lack of necessary compliance details.

The qualifications obtained upon completion of the MEP are clearly defined, explained and correspond to a certain level of NSC.

During the development of the MEP, its leadership is focused on students, faculty and other stakeholders. Round tables and meetings with employers, graduates, parents were held, and a survey was conducted to identify changes that need to be made to the program. However, the results of this work are not systematized. The members of the EEC note the need to focus on employers whose activities are conducted at a modern, more knowledge-intensive level, which corresponds to modern trends in practice.

Organization of educational process on credit technology of training in the Osh state University is carried out in accordance with the "regulations on the organization of educational process on the basis of ECTS at universities of the Kyrgyz Republic", approved by order on August 6, 2009 No. 824/1, as well as "regulations on the organization of educational process based on credit technology of training (ECTS) in Osh state University" (Bulletin No. 18) approved by the decision of the Academic Council of Osh state University on August 28, 2012 (minutes No. 9) and rector's order No. 283 dated 30.08.2012. The procedure for developing and evaluating the quality of educational programs is reflected in the "Regulations on Basic Educational Programs (MEP) of Vocational education – programs of vocational education, Bachelor's and Master's degrees at Osh State University", which has been developed and approved by Osh State University, which defines the main requirements for the basic educational program, the procedure for its development, structure, etc.

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

The management of the MEP strives to ensure the scientific level of educational programs based on the application of scientific developments and the latest achievements in education in elective courses.

To achieve the results of training, various types of students ' activities are provided: production and practical, scientific and methodological, research, organizational and managerial.

For accredited specialties, the implementation of joint MEP with foreign educational organizations is not carried out.

The analytical part

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

The development of MEP, training goals, and RO is carried out simultaneously, and their compliance is ensured on this basis.

External expertise is provided on the basis of interaction with graduates and employers. There is a lack of consistency in its implementation, the frequency of events is not established, their results are not documented, respectively, there is no possibility to identify the results of the examination. Opportunities for interaction with educational and scientific organizations, including foreign ones, are not used, respectively, best practices and achievements are poorly represented in the development of MEP.

Despite repeated references to contacts with employers, no confirmation of their real participation in the development of the MEP was established, as well as with respect to students, other stakeholders.

The complexity of the MEP is defined in Kyrgyz loans and ECTS. The content of academic disciplines and learning outcomes correspond to the level of learning. The management of the OP strives for a variety of activities in accordance with the results of training. For accredited specialties, the implementation of joint MEP with foreign educational organizations is not conducted.

In the survey of teaching staff to the question "How much can teachers use their own methods?" 43 people (78.2%) answered "very good", 11 people (20%)- "good", 1 person (1.8%)

- "relatively bad". "How is the work on the development of new educational programs?": 39 people (70.9%) – "very good", 16 people (29.1%) – "good".

Strengths/best practices

The university and the management of the MEP have the competencies to ensure that the developed MEP meets the goals and results of training and implement them in the MEP design system.

The complexity of the MEP is defined in Kyrgyz loans and ECTS. The content of academic disciplines and learning outcomes correspond to the level of learning.

The recommendations of the EEC

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

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

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

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

The conclusions of the VEC according to the criteria of the standard "Development and approval of basic educational programmes": strong-0, satisfactory-12, suggest improvement-0.

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

Proof part

Department of learning Technologies mathematics, Informatics and educational management FMIT, Department of General physics and methodology of physics teaching faculty, Department of experimental and theoretical physics FTF together with training and information and the Department of accreditation and quality of education conduct monitoring and periodic evaluation of the MEP to achieve the goals and meet the needs of students and society. This includes monitoring students ' knowledge (academic performance) in all types of educational activities, marketing research, feedback from stakeholders (employers, parents of students and graduates of the faculty, organizations with which career guidance activities are carried out), joint activities with the University Career Center and the Faculty Alumni Association, questionnaires of students and other consumers.

EEC members received insufficient evidence of improvements based on monitoring.

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

Teachers of the department take into account the needs of society and the professional environment in their activities, but monitoring the needs of society and the professional environment is not continuous and does not differ in deep insight into the essence of problems. Contacts with organizations that implement high technologies are not supported.

Almost all the teaching staff of the department improves their skills in the form of internships, courses and seminars, including abroad.

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

The university administration has developed and approved an updated bulletin No. 19, which specifies how the teacher should evaluate the students ' knowledge (see Appendix 4.7. Bulletin No. 19). All RP subjects accredited specialties bachelor's, master's include routing, map of accumulation points and FOS disciplines according to the requirements of Bulletin No. 19 of the Osh state University. The main elements of the FOS are methods, mechanisms, tools and criteria for evaluating students ' knowledge. Teachers who implement the program develop the FOS for the disciplines taking into account the results of training. The main methods of evaluating the effectiveness of student assessment procedures-discussed at the department and at meetings of collegial bodies

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

In recent years, students have not filed an appeal to correct the score, which is an indicator of the objectivity of the assessment of students ' knowledge.

Information about the needs and satisfaction of students with MEP training is accumulated on the basis of questionnaires, surveys and personal contacts. Evidence of the implementation of procedures for identifying the expectations of students by the members of the VEC was not provided.

FMIT and FTF pay attention to monitoring the educational environment on the basis of regular feedback from teachers and students through questionnaires, online surveys, curatorial hours. To ensure that the environment meets the goals of the PLO, it is being improved in accordance with proposals and recommendations, development plans.

The opinions of stakeholders are discussed at the meeting of the department, where representatives of stakeholders can also attend. Analysis and monitoring tools are used to make changes. Modified curricula, MEP are posted on the site. However, the documents submitted to the EEC members do not fully reflect this process and its results.

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

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

In the 2018-2019 academic year, as a result of meetings with stakeholders, proposals were adopted to change some MEP disciplines. Changes in the RUP are made in accordance with the academic semesters. According to the proposals of employers, the period of practical training was extended.

The analytical part

The university has defined the procedure for monitoring and periodic evaluation of OOP to ensure that the goal is achieved and meets the needs of students and society, including indicators and a wide range of activities that it is aimed at. However, the EEC members received insufficient evidence of improvements based on monitoring.

As part of the monitoring, all the main parameters provided for in the standard were reflected. Particularly noteworthy is the systematic and complete monitoring of the workload, academic performance and graduation of students, the use of modern information technologies for its implementation. Monitoring of the needs of society and the professional environment is not continuous and does not have a deep insight into the essence of problems, contacts with organizations implementing high technologies are not supported, and the results of monitoring the needs of public administration bodies were not presented to the members of the VEC.

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

The participation of students, employers and other stakeholders in the monitoring is sporadic.

To inform about the revision and changes of the OOP, the Department of Informatics considers a wide range of tools and opportunities, but the procedure for informing is not established.

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

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

Strengths/best practices

The university has defined the procedure for monitoring and periodic evaluation of OOP to ensure that the goal is achieved and meets the needs of students and society.

Systematic and complete monitoring of the workload, academic performance and graduation of students, the use of modern information technologies for its implementation.

A fairly complete system of questionnaires and identification of customer satisfaction.

The recommendations of the EEC

The monitoring system should provide for the participation of students, employers and other stakeholders on a regular basis.

In identifying customer satisfaction, provide a supplement to take into account expectations and needs.

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

Systematize the procedure for informing about the revision and changes of the MEP with an indication of the target audience, the forces and means involved, and the timing of the event.

Conclusions of the Higher School of Economics according to the criteria of the standard "On-going monitoring and periodic evaluation of basic educational programmes": strong-0, satisfactory-10.

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

The university pays attention to the implementation and development of the principles of student-centered learning. The leadership of the MEP ensures equal opportunities for students. Students are given the opportunity to participate in the development of elective and training courses, choose the topic of qualification works (master's theses) and a scientific supervisor. To select individual learning paths, the department has appointed advisors to help students and undergraduates choose the direction of study.

The MEP manual provides for the use of various forms of teaching and learning methods. Students and teachers cooperate to form a common understanding of the problems that arise in the learning process, the activity of teachers takes on the features of the work of a facilitator. Osh State University uses distance (correspondence) and full-time (face to face) training. Half of the training materials are mastered by students on their own, electronic training materials are used, online learning tools are used, tasks are completed and performance monitoring is carried out through the Kahoot Internet platform,

Find application Videouroki.net, Moodle, AVN educational portal, Google services, cloud technologies.

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

The collection of information necessary to analyze the advantages and disadvantages of using various teaching methods and evaluating learning outcomes is carried out within the framework of a holistic system of interaction with teachers and students. For example, a survey

for students "Teacher through the eyes of a student/ undergraduate" is conducted twice a year. After each session, students ' knowledge is monitored and their rating is announced.

The management of the MEP believes that some students are not ready to take responsibility for the process and results of their training, but sees its task in ensuring the motivation of students for educational autonomy. The management of the MEP, teaching staff strive to provide students with the opportunity to be the subject of the educational process, the addressee. Work is underway to improve the effectiveness of education based on the optimization of independent work of students (SRS), which varies in volume from 60% in the master's degree, 50% in full-time bachelor's degree and 85% in distance learning. For the successful implementation of the SRS, teachers are monitored.

To protect the rights of students, Osh State University has public organizations: the Primary Trade Union Organization of Osh State University Students, the Youth Committee of Students, through which students have the opportunity to interact with the university management. The faculty has a box for complaints and suggestions. Also, the student can express their opinion by contacting either the University website, or the department, or the dean's office of the faculty with a written application. To date, no complaints have been registered.

To organize the TC of students ' knowledge on the EP, the following forms are used: oral survey-control conducted after studying the material on one or more topics (sections) of the discipline in the form of answers to questions, discussion of situations, etc.; written control or test (control works) - control involving written communication, solving pedagogical tasks, performing practical tasks on individual topics (sections) of the course; control of knowledge by individual or group homework to verify the correctness of their implementation, the ability to synthesize the material covered and publicly to introduce him to trace the logical connection between the themes of the course; discussion, trainings, round tables - group discussions of problematic issues, which should show the skills of speaking, independent thinking and the ability to make decisions; protection projects; tests; a set of tasks of a particular shape (open, closed, combined), which allows to objectively and accurately assess the academic achievement of students.

Students and undergraduates have the right to file a written appeal to the appeal commission about the violation, in its opinion, of the established procedure for conducting the state certification test and (or) disagreement with the results of the state exam.

Educational achievements of students in all types of educational assignments and tasks are evaluated on the basis of Bulletin 18 " Regulations on the organization of the educational process based on credit technology of training (ECTS)", Approved by the decision of the Academic Council of osh State University on August 28, 2012 and the order of the rector No. 283, dated 30.08.2012.

To ensure the completeness of the achievement of learning outcomes by each graduate at the university, the main mechanisms for their development are defined.

EEK experts were presented with certificates of advanced training for the development and implementation of modern methods for evaluating learning outcomes.

The analytical part

The conducted interviews and analysis of documents allow the members of the EEC to conclude that the management of the MEP ensures respect and attention to various groups of students, and efforts are made to form flexible educational trajectories.

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

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

The current feedback system does not focus on the analysis of the use of teaching methods and evaluation of learning outcomes.

The management of the MEP is aware of the need for student autonomy and is taking steps in this direction, but does not have enough confidence in the ability of students to take responsibility for the process and results of training.

In dealing with complaints, there is a system that provides an opportunity for any interested person to file a complaint, but the procedures for their analysis, consideration, and response are not defined. At the same time, the management of the MEP notes the potential of public organizations and other ways of handling complaints, based on the fact that to date complaints have not been recorded, from which, however, conclusions of different content may follow.

In the implementation of MEP, a holistic system for evaluating learning outcomes is used, which uses various assessment methods, as well as ensuring transparency and objectivity of assessment procedures. More attention should be paid to the openness of the system, its presentation to consumers of educational services, and the publication of evaluation criteria and methods.

For a wider and more effective application of modern methods of evaluating learning outcomes, it is necessary to ensure the broad involvement of the MEP management and teaching staff in the work on professional development in this area.

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

Strengths/best practices

The leadership of the PLO ensures respect and attention to different groups of students, and efforts are made to form flexible educational trajectories.

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

A holistic system for evaluating learning outcomes that uses a variety of assessment methods to ensure transparency and objectivity of procedures.

EEC recommendations

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

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

To ensure the expansion of students ' autonomy as one of the foundations for the formation of a modern specialist capable of accepting and taking responsibility in professional activities.

Develop procedures for reviewing and analyzing student complaints and then responding to the results of their consideration.

Pay more attention to the openness of the system for evaluating learning outcomes, publish evaluation criteria and methods.

Ensure the broad involvement of the management of the PLO and teaching staff in professional development on the use of modern methods of evaluating learning outcomes, including through intra-university training activities.

Conclusions of the VEC according to the criteria of the standard "Student-centered learning, teaching and performance assessment": strong-0, satisfactory-10, "suggests improvement" - 0.

5.6 The Standard «Students»
Proof part

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

Applicants can freely access all the necessary information for admission through the website of the faculty and university. Along with this, the faculties conduct professional orientation work among the population throughout the academic year, visiting district and city schools. The team has and establishes close ties with the schools of the city and the region, for a number of years, high school students and school teachers are invited to all cultural and educational events. During the admission campaign and periodically on the pages of the media, detailed propaganda and other materials are published about the activities of the Faculty of Mathematics and Information Technology and the Department of Computer Science, as well as information is distributed through students during the holidays.

Enrolled applicants will learn about the procedure for implementing the contingent formation procedures by contacting the admissions committee or the Faculty Registration Office. Students are informed about the procedures for the formation of the contingent through the curators of groups, in the Registration Office of the faculty.

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

The registrar's office keeps records of the results of students ' academic achievements in the context of all types of control (boundary control, intermediate certification and final certification) through the AVN portal.

Based on the results of the academic year and the results of the summer semester, the average academic performance score (GPA) is calculated. Students who have not received a transfer GPA score in the next academic period or in the summer semester must re-attend all types of training sessions provided for in the working curriculum for this discipline, get admission and pass the exam on a paid basis, and re-pass the exams to improve the score and transfer from course to course. Transfer from course to course is made by order of the rector on the basis of the report of the dean of FMIT and FTF.

To adapt students, meetings are held with the dean of the faculty, faculty of the department during which students receive a reference guide for each academic year, it is available both on paper and in electronic form on the official website. Adaptation of foreign students to new socio-cultural conditions takes place both within the framework of educational activities and during extracurricular activities. this undoubtedly contributes to the acceleration of this process.

Each foreign student, along with the basic package of documents for visa processing/registration, receives detailed instructions and advice on solving both academic and social issues, as well as visa support.

Incoming students are invited to participate in conferences, debate clubs, competitions, and sports sections.

Students ' satisfaction with the organization of extracurricular activities is tracked in sociological surveys.

General requirements for the rules of organization of the educational process at Osh State University on the introduction of the credit system of training (ECTS) for the implementation of the Decree of the Government of the Kyrgyz Republic No. 496 of 23.08.2011. Set in Bulletin No. 18.

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

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

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

Students of FMIT and FTF are sent to study at partner universities for a semester.

The university has defined a mechanism for recognizing the results of academic mobility of students. According to the results of training in the dean's office, the results of the exam are compared with the UP FMIT and FTF, for the same disciplines, the student is exempt from the exam for the completed course. And for subjects that do not coincide with the UP FMIT and FTF, students receive assignments from teachers in the relevant disciplines and during the month of January, students prepare for exams.

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

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

There is a high level of employment of graduates. Certain experience of interaction with graduates is accumulated, interaction and exchange of information and news with graduates of FMIT and FTF of Osh State University is carried out.

At the same time, the members of the EEC note that places of practice and employment do not always fully meet the specialty and requirements for RO.

Each graduate, along with the diploma, is issued an appendix (transcript), which contains grades for each academic discipline according to the point-rating letter system, indicating its volume in credits and academic hours. There is also information about entrance tests, professional practice, final state certification, performance and defense of qualification work, total number of credits /academic hours learned, GPA, educational program and assigned qualification. It is filled in in two languages – Kyrgyz and Russian.

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

The University considers it appropriate to attract students to participate in competitions organized by Osh State University together with the Ministry of Education and Science of the Kyrgyz Republic and other organizations to improve the quality of education.

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

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

To maintain the activity and further development of gifted students, the university provides personality-oriented training. Successful students receive presidential and personal scholarships.

Talented students are actively involved in scientific work, joint projects, participation in subject Olympiads and social events. Also, the VEC notes the mechanism of support for gifted students at FMIT and FTF. Each year, scholarships for a period of 1 calendar year in the amount of 7 thousand soms are awarded to gifted students.

Analytical part

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

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

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

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

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

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

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

The university provides cooperation with the current alumni association.

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

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

Strengths / Best Practice

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

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

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

EEC recommendations

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

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

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

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

5.7 Standard "Teaching staff"
Proof part

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The university considers the competence of teaching staff in the field of information and communication technologies as one of the main requirements. In the current conditions, all teachers are involved in activities using information and communication technologies. The university has created a learning environment that includes computer technology, software products, computer classes, reading rooms, a book fund, a fund of educational materials, etc. All of these resources are available to learners. In the educational process, electronic versions of teaching aids by experienced teachers in the Kyrgyz language, posted on the AVN IS portal and http://okuma.kg are used. It is also practiced to place video lectures of teachers in certain disciplines on youtube.com

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

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

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

Analytical part

The implementation of the university's personnel policy ensures good results in the implementation of basic procedures and ensures the professional competence of the entire staff. In general, it should be recognized that the university successfully demonstrates the correspondence of the staff potential of the teaching staff to the strategy of the university and the needs of the implementation of accredited main educational programs.

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

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

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

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

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

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

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

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

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

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

According to the results of the survey, representatives of the teaching staff of the attitude of the university administration to themselves, noted that 49 people were "completely satisfied". (89.1%), "partially satisfied" 6 people. (10.9%). The convenience of work, the services available at the university are fully satisfied with 53 people. (96.4%), 2 people are partially satisfied. (3.6%). To the question "Does the university provide an opportunity for continuous development of the teaching staff's potential?" 44 people (80%) noted that it was very good, and 11 people. (20%) which is good.

Noting in general a very high level of satisfaction, one can notice that it is slightly lower in terms of library services. To the question "How do you assess the availability of the necessary scientific and educational literature in the library for teachers?" 35 people (63.6%) answered "very good", 19 people. (34.5%) - "good", 1 person. (1.8%) - "relatively bad". At the same time,

2 people often faced the problem "Inaccessibility of the necessary books in the library". (3.6%), sometimes 18 people. (32.7%) and never 35 people. (63.6%).

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

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

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

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

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

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

EEC recommendations
Expand and deepen academic mobility to address the priority tasks of design and implementation of MEP.

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

Conclusions of the EEC according to the criteria of the "Teaching staff" standard: strong - 0, satisfactory - 11, suggest improvement - 1.

5.8 Standard "Educational resources and student support systems"
Proof part
The faculty has the necessary material and technical resources and infrastructure in accordance with the needs of the implementation of the MEP. Including the library of the faculty, 12 computer classes, 180 computers, 6 electronic boards and 12 projectors, specialized classrooms for physics, Kyrgyz, Russian and English languages. The students also use a reading room and a central library, a computer center, a test center, a DATA center, and a university media center.

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

the teacher is on duty. Each teacher records the consultation while on duty in the department journal.

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

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

http://window.edu.ru/window_catalog

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

http://itteach.ru

http://intuit.ru

http://studfiles.ru

http://www.okuma.kg

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

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

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

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

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

Turnstiles are installed and special cards are issued. With the help of cards, the security service controls the entry and exit of buildings. In the corridors, foyers, halls, auditoriums, offices and on the territory of buildings, video cameras are installed and 24-hour video surveillance is conducted.

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

Analytical part

The faculty has the material and technical resources and infrastructure necessary for the implementation of the MEP.

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

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

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

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

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

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

The university has provided systemic security measures.

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

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

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

Conclusions on the criteria of the standard "Educational resources and student support systems": strong - 0, satisfactory - 10, suggest improvement - 0.

5.9 Standard « Public Inforamtion»
Proof part

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

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

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

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

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

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

The university website provides general information about the university as an educational institution; reference materials about educational programs and about the expected learning outcomes of the programs, about the forms of education, about the procedure for entering the university; materials on the organization of the educational process; materials about

scientific and innovative activities, international contacts of the university; electronic library resources; collections of thematic materials on the profile of the activities of institutes, departments, departments, centers and other structural divisions of the university; materials about the events of the current life of the university, events held at the university and with its participation, news archives.

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

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

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

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

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

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

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

Analytical part

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

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

Purposeful activities to inform the public to support and explain the national development programs of the country and the system of higher and postgraduate education by the leadership of the MEP is not being conducted.

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

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

Partnerships are reflected on the site. With foreign educational organizations https://iro.oshsu.kg/ in news materials on the university website and in other information resources. However, systematic work is not being carried out to inform about partners and the content of cooperation.

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

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

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

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

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

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

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

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

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

Conclusions of the EEC on the criteria of the "Public information" standard: strong - 0, satisfactory - 12, suggests improvement - 1.

5.10 Standard « Standards in the context of individual specialities»
Pedagogical education
Proof part
The content of MEP disciplines traces a connection with the content of psychology and skills in the field of communication, personality and behavior analysis, methods of preventing and resolving conflicts, motivating students.

The content of MEP disciplines demonstrates the presence of innovative teaching and learning planning methods, incl. interactive teaching methods, teaching methods with high involvement and motivation of students (games, consideration of cases / situations, use of multimedia).

To provide practical training of teaching staff, the following types of practice are provided: attending classes conducted by school teachers and teachers of colleges and universities, participation in scientific seminars on the latest teaching methodologies and

technologies, attending and discussing a discipline in their field of specialization taught by a practicing specialist.

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

Analytical part

In the content of MEP disciplines, there is a connection with the content of pedagogical disciplines, psychology and communication skills Soft Skills.

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

Strengths / Best Practice

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

EEC recommendations

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

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

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

Conclusions of the EEC on the criteria for the standard "Standards in the context of individual specialties. Pedagogical education ": strong - 0, satisfactory - 6

Natural sciences, agricultural sciences, engineering sciences and technologies
Proof part

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

To provide practical training for students, 3 types of practice are provided: educational and training, production and qualification in industrial enterprises and the choice of places of practice and practice leaders from the organization allows you to achieve the goals and achieve the established RE.

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

Analytical part

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

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

Strengths / Best Practice

- The content of MEP disciplines can be traced to the content of fundamental natural science disciplines.

EEC recommendations

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

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

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

Conclusions of the EEC on the criteria according to the standard "Standards in the context of individual specialties": strong - 1, satisfactory - 4

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

Standard "Management of basic educational programme"
Availability of the published Strategy of the university and the consistency with it of the entire system of planning and activities.
Attention to quality assurance issues, personnel involvement, development of a quality culture.
Active implementation of modern information and communication technologies in management and information systems for personnel, students, stakeholders.

Standard "Information management and reporting"
Active use of modern technologies and software in the collection, analysis and information management system.
The current system of regular reporting reflects well all levels and areas of activity.
An extensive communications system that successfully combines the capabilities of traditional and innovative ways and means.

Standard "Development and approval of the basic educational programmes"
The university and the leadership of the MEP have the competencies to ensure that the developed MEP meets the goals and learning outcomes and implement them in the MEP design system.
The complexity of the MEP is determined in Kyrgyz loans and ECTS. The content of academic disciplines and learning outcomes correspond to the level of education.

Standard "On-going monitoring and periodic evaluation of basic educational programmes"
The university has determined the procedure for monitoring and periodic assessment of MEP to ensure that the goal is achieved and meets the needs of students and society.
Consistency and completeness of monitoring the workload, progress and graduation of students, the use of modern information technologies for its implementation.
A fairly complete system of questioning and identifying customer satisfaction.

Standard "Student-centered learning, teaching and performance assessment"
The MEP leadership ensures respect and attention to different groups of learners, efforts are made to form flexible educational trajectories.
A combination of traditional forms and methods of teaching with the use of modern information technologies, the introduction of new forms of organizing students' independent work.
A holistic system for assessing learning outcomes that uses a variety of assessment methods, ensuring transparency and objectivity of procedures.

Standard "Students"
A successful policy of forming a contingent of students, active use of modern means and information technologies for its implementation at all stages of the life cycle of students.
The system of stimulating students to self-education and development, both in professional and related areas of activity.
Active efforts to support gifted learners and form an effective support system.

Standard "Teaching Staff"

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

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

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

Standard "Educational resources and student support systems"

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

High-speed free WI-FI on the campus.

Standard "Public Information"

Combining traditional media and modern information technology in public and stakeholder awareness activities.

Standard "Standards in the context of individual specialties"

Natural sciences, agricultural sciences, engineering sciences and technologies

The content of MEP disciplines can be traced to the content of fundamental natural science disciplines.

(VII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY

Standard "Management of basic educational programme"

Develop and publish a quality assurance policy.

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

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

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

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

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

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

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

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

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

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

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

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

Standard "Information management and reporting"

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

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

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

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

Standard "Development and approval of basic educational programmes"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To pay more attention to the openness of the system for assessing learning outcomes, to publish the criteria and methods of assessment.

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

Standard "Students"

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

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

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

Standard "Teaching Staff"

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

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

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

Standard "Educational resources and student support systems"

Develop procedures to support various groups of learners.

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

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

Standard "Public Information"

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

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

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

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

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

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

37

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

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

Ensure the selection of practice sites and practice leaders from the organization in accordance with the goals and established RE.

Conclusion of the external expert evaluation committee educational programmes 510200 Applied Mathematics and Informatics (BA), 510200 Applied Mathematics and Informatics (MA), 550200 Physical and Mathematical Education (BA), 550200 Physical and Mathematical Education (MA), 510400 Physics (MA) of Osh State University

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

		those responsible for business processes within the framework of the MEP, an unambiguous distribution of job duties of personnel, and the delineation of functions of collegial bodies.		+		
10	10.	The MEP leadership must provide evidence of the transparency of the management system of the main educational program.		+		
11	11.	The management of the MEP must demonstrate the successful functioning of the internal quality assurance system of the MEP, including its design, management and monitoring, their improvement, decision-making based on facts.		+		
12	12.	The management of the MEP must manage risk.			+	
13	13.	The management of the MEP should ensure the participation of representatives of interested parties (employers, teaching staff, and students) in the collegial management bodies of the main educational program, as well as their representativeness in making decisions on the management of the main educational program.		+		
14	14.	The university must demonstrate innovation management within the framework of the MEP, including the analysis and implementation of innovative proposals.		+		
15	15.	The MEP management must demonstrate evidence of openness and accessibility for students, teaching staff, employers and other stakeholders.		+		
16	16.	The MEP leadership should be trained in educational management programs.			+	
17	17.	MEP management should strive to ensure that progress made since the last external quality assurance procedure is taken into account in preparing for the next procedure.		+		
Total by standard			**0**	**13**	**4**	**0**
Standard ''Information management and reporting''						
18	1.	The university must ensure the functioning of the system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.		+		
19	2.	MEP management should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.			+	
20	3.	Within the framework of the MEP, there should be a system of regular reporting, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of divisions and departments, scientific research.		+		
21	4.	The university must establish the frequency, forms and methods of assessing the management of the MEP, the activities of collegial bodies and structural units, top management, the implementation of scientific projects.		+		
22	5.	The university must demonstrate the determination of the order and ensuring the protection of information,		+		

		including the identification of persons responsible for the accuracy and timeliness of the analysis of information and the provision of data.				
23	6.	An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
24	7.	The MEP leadership must demonstrate the existence of a communication mechanism with students, employees and other stakeholders, including the availability of mechanisms for resolving conflicts.		+		
25	8.	The university must ensure the measurement of the degree of satisfaction of the needs of the teaching staff, staff and students within the framework of the EP and demonstrate evidence of the elimination of the deficiencies found.		+		
26	9.	The university must evaluate the effectiveness and efficiency of its activities, including in the context of the educational program.		+		
		The information collected and analyzed by the university should take into account:		+		
27	10.	key performance indicators;		+		
28	11.	the dynamics of the contingent of students in the context of forms and types;		+		
29	12.	the level of academic performance, student achievement and expulsion;		+		
30	13.	students' satisfaction with the implementation of MEP and the quality of education at the university;		+		
31	14.	availability of educational resources and support systems for students;		+		
32	15.	employment and career growth of graduates.		+		
33	16.	Students, employees and teaching staff must document their consent to the processing of personal data.		+		
34	17.	The MEP leadership should facilitate the provision of all necessary information in the relevant fields of science.		+		
Total by standard			**0**	**16**	**1**	**0**
Standard ''Development and approval of basic educational programmes''						
35	1.	The university must define and document the procedures for the development of the PLO and their approval at the institutional level.		+		
36	2.	The MEP leadership should ensure that the developed MEP meets the established goals, including the intended learning outcomes.		+		
37	3.	The MEP leadership must ensure the availability of developed models of the MEP graduate, describing the		+		

		learning outcomes and personal qualities.				
38	4.	The MEP management must demonstrate that external examinations of the MEP have been performed.		+		
39	5.	The qualifications obtained upon completion of the GEP must be clearly defined, explained and correspond to a certain NQF level.		+		
40	6.	MEP leadership should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
41	7.	An important factor is the ability to prepare students for professional certification.		+		
42	8.	The management of the MEP must provide evidence of the participation of students, teaching staff and other stakeholders in the development of the MEP, ensuring their quality.		+		
43	9.	The complexity of the MEP should be clearly defined in Kyrgyz loans and ECTS.		+		
44	10.	The MEP leadership must ensure the content of academic disciplines and learning outcomes to the level of learning.		+		
45	11.	The structure of the MEP should provide for various types of activities corresponding to the learning outcomes.		+		
46	12.	An important factor is the presence of joint educational institutions with foreign educational organizations.		+		
Total by standard			**0**	**12**	**0**	**0**
Standard "On-going monitoring and periodic evaluation of basic educational programmes"						
47	1.	The university should conduct monitoring and periodic assessment of the educational program in order to ensure that the goal is achieved and meet the needs of students and society. The results of these processes are aimed at continuous improvement of MEP.		+		
		Monitoring and periodic evaluation of the MEP should consider:				
48	2.	the content of the programs in the light of the latest achievements of science in a specific discipline to ensure the relevance of the taught discipline;		+		
49	3.	changes in the needs of society and professional environment;		+		
50	4.	workload, academic performance and graduation of students;		+		
51	5.	the effectiveness of student assessment procedures;		+		
52	6.	expectations, needs and satisfaction of learners with MEP training;		+		
53	7.	educational environment and support services, and their relevance to the objectives of the MEP.		+		
54	8.	The university and the leadership of the MEP must provide evidence of the participation of students,		+		

		employers and other stakeholders in the revision of the MEP.				
55	9.	All stakeholders should be informed of any planned or taken action in relation to the MEP. All changes made to the MEP must be published.		+		
56	10.	The management of the MEP should ensure the revision of the content and structure of the MEP, taking into account changes in the labor market, the requirements of employers and the social demand of society.		+		
Total by standard			**0**	**10**	**0**	**0**
Standard ''Student-centered learning, teaching and performance assessment''						
57	1.	The MEP leadership must ensure respect and attention to different groups of learners and their needs, providing them with flexible learning paths.		+		
58	2.	The MEP leadership must ensure the use of various forms and methods of teaching and learning.		+		
59	3.	An important factor is the availability of our own research in the field of teaching methods of educational disciplines of MEP.		+		
60	4.	The MEP leadership must demonstrate that there is a feedback system on the use of different teaching methods and the assessment of learning outcomes.		+		
61	5.	MEP leadership must demonstrate support for learner autonomy while providing guidance and assistance from the teacher.		+		
62	6.	The MEP leadership must demonstrate that there is a procedure for responding to student complaints.		+		
63	7.	The university must ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each educational program, including appeal.		+		
64	8.	The university must ensure that the procedures for assessing the learning outcomes of students of the MEP are consistent with the planned learning outcomes and the objectives of the program. Evaluation criteria and methods for the MEP should be published in advance.		+		
65	9.	The university should define mechanisms for ensuring the development of learning outcomes by each graduate of the educational program and ensure the completeness of their formation.		+		
66	10.	Evaluators should be proficient in modern methods of assessing learning outcomes and regularly improve their qualifications in this area.		+		
Total by standard			**0**	**10**	**0**	**0**
Standard ''Students''						
67	1.	The university must demonstrate the policy of forming the contingent of students from admission to graduation and ensure the transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, published.		+		

68	2.	The leadership of the MEP must demonstrate the conduct of special adaptation and support programs for newly admitted and foreign students.		+		
69	3.	The university must demonstrate the compliance of its actions with the Lisbon Recognition Convention.		+		
70	4.	The university should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers" ENIC / NARIC in order to ensure comparable recognition of qualifications.		+		
71	5.	The MEP leadership must demonstrate the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.		+		
72	6.	The university should provide an opportunity for external and internal mobility of students of the MEP, as well as assist them in obtaining external grants for training.		+		
73	7.	The leadership of the MEP should make the maximum amount of effort to provide students with places of practice, promote the employment of graduates, and maintain communication with them.		+		
74	8.	The university must provide MEP graduates with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received and evidence of its completion.		+		
75	9.	An important factor is the monitoring of the employment and professional activities of MEP graduates.		+		
76	10.	The MEP leadership should actively stimulate students to self-education and development outside the main program (extracurricular activities).		+		
77	11.	An important factor is the existence of an active alumni association / association.		+		
78	12.	An important factor is the availability of a support mechanism for gifted students.	+			
Total by standard			**1**	**11**	**0**	**0**
Standard "Teaching Staff"						
79	1.	The university must have an objective and transparent personnel policy, including recruitment, professional growth and personnel development, ensuring the professional competence of the entire staff.		+		
80	2.	The university must demonstrate the compliance of the staff potential of the teaching staff with the development strategy of the university and the specifics of the educational program.		+		
81	3.	The MEP management must demonstrate a sense of responsibility for their employees and provide them with a favorable working environment.		+		
82	4.	The MEP leadership must demonstrate the change in the role of the teacher in connection with the transition to		+		

		student-centered learning.				
83	5.	The university must determine the contribution of the teaching staff of the MEP to the implementation of the development strategy of the university, and other strategic documents.		+		
84	6.	The university should provide opportunities for career growth and professional development of the teaching staff of the MEP.		+		
85	7.	MEP leadership should involve practitioners from the relevant industries in the teaching.		+		
86	8.	The MEP leadership must ensure targeted actions for the development of young teachers.		+		
87	9.	The university must demonstrate the motivation for the professional and personal development of MEP teachers, including the encouragement of both the integration of scientific activity and education, and the use of innovative teaching methods.		+		
88	10.	An important factor is the active use of information and communication technologies by the teaching staff in the educational process (for example, on-line training, e-portfolio, MEP, etc.).		+		
89	11.	An important factor is the development of academic mobility within the framework of the main educational program, attracting the best foreign and domestic teachers.			+	
90	12.	An important factor is the involvement of the teaching staff of the MEP in the life of society (the role of the teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).		+		
Total by standard			**0**	**11**	**1**	**0**
Standard «Educational resources and student support systems»						
91	1.	The MEP leadership must demonstrate the sufficiency of material and technical resources and infrastructure.		+		
92	2.	The MEP leadership must demonstrate that there are procedures to support various groups of learners, including information and counseling.		+		
		The MEP leadership must demonstrate the compliance of information resources with the MEP specifics, including compliance with:		+		
93	3.	technological support for students and teaching staff in accordance with the main educational programs (for example, online training, modeling, databases, data analysis programs);		+		
94	4.	library resources, including the fund of educational, methodological and scientific literature on general education, basic and profiling disciplines on paper and electronic media, periodicals, access to scientific		+		

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		databases;				
95	5.	examination of research results, graduation works, dissertations for plagiarism;		+		
96	6.	Availability of Internet resources		+		
97	7.	functioning of WI-FI on the territory of the educational organization.		+		
98	8.	The university should strive to ensure that the educational equipment and software used for mastering MEP are similar to those used in the relevant industries. The university must ensure compliance with safety requirements in the learning process.		+		
99	9.	The university must ensure compliance with safety requirements in the learning process.		+		
100	10.	The university should strive to take into account the needs of various groups of students in the context of MEP (adults, working people, foreign students, as well as students with disabilities).		+		
Total by standard			**0**	**10**	**0**	**0**
Standard "Public information"						
		The information published by the university within the framework of the MEP must be accurate, objective, relevant and must include:				
101	1.	programs being implemented, indicating the expected learning outcomes;		+		
102	2.	information on the possibility of awarding qualifications at the end of the MEP;		+		
103	3.	information about teaching, learning, assessment procedures;		+		
104	4.	information about passing scores and learning opportunities provided to students;		+		
105	5.	information about the employment opportunities of graduates.		+		
106	6.	The MEP leadership should use a variety of ways to disseminate information (including the media, web resources, information networks, etc.) to inform the general public and stakeholders.		+		
107	7.	Public awareness should include support and explanation of national development programs for the country and the system of higher and postgraduate education.		+		
108	8.	The university must publish audited financial statements on its own web resource.			+	
109	9.	The university must demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of MEP.		+		
110	10.	An important factor is the availability of adequate and objective information about the teaching staff of the MEP, in the context of personalities.		+		

111	11.	An important factor is informing the public about cooperation and interaction with partners within the framework of the MEP, including with scientific / consulting organizations, business partners, social partners and educational organizations.		+		
112	12.	The university should post information and links to external resources based on the results of external evaluation procedures.		+		
113	13.	An important factor is the participation of the university and the implemented MEP in various external assessment procedures.		+		
Total by standard			**0**	**12**	**1**	**0**
Standard in the context of individual specialties						
PEDAGOGICAL EDUCATION						
		Basic educational programs in the field of "Pedagogical education" must meet the following requirements:				
114	1.	The MEP leadership must demonstrate that the graduates of the program have theoretical knowledge in the field of psychology and skills in communication, personality and behavior analysis, methods of preventing and resolving conflicts, motivating students;		+		
115	2.	MEP leadership must demonstrate that graduates of the program are literate in information technology.		+		
116	3.	The MEP leadership must demonstrate the presence in the program of disciplines that teach innovative teaching methods and learning planning, incl. interactive teaching methods, teaching methods with high involvement and motivation of students (games, consideration of cases / situations, use of multimedia);		+		
117	4.	The MEP leadership must demonstrate that students have the ability to teach self-study skills;		+		
118	5.	MEP should focus on different types of practices: - attending lectures and classes conducted by teachers; - conducting special seminars and discussions on the latest teaching methodologies and technologies; - within the framework of the program, students must have the opportunity to listen to at least one discipline in their area of specialization taught by a practicing specialist;		+		
119	6.	Within the framework of the MEP, students should be provided with knowledge and skills of the systems and methods of pedagogy in the world, as well as knowledge in the field of education management.		+		
Total by standard			**0**	**6**	**0**	**0**
SOCIAL SCIENCES, HUMAN SCIENCES, ECONOMY, BUSINESS AND LAW, SERVICES						
		Basic educational programs in the areas of "Social Sciences, Economics and Business", "Humanities" and "Law", for example, such as "Management",				

47

		"Economics", "Philology", "Jurisprudence", etc., should be responsible the following requirements:				
120	1.	The MEP leadership must demonstrate that teaching within the program is based on the latest achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods;				
121	2.	The leadership of the MEP must guarantee access of students to the most modern and relevant data (statistics, news, scientific results) in the field of specialization on paper (newspapers, collections of statistical data, textbooks) and electronic media				
122	3.	Objectives, respectively, and learning outcomes should be aimed at obtaining learners of specific skills in demand in the labor market				
123	4.	MEP leadership must demonstrate that the graduates of the program possess these skills and that these skills are truly in demand in the market				
124	5.	MEP should include a significant number of disciplines and activities aimed at gaining practical experience in the application of theoretical knowledge by students, such as industrial practice, training at enterprises, participation in lectures and seminars of practicing specialists, etc.;				
125	6.	The MEP leadership must demonstrate an analysis of the labor market and provide examples of successful employment of graduates.				
Total by standard						
NATURAL SCIENCES, AGRICULTURAL SCIENCES, TECHNICAL SCIENCES, AND TECHNOLOGIES						
		Basic educational programs in the areas of "Natural Sciences", "Technical Sciences and Technologies", such as "Mathematics", "Physics", "Information Systems", etc., must meet the following requirements:				
126	1.	In order to familiarize students with the professional environment and current issues in the field of specialization, as well as to acquire skills based on theoretical training, the educational program should include disciplines and activities aimed at gaining practical experience and skills in the specialty in general and in the major disciplines in particular, including .h .: - excursions to enterprises in the field of specialization (factories, workshops, research institutes, laboratories, educational and experimental farms, etc.), - conducting individual classes or entire disciplines at the enterprise of specialization, - holding seminars to solve practical problems relevant for enterprises in the field of specialization, etc.	+			
127	2.	In order to familiarize students with the professional environment and current issues in the field of specialization, as well as to acquire skills based on theoretical training, the educational program should include disciplines and activities aimed at gaining	+			

		practical experience and skills in the specialty in general and in the major disciplines in particular, including .h .:				
128	3.	- excursions to enterprises in the field of specialization (factories, workshops, research institutes, laboratories, educational and experimental farms, etc.),	+			
129	4.	- conducting individual classes or entire disciplines at the enterprise of specialization,		+		
130	5.	- holding seminars to solve practical problems relevant for enterprises in the field of specialization, etc.		+		
Total by standard			1	4	0	0
TOTAL			2	115	7	0