Независимый институт аккредитации, рейтинга и сертификации
Аккредитация, рейтинг жана тастыктоочу коз карандысыз институту
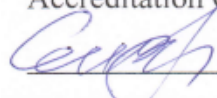**Independent Institute of Accreditation, Rating and Certification**

APPROVED:

At the meeting

Accreditation Council IARC

_____ S.T.Sarbanov

Protocol No. 9 dated 07/04/2024

CONFIRM:

Director of IARC

_____ B.B.Koshoeva

Order No. 2/008 dated 07/04/2024

EXTERNAL EVALUATION CRITERIA FOR SOFTWARE

ACCREDITATION OF EDUCATIONAL PROGRAMS

HIGHER PROFESSIONAL EDUCATION

№	Criteria	Conformity indicators		
		Does not match	**Partially corresponds**	**Corresponds**
1. Educational programs				
1.1	The OOP has clearly formulated educational goals and expected learning outcomes that correspond to the mission of the educational organization and the requirements of the labor market. A model of an OOP graduate has been developed.	The OOP does not have clearly formulated educational goals and expected learning outcomes. There is no developed model of the OOP graduate, and there is no corresponding structure or person responsible for the content of the curricula and programs, they are not connected with the mission, goals and learning outcomes.	The objectives of the OOP partially correspond to the RO. The proposed elective courses are not relevant, not agreed with employers. (there are no documents on decision-making and control over their implementation by responsible persons). The developed model of a graduate of the OOP partially describes the RO and personal qualities.	The educational goals of the OOP correspond to the learning outcomes. Stakeholders were involved in the development of the OOP and their opinions were taken into account. (There are minutes of meetings of the educational and methodological council, the Academic Council, Resolutions of round tables, conferences, etc. with the participation of stakeholders). The model of a graduate of the OOP has been fully developed. The curricula and educational programs meet the requirements of the State Educational Standard, the mission of the UZ.
1.2	The academic workload and the complexity of academic work correspond to the regulatory documents of the Kyrgyz Republic in the field of education.	No evidence of load sharing	The academic workload meets the requirements of the State Educational Standard, but there are minor discrepancies with the curriculum.	The academic workload fully complies with the requirements of the State Educational Standard and is distributed in accordance with the curriculum.
1.3	The OOP effectively integrates theory and practice, providing places for students to undergo all types of practical training.	There are no contacts with employers, no Agreements have been concluded on the development of employment opportunities (there are no documents on cooperation with employers).	Agreements have been concluded with specialized organizations and departments for the employment of graduates, but the work is carried out unplanned and fragmented (there are Agreements, an insignificant number of employed graduates).	The OOP carries out targeted work to study the labor market, identifies its needs (there are results of labor market research, requests from government and business structures for training specialists, contracts have been concluded, and a high level of graduate employment).
1.4	The educational organization must ensure a revision of the content and structure of the OOP, taking into account	There is no appropriate structure or person responsible for the content of curricula and programs, they are not linked to the mission,	Curricula and work programs are developed and periodically reviewed, but there is no system,	The curricula and educational programs meet the requirements of the State Educational Standard, the mission of the Uzbek University. The curricula

	changes in the labor market, the requirements of employers and the social demands of society.	goals and learning outcomes. The content and structure of the OOP are not reviewed. Stakeholders were not involved in the discussion and improvement of them (no supporting documents).	elimination of shortcomings is not controlled, and ways of improvement are not outlined. The goals of the OOP partially correspond to the RO. The proposed elective courses are not relevant, not agreed with employers. (there are no documents on decision-making and control over their implementation by responsible persons).	include: a mandatory block of disciplines (modules), practice, final state certification, as well as a block of elective courses. The educational goals of the OOP correspond to the learning outcomes. Stakeholders were involved in the development of the OOP and their opinions were taken into account. (There are minutes of meetings of the educational and methodological council, the Academic Council, Resolutions of round tables, conferences, etc. with the participation of stakeholders).
1.5	The OOP applies innovative teaching and methodological resources and technologies in the educational process. The educational organization must ensure the use of various forms and methods of teaching.	Used by individual teachers or no evidence of use. No supporting documentation.	Innovative educational and methodological resources, innovative teaching methods and technologies are used by some teachers. There are documents regulating the forms of teaching students. There is no information system. Active teaching methods are used, but there are no innovative teaching methods.	Innovative educational and methodological resources, innovative pedagogical methods and technologies are actively and systematically used. There are documents regulating the forms of student training. An information system for supporting the educational process has been implemented. Active teaching methods are used and innovative teaching methods have been implemented in the educational process.
1.6	The OOP identifies different groups of students, their needs, provides them with flexible learning paths and organizes additional educational services.	No supporting documents. No additional educational services provided.	Documents have been developed to identify the needs of various groups studying within the OOP. When implementing the OOP, the individual characteristics of students are not fully taken into account. Additional educational services have been partially organized.	Documents have been developed that identify the needs of various groups studying within the OOP. When implementing the OOP, individual characteristics of students are taken into account, which influence the formation of an individual educational trajectory. The work of additional educational services has been established.
	Standard assessment **Strengths** - describe what OOP			

	does well and the features that give it additional capabilities. **Weaknesses** - describe the lack of processes, procedures, and mechanisms for OOP to function effectively and what disadvantages it. **Recommendations for improvement** - describe actions that will address the weaknesses.			
	Results according to the standard			
2. Admission, recognition and certification				
2.1	The OOP must demonstrate the policy of forming the contingent of students from admission to graduation and ensure transparency of its procedures. The procedures regulating all periods of study (from admission to completion) must be defined, approved, published. The OOP must demonstrate the analysis of the results of admission, constantly improving it on the basis of the results obtained.	There are no procedures for selecting and accepting students, the composition of the current commissions is not published on the website, objectivity and impartiality have not been proven. No data on admission.	There are procedures for the selection and admission of students that exclude discrimination against different segments of the population. The composition of the admission, examination, and appeal committees is not published on the website. The information is not available to everyone. The methods and procedures for selection and admission are used in accordance with the prescribed rules and criteria. There is no monitoring of admission results.	The Admission Rules, composition of the Admission, Examination and Appeals Committees have been developed. The information is published on the website, there are minutes of the committee meetings, interviews, and video materials. Computer technologies are used. Receipt of complete and timely information and consultations to students on the chosen educational trajectory, as well as academic mobility programs and career opportunities has been confirmed. The rules for the selection and acceptance of documents from applicants are the same for all categories of citizens. Minimum conditions have been created for admission and further education for people with disabilities. There is also no discrimination against applicants from socially disadvantaged families, there is an opportunity to provide social benefits for orphans and families with low material income. The selection of

				applicants is carried out strictly according to the standards and rules of the state and internal regulations. There are no obstacles based on race, gender, age or other discriminatory grounds. The methods and procedures for selection and admission are used in accordance with the prescribed rules and criteria. Statistical data on admission by student categories are provided.
2.2	The OOP should provide for special adaptation and support programs for newly enrolled and foreign students. The availability of academic mobility for students, as well as assistance from the university in obtaining grants for study.	The procedures for selection and admission, graduation of students are not confirmed, there are no Regulations, Plans. Ineffective organizational structure. Insufficiently developed Infrastructure. Not reflected in the documents. There is no academic mobility of students and teachers.	There are structures and procedures, but there is no analysis of the selection and admission, adaptation, development and graduation of students, the development of students is not fully confirmed. There are procedures for informing, ensuring student mobility and career opportunities. Academic mobility is internal, exists in isolated cases. External academic mobility is not sufficiently developed, or it works in one direction.	There are Regulations on Admission, Appeal, Enrollment, Transfer, Reinstatement, Educational Work, Supervision and Tutoring, Transparent and consistent application of rules, process and criteria for admission, adaptation in the student environment, educational and educational processes and graduation of students. The organizational structure includes the necessary structures: Admissions Committee, Academic Administration, Student Department, Person Responsible for Working with Youth, Student Self-Government Body, Department of International Relations, Institutes, Departments, Academic Departments, etc., comfortable infrastructure with additional services, Trade Union, etc. There are procedures for informing, ensuring student mobility and career opportunities. Statistics on educational programs of academic mobility by year are presented.
2.3	The OEP objectively recognises qualifications and periods of study in prior education to	There is no mechanism to ensure the objective recognition of the results of previous learning. No	A mechanism has been partially developed to ensure the objectivity of recognition of the results of	There is a Regulation on the procedure for transfer, reinstatement, expulsion and provision of academic leave to students.

	ensure students' progress in their learning.	decisions are made to improve the academic achievements of students.	previous training.	Transfer from one level of education to another is carried out in accordance with the Order of the Ministry of Education and Science of the Kyrgyz Republic, documents on the compliance of secondary vocational education specialties with higher vocational education specialties. The educational institution has and provides interested parties with OEP documents (combined curricula approved by the Ministry of Education and Science of the Kyrgyz Republic, a list of students transferred from one course to another, etc.).
2.4	THE OOP HAS A UNIFIED POLICY ON ADVERTISING AND DISSEMINATION OF INFORMATION. THERE IS A WELL-ESTABLISHED SYSTEM OF WORK WITH FUTURE APPLICANTS AND ENTERPRISES IN THE PROFESSIONAL SPHERE.	The mechanism for informing stakeholders about the quality of the educational program of the OOP/UZ has not been developed (there is no website or it does not work, the information is not updated, there is no communication with stakeholders, there are no reports and other supporting documents)	The educational organization has a mechanism for informing stakeholders about the quality of the OOP, but the mechanisms for informing are underdeveloped and limited. The methods, means and mechanisms for informing stakeholders are not fully utilized (There is a work plan, but no reports, information is published only on the website, there is no communication with stakeholders).	The UZ educational institution has a press service/press secretary and another responsible structural unit that collects information and posts it on information media; mechanisms and procedures have been developed to inform interested parties about the quality of the OOP, the quality of educational services, the educational and extracurricular processes, and to improve the quality of the OOP. (There is a website, a corporate publication, work plans, reports, publications, round tables and conferences are held).
	Standard Assessment Strengths - describe what OOP does well and the features that give it additional capabilities. **Weaknesses** - describe the lack of processes, procedures, and mechanisms for the effective functioning of OOP and what puts it at a disadvantage.			

	Recommendations for improvement - describe actions that will eliminate weaknesses.			
	Results according to the standard			
3.	**Student-centered learning and assessment of student performance**			
3.1.	The OOP should demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes.	There is no evidence of mechanisms for obtaining feedback from students and self-analysis by teachers.	In UZ mutual visits to lessons are conducted with subsequent analysis. Self-assessment forms for teachers are used, but the work is not carried out systematically and consistently.	The process of receiving and using feedback from students, from colleagues, self-analysis of lessons and learning outcomes, self-assessment with the aim of adjusting teachers' own methods and technology of work is described. There are own researches in the field of methods of teaching academic disciplines
3.2.	The OOP should ensure that the assessment procedures for learners are consistent with the intended learning outcomes, programmes and objectives. The OOP should ensure that the assessment mechanism for learning outcomes, including appeals, is consistent, transparent, accessible and objective. The OOP should demonstrate that there is a procedure for responding to learner complaints.	Documents have been developed establishing the criteria and methods of assessment, but there is no evidence of informing students about the criteria and assessment procedures used. Transparency of the knowledge assessment procedure has not been demonstrated. There is no description of the assessment procedures. Procedures for responding to applications and complaints from students have not been developed (there are no supporting documents). No records of student complaints about the quality of educational services. Complaints are accepted only in writing.	There are forms and methods used to assess students' knowledge, but they are not communicated to students. Transparency of the knowledge assessment procedure is ensured. The assessment criteria and methods, deadlines and types of assessed work, and exam forms are known to students, but are not publicly available. An official procedure for appealing assessment results is provided for and used. Procedures for reviewing applications (complaints) from students have been developed and implemented, but they are ineffective (a tendency to increase the number of complaints, long or indefinite periods for reviewing applications (complaints), a large number of students expelled at their	Documents have been developed that establish the criteria and methods of assessment, certificates of informing students about the criteria and procedures used for assessment The criteria and methods of assessment, the terms and types of assessed work, and the forms of examinations are known to students in advance (they are publicly available). An official procedure for appealing assessment results is envisaged and used. There is a Regulation on the procedure for considering applications (complaints) of students or a similar document, a procedure for considering appeals, a body responsible for considering applications (complaints) and responding to them. Local acts have been developed that regulate the procedure for considering applications (complaints). Responsible

			own request). A general procedure for reviewing student complaints has been established, but is not communicated to them. Reception hours, email addresses, and phone numbers of managers are indicated.	persons have been appointed. Timely measures are taken to eliminate them and inform about the measures taken. If necessary, in certain cases, anonymity is maintained when considering complaints and when making decisions on them. Student surveys are conducted on an ongoing basis in the form of questionnaires on satisfaction with the educational process and teaching. Standards and response procedures are communicated to students at the beginning of their studies.
3.3.	The OOP monitors the reasons for student dropout and takes measures to improve academic performance.	No data.	Data on attrition for the last year are presented.	Data on attrition over the last 5 years and the measures taken are collected, analyzed and presented.
3.4.	The OOP is implemented taking into account the needs of various groups of students. The OOP should have an integrated information system of the educational process using modern, innovative methods of teaching and control.	No supporting documents. Used by individual teachers or no evidence of use. No innovation or information technology is used.	Documents have been developed that identify the needs of various groups studying within the OOP. When implementing the OOP, individual characteristics of students are not fully taken into account. Innovative educational and methodological resources, innovative pedagogical methods and technologies are used by some teachers. Innovations and information technologies have been introduced into the educational process. There is no motivation for the teaching staff to introduce innovations and information technologies.	Documents have been developed that identify the needs of various groups studying within the OOP. When implementing the OOP, individual characteristics of students are taken into account, which influence the formation of an individual educational trajectory. Innovative educational and methodological resources, innovative pedagogical methods and technologies are actively and systematically used. Innovations and information technologies are actively introduced into the educational process. Documents have been developed that motivate teaching staff to implement innovations and information technologies.

3.5.	The OOP monitors the academic workload, academic performance and graduation of students, employment and professional activities of graduates. The presence of an active association/association of graduates.	There is no analysis of the academic workload, academic performance and graduation of students. Mechanisms have not been developed, there is no data on employment. There is no alumni association/association.	Partial monitoring of the academic workload, academic performance and graduation of students is carried out. The institution has developed mechanisms for assessing the employment of graduates. Employment data is partially collected. There is an association/union of graduates, but there is no information about its work.	The academic workload, academic performance and graduation of students are monitored on an ongoing basis. The institution has developed mechanisms for assessing the employment of graduates. Based on the data analysis, measures have been taken to improve the efficiency of services. There is an association/association of graduates. There are provisions regulating the work of the association/association of graduates.
	Standard Assessment strengths - describe what the organization does well and the features that give it additional capabilities. **Weaknesses** - describe the lack of processes, procedures, and mechanisms for the effective functioning of the organization and what puts it at a disadvantage. **Recommendations for improvement** - describe actions that will eliminate weaknesses.			
	Results according to the standard			
4.	**Teaching and educational support staff**			
4.1.	The human resources potential of the university must correspond to the implemented educational program and the requirements of labor legislation.	There are no documents defining qualification requirements for personnel. There is no assessment of the competence of teachers and the quality of teaching.	Qualification requirements for personnel are defined and documented. The competence of teachers is assessed by the administration of the educational institution, the quality of teaching is assessed (open classes, mutual visits	The composition, qualifications and experience of teachers and other staff meet the requirements of the educational process to achieve learning outcomes and provide student support services (including national licensing and accreditation requirements).

			to classes, questionnaires of students and teachers, etc.). The assessment is not carried out regularly, the analysis of the results is not systematic, its results are not reflected in the achievement of educational goals and learning outcomes.	During educational activities, monitoring, auditing, and attendance of classes (control, mutual visits) of each member of the teaching staff are carried out to determine compliance, the position held and the level of advanced training. There is an analysis of the achievement of learning outcomes directly related to the teaching of specific disciplines. Practitioners from relevant industries are actively involved in teaching.
4.2.	The university must demonstrate the existence of a system for improving the qualifications of the teaching staff and educational institutions for the introduction of innovative educational programs and teaching technologies. Creation of conditions for motivating the professional and personal development of teachers. Development of academic mobility, involvement of practitioners in relevant fields in teaching. Support for young teachers.	Advanced training is not a systematic and organized process. There is no system of rewards for research. There is no policy for attracting teachers from other universities. Attracting teachers from other universities is limited to participation in conferences, seminars, etc. There is no academic exchange of teachers. There is no development and support for young teachers.	The PC plans have been developed and are being implemented, the responsible department and persons responsible for planning and monitoring the process have been identified. The professional development of the teaching staff occurs spontaneously, not systematically. The system of evaluation and motivation of the teaching staff, the department of internal affairs and the service personnel is limited to trade union incentives. There are some procedures for evaluating the personnel's activities, but they are not systematic. A system for encouraging the scientific activity of teachers has been developed. There is no confirmation of its implementation. A policy for attracting teachers from other universities has been partially developed. Attracting teachers from other universities is limited to participation in conferences, seminars, etc. There is no active	A professional development system has been developed and is in place at the educational institution level, with plans for professional development and their implementation, a responsible department and persons responsible for planning and monitoring the process. There is a systematic approach to improving the qualifications of the teaching staff. The management provides financial support for the professional development of the teaching staff. There is evidence. The educational institution creates favorable conditions for motivating and retaining teachers and support staff and for conducting research. The motivation system includes incentives for staff, moral and material incentives. The contribution of teachers to improving programs, achieving educational goals and results, and improving the quality of education is assessed. There is a Regulation on motivation and incentives for staff. A system for encouraging scientific

			academic exchange of teachers. Programs for the development and support of young teachers have been developed, but work in this area is poorly developed.	activity of teachers and introducing innovative teaching methods and using advanced technologies has been developed and is in place. Data on the number of teachers who received incentives for research work is provided. A policy for attracting teachers from other universities, including foreign ones, to implement educational goals, improve the quality of education and the level of training, based on the mission of the educational institution, has been developed and published. There are Agreements with universities, Plans for holding open lectures and internships for invited faculty members. Programs for the development and support of young teachers have been developed.
4.3.	Teachers regularly publish and improve teaching aids, textbooks and other methodological developments.	No work or data.	Teachers of the educational institution work on the development and publication of manuals, educational and methodological publications: there are separate publications.	Teachers of the educational institution work on the development and publication of manuals, textbooks, corresponding to the educational program, state educational standards: there is a list of developments and publications, publication plans and an analysis of their implementation over 5 years.
4.4.	Students of the OEP are provided with appropriate human resources (curators, academic advisers, dormitory teachers, etc.)	The staffing level is insufficient; no work is being done to attract and retain specialists.	The OO is not fully provided with human resources, there is an influx of young specialists, staff turnover (over five years). The analysis of the causes and the situation is not carried out regularly.	The OO is provided with human resources, there is an influx of young specialists, a low percentage of staff turnover (over five years). There is a Regulation on the management of human resources of the educational institution, a regular analysis of provision as part of the annual self-assessment
4.5.	The university must ensure	There is no appropriate structure	Monitoring, analysis and evaluation	A Regulation on monitoring of the

	monitoring of the activities of the teaching staff. Organization of various mechanisms for assessing the quality of teaching (student surveys, attendance of teaching staff classes).	or person responsible for monitoring, analysis and evaluation of results, stakeholders are not involved (no supporting documents). There are no Regulations and mechanisms for monitoring.	of the results of the educational program are not carried out regularly, there are no documents confirming the involvement of stakeholders in improving the educational program. Possible dissatisfaction of all participants with the results of monitoring, rating ranking. There is no transparent monitoring system.	OOP, PPS and structural divisions with the involvement of stakeholders has been developed. Monitoring is carried out openly, transparently and affects the professional motivation of the PPS, employees and divisions. As part of the monitoring, ranking of structural divisions and PPS is carried out. The monitoring results are available on the website for all stakeholders. Based on the results of the analysis, adjustments are made to the work of the OOP, OO. (There are minutes of meetings of the relevant structures on improving the OP, there is information on the OO website, rating results, etc.).
4.6.	The university must ensure monitoring of faculty satisfaction using special methods. The university management must respond to faculty requests on various issues.	There are no relevant documents.	Monitoring of faculty satisfaction is carried out, but faculty requests are not always taken into account by the university management.	There is evidence of a functioning system of feedback from staff to the university management.
	Standard Assessment **Strengths** - describe what OOP does well and the features that give it additional capabilities. **Weaknesses** - describe the lack of processes, procedures, and mechanisms for the effective functioning of OOP and what puts it at a disadvantage. **Recommendations for improvement** - describe actions that will eliminate weaknesses.			
	Results according to the			

	standard			
5.	**Material and information resources**			
5.1.	The university must demonstrate that the infrastructure of the OEP corresponds to the specifics of its activities, including the implementation of educational programs and distance learning. Auditoriums, laboratories, communication and computer equipment, training grounds, and technology parks must meet high requirements. The OEP must use various methods of disseminating information (including the media, web resources, information networks, the university website, etc.) to inform the general public and interested parties.	The educational institution does not provide the educational environment with a modern and effective MTB, having educational buildings, classrooms and other premises with outdated equipment and facilities. The absence of two, three or more of the minimum required additional services (library, reading room, food service, laboratory, medical service station or worker, etc.). Inadequate sanitary and hygienic maintenance of the MTB. They do not use a variety of methods of disseminating information.	The MTB OO consists of educational buildings, classrooms and other premises and services that partially meet licensing requirements. The MTB OO partially meets modern requirements and does not sufficiently contribute to achieving RO. The MTB is not constantly improved and perfected. The needs of internal and external stakeholders are not fully taken into account. A variety of information dissemination methods are partially used.	The MTB meets the educational goals of the OOP, licensing requirements and is adequate to achieve the RO. There are educational buildings, classrooms with modern and electronic equipment, computer labs, equipped laboratories, a library with a sufficient number of textbooks, manuals, including in electronic format. Technological resources, taking into account the training of people with disabilities, as well as for their physical access to the premises of the OOP. Availability of premises and sites for physical education and for holding cultural events. Availability of food and first aid points, premises for holding extracurricular, additional classes. Availability of modern equipment in all the above premises. Systematic repairs are carried out. Various methods of disseminating information are actively used.
5.2.	The university must ensure compliance with safety requirements and sanitary and hygienic standards during the educational process.	Fire safety standards are not observed and there is no sanitary and hygienic provision for students and food outlets. There is no evidence base or there are expired "Conclusion on compliance with fire safety" of the Ministry of Emergency Situations of the Kyrgyz Republic and "Act of sanitary and epidemiological inspection" of the Ministry of Health of the Kyrgyz Republic.	All premises comply with fire and other safety standards. There are updated "Fire Safety Conclusion" of the Ministry of Emergency Situations of the Kyrgyz Republic and "Sanitary and Epidemiological Survey Report" of the Ministry of Health of the Kyrgyz Republic.There is a medical	All premises comply with fire and other safety standards, according to the Law of the Kyrgyz Republic "On Labor Protection". There are updated "Conclusion on compliance with fire safety" of the Ministry of Emergency Situations of the Kyrgyz Republic and "Act of sanitary and epidemiological inspection" of the Ministry of Health of the Kyrgyz Republic. Sanitary and hygienic standards are observed. Availability of a first aid post and a

			worker. But the medical center is insufficiently equipped.There is an evidence-based regulatory framework, but in practice, all safety standards for some premises of the educational buildings are not taken into account. The kitchen and food service areas comply with and comply with sanitary and hygienic standards. There are no records of students being familiarized with the safety standards and rules in the UZ. There is poor cleaning of the premises, a shortage of soap and detergents.	medical worker. Or there are Agreements with the clinic for servicing students of the educational and educational programs under certain conditions. Control of food outlets for compliance with sanitary and hygienic standards is carried out. There are records of familiarization of students with safety rules in the educational program. All premises are cleaned on a systematic basis, there is good heating and ventilation of the premises. Toilets are equipped with soap, toilet paper,soap and detergents.
5.3.	The university must create the most favorable conditions for students to spend their extracurricular time. The following services must be provided for students: a canteen, a dormitory, a computer center, a library, reading rooms, sports halls, a stadium, a medical center, etc.	There is no information on any existing intentions to provide out-of-town students with a dormitory. There are no conditions for food and medical care for students and faculty. There is no food station, medical center, medical worker, first aid kits. There are no contracts with clinics for medical care. If there are food stations, they do not meet sanitary and hygienic standards.	There is an Agreement with the hostels of other educational institutions on the provision of accommodation for students accredited by the educational institution and the OOP. There is a regulatory framework for activities aimed at organizing the provision of minimum conditions for the accommodation of students of the educational institution and the OOP. Having your own hostel is welcome. Or there are any student questionnaires, notes, discussions and intentions on providing OOP students with a hostel. There are results of the analysis of student	There is a private dormitory, or an Agreement with a city dormitory with the condition of accommodation of students of the OO under certain conditions. The dormitory has conditions for convenient and comfortable living, opportunities for preparing homework and spending leisure time. There is access to the Internet and electronic resources for possible online learning. There is security of residence with rules for limiting the time and guest visits. There are food outlets: a canteen or a buffet for the faculty and students, which in terms of area and coverage of visitors must meet the minimum

			questionnaires on their intentions or refusal to live in a student hostel. The conditions of food and medical care are not fully met, but at the same time, there is actually a food point for the faculty and students. There is a medical worker working on a schedule. There are first aid kits with essential medications.	licensing requirements. In the food outlets, sanitary and hygienic standards are observed, there are valid inspection reports. There is menu control and sanitary conditions to ensure the quality of food consumed by students, taking into account dietary dishes. The presence of various food outlets is welcomed. There is a first aid post and a health worker to provide first aid. There are Agreements with clinics for servicing students of the OO and for conducting medical examinations, vaccinations, fluorography and other special medical events. Availability of first aid kits in the units of the military organization.
5.4.	The university must provide students with the opportunity to communicate with each other through the creation of various student organizations, forums, online communities, etc.	There are no student councils, communities, forums.	There are student councils, a community, forums, but documents regulating the activities of the councils have not been developed.	There are student councils, a community, and forums. Documents regulating the activities of the councils have been developed.
5.5.	There is a system of social support for students. The basic principles and provisions of this system are documented and available to interested parties, including society as a whole. The established social support service coordinates work in this area.	There are no educational benefits for the vulnerable part of the population. There are no conditions for the movement of people with physical disabilities. There are no principles of openness and transparency in the involvement and training of various segments of the population, including people with disabilities. Or the conditions of the social infrastructure are initially discriminatory towards people with disabilities and	Conditions for admission and training of representatives of various population groups and people with disabilities are partially met. There are procedures and mechanisms for providing benefits to students of various social strata and opportunities, but they may not be fully met. Insufficient equipment of MTB for physical movement of people with disabilities. Conditions for online training of people with disabilities have not been fully created. Insufficient response to the	There are accessible entry, entry and movement opportunities for PWDs in educational buildings, classrooms and other service areas. There are procedures, mechanisms for training PWDs and online access to the library collection. There is a system of social support for students of all ages and from different social backgrounds.

		various categories of the population.	needs of stakeholders in training various categories of citizens.	
	Standard Assessment **Strengths** - describe what OOP does well and the features that give it additional capabilities. **Weaknesses** - describe the lack of processes, procedures, and mechanisms for the effective functioning of OOP and what puts it at a disadvantage. **Recommendations for improvement** - describe actions that will eliminate the weaknesses.			
6 . Scientific, methodological and research work				
6.1.	The OOP staff conducts research and uses its results in the educational process. Students are actively involved in research.	The OOP does not create conditions for research work due to the low quality of the teaching staff, who are not active scientific and creative workers. The library and laboratories are not equipped with modern equipment and there are no conditions for research work by students.	The OOP does not have plans for research and development, or specific research topics for working with students. The teaching staff does not sufficiently attract and motivate students to research work. The library and laboratories are functioning and well equipped, but students do not have free access. The equipment is idle. Or the laboratories do not have high-quality equipment, which will not provide accurate results for practical and research work.	The OEP has a system of research and development work, as well as a main research topic for research and development work. Students are involved in research activities on specific topics together with the teaching staff - supervisors of practices and final qualifying work. Students participate with the results of their and joint research in scientific and practical conferences, make reports, publish scientific articles. There are examples of results on research and development work and high-quality final qualifying work. The library, reading room are accessible to everyone and are equipped taking into account the extracurricular time of students. There is a comfortable reading room, taking into account the access of people with

				disabilities. A convenient working schedule has been established for students of the first and second shifts of study. The library is equipped with computers with specialized programs, equipment for copying, printing documents and texts. There are laboratories for practical work by students after school hours, for experiments, research in relevant areas.
6.2.	The university must demonstrate the compliance of material and information resources with the specifics of the OOP. Ensures their availability for scientific research.	There is a library. There is no reading room. The educational need for resources is covered by less than 50%, according to the minimum licensing requirements. There is no electronic library. The fund does not cover the educational needs for achieving the RO. There is no possibility of access to the use of the library fund for people with disabilities.	There is a library. The provision of resources is more than 50% of the standards per person. There is an electronic library. The library is partially equipped with computers and other gadgets. There is partial access to the collection for people with disabilities. There is no special literature for a certain category of people with disabilities. The mechanism for accessing the collection in the case of online learning is not sufficiently defined.	There is a library and a reading room. There is an electronic library and access to external resource portals. The provision of textbooks is the norm of the "Minimum Licensing Requirements" of the Ministry of Education and Science of the Kyrgyz Republic. The fund covers the needs of the EP, according to the curriculum and allows you to achieve the required level of RO. The library is equipped with a sufficient number of computers, tablets and other gadgets. The library's operating hours are convenient and meet the needs of students and teaching staff. The library fund is available to PWDs physically and electronically. There is specialized literature for various categories of PWDs. There are mechanisms for accessing the fund in the case of online learning.
6.3.	Development of research internships, attracting the best foreign and domestic teachers.	Weak development of research internships. There is no policy for attracting teachers from other universities. Attracting teachers from other universities is limited to participation in conferences, seminars, etc. There is no academic exchange of teachers.	Partial development of research internships. Partially developed policy of attracting teachers from other universities. Attracting teachers from other universities is limited to participation in conferences, seminars, etc. There is no active academic exchange of teachers.	Research internships have been developed. A policy for attracting teachers from other universities, including foreign ones, to implement educational goals, improve the quality of education and the level of training, based on the mission of the OO, has been developed and published. There are Agreements with universities, Plans for

				holding open lectures and internships, invited teaching staff.
6.4.	The university must demonstrate a system of incentives for the scientific activity of staff and students.	There is no reward system for research and development.	A system of incentives for scientific activity of teachers and students has been developed, but there is no confirmation of its implementation.	A system of encouraging scientific activity of teachers, students and implementation of innovative teaching methods and use of advanced technologies has been developed and is in effect. Data on the number of teachers who received incentives for R&D are provided.
6.5.	ВУЗ предпринимает действия по повышению публикационной активности персонала и студентов в авторитетных изданиях.	Нет механизма по повышению публикационной активности персонала и студентов в авторитетных изданиях.	Разработаны действия по повышению публикационной активности персонала и студентов в авторитетных изданиях, но нет подтверждения их реализации.	Разработан механизм по повышению публикационной активности персонала и студентов в авторитетных изданиях. Имеется подтверждающая документация.
	Standard assessment Strengths - to describe what the OP has succeeded in and the features that give it additional opportunities. Weaknesses - describe the lack of processes, procedures and mechanisms for effective The functioning of the OP and what puts it in unfavorable conditions. Recommendations for improvement - describe actions that will eliminate weaknesses.			

Execution matrix

Requirements of standards for program accreditation

№	Standards	Total criteria	Corresponds to	Partially corresponds to	Doesn't correspond	Running/not being executed
1.	**Educational programs**	6	4	1	1	**Is in progress**
2.	**Admission, recognition and certification**	4	3	1	0	**Is in progress**
3.	**Personality-oriented training and assessment of students' academic performance**	5	1	1	3	**Not executed**
4.	**Pedagogical and educational support staff**	6	4	2	0	**Is in progress**
5.	**Material and information resources**	5	4	1	0	**Is in progress**
6.	**Scientific, methodological and research work**	5	1	1	3	**Not executed**