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Proposal for the development of the external quality assurance system of higher education in the Republic of Tajikistan in line with European standards

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Introduction

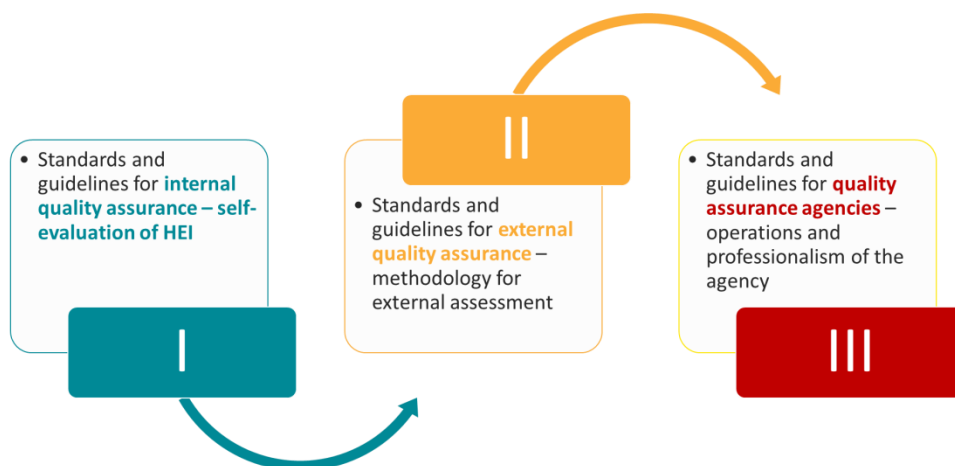
The current analysis is conducted in the framework of the Tajikistan Higher Education Project (HEP), Component 2: System-Level Interventions, Sub-component 2.1: Quality Assurance Enhancements. This sub-component supports capacity development for monitoring and improving the quality of higher education. The Ministry of Education and Science of Tajikistan has chosen the Estonian Quality Agency for Higher and Vocational Education (EKKA) as a strategic partner in developing the quality assurance system of higher education in the country and ensuring it conforms to the [standards and guidelines for quality assurance in the European higher education area](#). (ESG).

The objective of the technical assistance provided by EKKA was as follows:

- 1) guide and support MOES, SASSE and HEIs in building capacity for both internal and external quality assurance mechanisms to improve the harmonization of quality policy and practices in Tajikistan with ESG; and
- 2) support the development of standards and guidelines for institutional accreditation and the piloting of institutional accreditation in three HEIs.

The ESG 2015 may be used and implemented in different ways by different institutions, agencies and countries. The European Higher Education Area (EHEA) is characterised by its diversity of political systems, higher education systems, socio-cultural and educational traditions, languages, aspirations and expectations. However, the standards and guidelines for internal quality assurance of higher education institutions (ESG Part 1), the standards and guidelines for the development and implementation of the external quality assurance system (ESG Part2) and the standards and guidelines for the agency conducting external quality assurance activities (ESG part 3) must be followed in order for the country's higher education to be recognized in Europe.

- I. Internal quality assurance
- II. External quality assurance
- III. Quality assurance agencies



In order to create an understanding of the ESG in Tajikistan, the Ministry of Education and Science of the Republic of Tajikistan created a working group to work on a proposal for national standards and guidelines to be piloted at the institutional level. The working group consisting of stakeholders from Tajik universities, representatives from the Ministry of Education, SASSE and experts from Estonia developed the Tajik standards and criteria for internal and external quality assurance as well as the methodology for conducting institutional accreditations. The standards and guidelines for internal and external quality assurance in the area of higher education of the Republic of Tajikistan along

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with the methodology for the implementation (see Annex 1) cover ESG parts 1 and 2. Pilot institutional accreditations conducted in three universities based on said standards and using the new methodology showed that the new approach can be applied in the context of higher education in Tajikistan.

ESG part 3 specifies requirements to the institution/agency conducting external quality assurance activities in the area of higher education. In the beginning of the project, it was the task of the State Agency under the Ministry of Education and Science (SASSE). The status of the agency was changed during the project – in 2019 the decision was taken to restructure the agency and move it directly under the President of the Republic of Tajikistan (Agency for Supervision in the Sphere of Education and Science, ASSES). This change caused a significant delay and necessitated both substantive changes and those in the schedule. However, the participation of Agency staff in project activities was ineffective from the outset and their contribution to the development of standards and guidelines as well as to the piloting of institutional accreditation was very modest. The Agency's move under the President's direct authority became an additional obstacle, as the Ministry of Education lost the leverage to involve Agency staff in project activities.

In 2019, EKKA presented “Analysis and Recommendations on the roles and responsibilities of the State Agency on Supervision in Sphere of Education (SASSE) to be aligned with the ESG” to the management of MoES and SASSE. The recommendations provided in the document were not taken into account while restructuring the agency. At the time of writing the current report, the statutes of the new agency had been approved, but the evaluation regulations, the composition and procedures of the decision-making body and the evaluation regulations have not been updated. Thus, most of the shortcomings and recommendations of that time remain valid.

As the national agency (ASSES) has so far shown reluctance to participate in the project and to implement the ESG principles, the experts propose in the second chapter of the report three development scenarios that would ensure that Tajikistan's higher education moves towards the implementation of the European Higher Education Area and Bologna principles.

Analysis and recommendations for further development in the area of external quality assurance of higher education in the Republic of Tajikistan to be aligned with ESG parts 2 and 3

In order to understand the state of affairs and provide recommendations for further development following legal documents of the Republic of Tajikistan were carefully examined:

- Положение о Государственной службе по надзору в сфере образования;
- Положение об Агентстве по надзору в сфере образования и науки при Президенте Республики Таджикистан Государственный стандарт высшего профессионального образования в Республике Таджикистан;
- Закон Республики Таджикистан об образовании;
- Закон Республики Таджикистан о высшем и послевузовском профессиональном образовании;
- Государственный Стандарт Высшего Профессионального Образования в Республике Таджикистан;
- Порядок проведения аттестации, аккредитации и лицензирования образовательных учреждений Республики Таджикистан (2003, last amendments 2016)

In order to verify the findings from the documents, interviews were carried out with the Minister and Deputy Ministers of the Ministry of Education and Science of Tajikistan (MoES); with the staff of the Department of Higher Education of MoES; with the Head and Deputy Head of SASSE; discussions with HEP team; discussions during workshops and seminars with representatives of higher education institutions and ASSES; discussions with representatives of universities participating in pilot institutional accreditations; discussions with local and international experts taking part in pilot institutional accreditations; discussions during the follow-up seminars in pilot universities etc.

ASSES is conducting the external assessments on a regular basis. In the area of external quality assurance, the main functions of ASSES include:

- **Licensing:** to issue the right to function to educational institutions;
- **Attestation:** to establish that content, level, and quality of graduates comply with the requirements of state educational standards;
- **Accreditation:** to recognize an educational institution as complying with standards of HE for a certain type of educational activity;

The following subchapters include the analysis of the current situation and recommendations for further development in the area of external quality assurance of the Republic of Tajikistan to be aligned with ESG Parts 2 and 3. ESG Part 2 sets standards for external quality assurance processes, Part 3 includes standards for quality assurance agencies. The changes made in the structure and management of ASSES compared to SASSE were taken into account.

Summary of the findings from the analysis

ASSES' EQA activities are in many ways not compliant with ESG Part 2 (see the compliance analyses below for standards 2.1-2.7). According to the statute, the agency conducts state supervision in the area of education (including higher education) and research. There is a fundamental difference between state supervision and external quality assurance. The purpose of state supervision is to check whether educational institutions comply with the requirements provided by law and other legislative documents. According to the underlying principles of ESG, in external quality assurance activities, there should always be the "twin purposes" – accountability and enhancement. A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement). Meaning that quality assurance and quality enhancement should always be integrated into EQA activities. Regular activities currently conducted by ASSES (attestation, accreditation, licensing) are not aimed at and nor include the enhancement, the improvement of quality culture in higher education. In the current system, the higher education institutions are objects of quality assurance activities conducted by the state authority.

According to the European standards, the higher education institutions bear the main responsibility for quality assurance, and external quality assurance should take into account the variety of institutions and their internal quality assurance systems as well as the expectations of students.

Therefore, neither their objectives nor the principles and methodology of their implementation are in line with ESG.

Based on the analysis of the current situation, the compliance of the Tajik higher education with the European standards and guidelines for quality assurance in the area of higher education (ESG) is as follows:

ESG STANDARD	COMPLIANCE OF EQA IN RT
2.1 Consideration of internal quality assurance	Not compliant
2.2 Designing methodologies fit for purpose	Not compliant
2.3 Implementing processes	Not compliant
2.4 Peer-review experts	Not compliant
2.5 Criteria for outcomes	Not compliant
2.6. Reporting	Not compliant
2.7. Appeals and complaints	Not compliant
3.1. Activities, policy and processes for quality assurance	Not compliant
3.2. Official status	Substantial compliance

3.3. Independence	Not compliant
3.4. Thematic analysis	Not compliant
3.5. Resources	Partial compliance
3.6. Internal quality assurance and professional conduct	Partial compliance
3.7. Cyclical external review of agencies	Not compliant

In order for Tajik higher education to be able to join the Bologna Process and be recognized in the European Higher Education Area, the following steps are essential:

- 1) The **balance between autonomy and accountability of higher education institutions** is lacking. The universities should serve society via creative and flexible response to changes in the environment, not by following strict external rules and regulations. There are **three main areas** for improvement which should be regulated at state level (see also the [Annex 7](#)):
 - The universities should have the right to develop and improve their study programmes in accordance with the constantly changing labor market, while taking into account the needs of students and recent outcomes of research in the respective area. The universities should have the right and obligation to recognise the prior learning and work experience of students as part of the study programme, where appropriate. Therefore, the compulsory part of study programmes regulated at national level must be significantly reduced and, where possible, abolished.
 - The general rules and procedures for the recognition of prior learning and work experience should be discussed, agreed on and approved at the state level (by the respective state authority), but individual decisions should be made at the university level.
 - The role of students in the governance of the universities and in the development of study programmes should be increased. An amendment should be made to the law which requires the involvement of students as equal members in the Academic Councils (Научный Совет) and Faculty Councils via transparent election process.
- 2) **Quality assurance standards and guidelines** (both licensing and accreditation/attestation) must be in line with the standards and guidelines of the European Higher Education Area. As part of the project, standards, guidelines and methodologies for institutional accreditation have been developed, which can serve as a basis for other types of assessments (see [Annex 1](#))
- 3) The **self-evaluation skills of the universities** should be improved. At the first stage, it is especially necessary to explain the new standards and criteria to higher education institutions and to support the ability of higher education institutions in conducting self-evaluations. See guidelines for self-evaluation can be found in [Annex 2](#).
- 4) To ensure external quality enhancement based on these standards, it is necessary to substantially **reorganize the work of the state agency for higher education**. This concerns both the composition of the decision-making body as well as the tasks and requirements for the competence of personnel. See a draft proposal for the Agency responsible for external quality assurance in the area of higher education, which ensures the compliance of the Agency with ESG Part 3 in [Annex 6](#).

- 5) Motivation and capability of the management and the staff of the agency to implement the new approach and the methodology based on ESG is crucial. There is an urgent need for mapping **the competences of staff members working with higher education institutions** in order to ensure that they have the knowledge and skills needed to support the institutions in their self-evaluations as well as train experts for the new type of accreditation. They must be very familiar with the principles of Bologna and the ESG, have experience in international cooperation and be fluent in foreign languages. See the analysis of the results of piloting institutional accreditations in [Annex 7](#).
- 6) External quality assurance (licensing, accreditation) should be carried out by a **group of external experts, including a student**. Agency staff members should be acting as coordinators, not members of the expert group. It is critical to start building a pool of local experts, offering them professional training and involving international experts in the assessments. See guidelines for experts in [Annex 3](#).
- 7) There is an overlapping between different evaluations tools (attestation and accreditation), therefore the goals and objectives of different procedures are not clear enough. **Attestation and accreditation procedures should be merged into one procedure that is more focused on quality improvement**, not on control. The monitoring of compliance with state educational indicators (i.e. supervision) should be a continuous process carried out on the basis of data published in the digital information system. See the abstract of the description of the digital information system elaborated during the project in [Annex 8](#).
- 8) **Introduction of licensing and accreditation of study programme groups (clusters)**. We recommend considering introducing licensing of specialized areas (programme groups) instead of licensing the institution as a whole. The license (= the right to provide instruction in a given area of specialization) can be renewed by undergoing accreditation (and re-accreditation) of that area/specialization (or group of programmes). The licensing of the programme groups must ensure integrity and transparency, and the evaluation procedure must be based on the relevant ESG standards. Consider also introducing compulsory accreditation of programmes in at least all regulated specialties (teacher education, medicine, architecture, civil engineering, etc.) to ensure the international competitiveness of graduates.
- 9) **Transparency and objectivity of the Agency's activities** and publication of the assessment results should be ensured. The results of licensing and accreditations should be publicly available along with the assessment reports (see the template for the assessment report in [Annex 4](#)) The higher education institution should also have the right to contest the outcomes of external quality assurance activities (the draft for the composition of the appeals committee is provided in [Annex 5](#)).
- 10) It is recommended to give the right to adopt final quality assessment decisions to the **Accreditation Council /Quality Assessment Council for Higher Education**, which shall be elected by the Supervisory Board of the Agency based on clear selection criteria. It is advised to exclude members of top-level management (rectors, vice-rectors) of academic institutions from the composition of the Accreditation Council. Please find in [Annex 6](#) a suggestion for the statute of the quality agency responsible for the external quality assurance in the area of higher education, which is in line with the ESG.

ESG Part 2: analysis of compliance and recommendations

Boxes in blue formatting show the ESG standard with guidelines, followed by an assessment of the compliance of the current Tajik system along with the reasoning.

2.1 Consideration of internal quality assurance

External quality assurance should address the effectiveness of the internal quality assurance described in Part 1 of the ESG.

Guidelines: Quality assurance in higher education is based on the institutions' responsibility for the quality of their programmes and other provision; therefore it is important that external quality assurance recognises and supports institutional responsibility for quality assurance. To ensure the link between internal and external quality assurance, external quality assurance includes consideration of the standards of Part 1. These may be addressed differently, depending on the type of external quality assurance.

ASSES' approach and methodology for the external quality assurance does not meet the ESG 2.1

Rationale:

The external quality assurance in Tajikistan is a set of rules and norms and indicators set by external authorities rather than by the academic community. In many cases the criteria set by external authorities may not be relevant for the quality improvement in academic institutions, because many of them are general rules followed by institutions already for decades. HEIs have a Quality Control Unit with about 3-5 staff members within the structure of the Academic Affairs Division. The major functions of the unit are monitoring and quality control of educational processes, in particular student assessment, achievements, and, most importantly, student attendance. HEIs undertake multiple activities to ensure quality, but often in a fragmented, inefficient and ineffective manner, without a holistic system of internal quality assurance.

According to ESG standard 2.1, external quality assurance procedures should take into account the effectiveness of the internal quality assurance processes in HEIs described in Part 1 of the ESG. At the moment, the standards and criteria used in the process of external quality assurance in Tajikistan (**licensing**, attestation, accreditation), are not in accordance with the standards and criteria in Part 1 of the ESG, because their main task is to check compliance with formal requirements, not to improve the quality of education provided by institutions.

Recommendations:

- 1) The standards and guidelines developed and tested during the project (see [Annex 1](#)) should be taken as a basis for external QA activities in higher education of the Republic of Tajikistan.
- 2) **The main purpose of external standards and criteria is to improve the quality of higher education.**
- 3) The standards should be continuously improved in cooperation with higher education institutions, and they should take into account the diversity of higher education institutions and pay much more attention to their mission and vision.

2.2 Designing methodologies fit for purpose

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

Guidelines: In order to ensure effectiveness and objectivity it is vital for external quality assurance to have clear aims agreed by stakeholders. The aims, objectives and implementation of the processes will - bear in mind the level of workload and cost that they will place on institutions; - take into account the need to support institutions to improve quality; - allow institutions to demonstrate this improvement; - result in clear information on the outcomes and the follow-up. The system for external quality assurance might operate in a more flexible way if institutions are able to demonstrate the effectiveness of their own internal quality assurance.

ASSES' methodology does not meet the ESG standard 2.2.

Rationale:

Tajikistan's external quality assurance system currently consists of three consecutive steps of **licensing**, attestation, and accreditation. All of these steps are drawing on the same standards and more or less the same procedures and actors, overburdening HEIs without adding value to the improvement and enhancement of higher education system. For example, **licensing**, attestation and accreditation are all based on similar criteria and the validity period of the three tools is five years. None of the tools engages major stakeholders such as students, or employers.

Even if the law allows for the possibility of merging the processes of attestation and accreditation, the opportunity has not been utilized by ASSES.

The amount of work done both, by the institutions as well as by SASSE staff members and experts is not proportionate to its impact on the improvement of the quality of higher education in Tajikistan. Therefore, the EQA procedures are not fit for purpose.

There is no proof of stakeholder involvement in the development of EQA activities – students and employer representatives have not been involved in the process.

The current EQA system is mainly addressing the institutional level, even though during attestation all study programmes of the institution undergo a review. In many countries having a similar historical background (Kazakhstan, Russia, Georgia, Azerbaijan) programme accreditations are carried out parallel to the institutional accreditations. Programme accreditation will have a more direct influence on the quality of teaching and learning compared to institutional accreditation, which mainly focuses on the management level.

There is clearly a need to develop quality standards for study programmes, which could form a basis for internal (and external) quality assurance of study programmes.

Recommendations:

- 1) There is a need to review the national quality assurance framework to eliminate multiple and overlapping tools. External quality assurance should have clear objectives and appropriate means. The 2 overlapping procedures – attestation and accreditation – should be merged into single institutional accreditation, which shall be conducted at least once every 5 years in all institutions offering higher education in the Republic of Tajikistan.
- 2) The national agency (ASSES) should apply the methodology elaborated and tested during the project (see [Annex 1](#)), which follows the Standards and Guidelines for Quality Assurance in

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European Higher Education Area (ESGs) as the guiding standards and principles while taking into account the local educational and cultural context, legal framework and state priorities.

- 3) It is recommended to develop standards and guidelines for programme/study programme groups accreditations. Consider making programme accreditation mandatory at least in all regulated fields (teacher education, medicine, architecture, civil engineering etc) in order to ensure the local and international competitiveness of graduates. The licensing of programmes should be made robust and transparent and the assessment procedure should be based on relevant ESG standards.
- 4) The national agency (ASSES) should conduct all its activities in broad consultation with the stakeholders – HEIs, government, students, employers, international peers and the public at large.

2.3 Implementing processes

External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include

- a self-assessment or equivalent;
- an external assessment normally including a site visit;
- a report resulting from the external assessment;
- a consistent follow-up.

Guidelines: External quality assurance carried out professionally, consistently and transparently ensures its acceptance and impact. Depending on the design of the external quality assurance system, the institution provides the basis 19 for the external quality assurance through a self-assessment or by collecting other material including supporting evidence. The written documentation is normally complemented by interviews with stakeholders during a site visit. The findings of the assessment are summarised in a report (cf. Standard 2.5) written by a group of external experts (cf. Standard 2.4). External quality assurance does not end with the report by the experts. The report provides clear guidance for institutional action. Agencies have a consistent follow-up process for considering the action taken by the institution. The nature of the follow-up will depend on the design of the external quality assurance.

ASSES' implementation of external quality assurance activities does not meet the ESG standard 2.3.

Rationale:

The current attestation includes several elements of the procedure: a site-visit by an expert committee, a report written by the expert committee, and a kind of follow-up (considering accreditation as a follow-up after attestation). According to the information provided during the interviews, the universities do not provide to ASSES a self-assessment report but just fill in a questionnaire. The response to the questionnaire does not contain any in-depth analysis, its usefulness both for experts and HEIs is questionable. During the site visit no interviews are conducted with internal (e.g. students) and external stakeholders (e.g. employer representatives). The length of the site visit can vary, depending on the size of the institution, but it focuses on checking the documents and testing the knowledge of students.

While the same standards are applied for attestation and accreditation, a different procedure is applied for accreditation. Based on the application by the HEI, which also includes the results of

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attestation, ASSES sends a committee of agency staff members for a 3 day site visit to the HEI in order to check the facts submitted in the documents.

The current external quality assurance processes are pre-defined and publicly available. The evidence gathered by experts during the interviews suggest that the procedure is implemented consistently. However, there has not been a single negative outcome of the review process, despite the fact that many institutions do not meet the set of state standards.

Based on the interviews conducted with representatives of higher education institutions, the institutions see no value in current EQA procedures for their development, although they acknowledge the need for regular reviews.

The institutions are not conducting self-assessment and they are not drafting self-evaluation reports, not reflecting on their own goals and activities. They are not required to demonstrate their ability to analyse and define their own strengths and areas of improvement. Therefore, the main idea behind the self-evaluation report is not achieved. The report resulting from the external assessment is assessing conformity with legal requirements rather than providing feedback and giving recommendations for improvement. There is no proper follow-up, because the institutions are not required to provide analyses on developments carried out after the last review.

Recommendations:

- 1) The national agency (ASSES or other) should apply the standards and guidelines and methodology elaborated and tested during the project (see [Annex 1](#)), which follows the Standards and Guidelines for Quality Assurance in European Higher Education Area (ESGs) as the guiding standards and principles while taking into account the local educational and cultural context, legal framework and state priorities, and provide HEI-s the opportunity to analyse their core activities based on the PDCA circle.
- 2) The national agency (ASSES or other) should provide support to the higher education institutions to develop the skills for the self- evaluation. Guidelines (requirements) for drafting the self-evaluation report developed and tested during the project (see [Annex 2](#)) should be applied.
- 3) The site visit should be filling in the gaps left by the institution in its self-evaluation report.
- 4) The report prepared by the committee consisting of independent experts should be relevant for the institution and inform the public about the state of affairs in the said institution. Guidelines for drafting the assessment report should be developed and taken as basis for expert trainings.

2.4 Peer-review experts

External quality assurance should be carried out by groups of external experts that include (a) student member(s).

Guidelines: At the core of external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work of the agency through input from various perspectives, including those of institutions, academics, students and employers/professional practitioners. In order to ensure the value and consistency of the work of the experts, they - are carefully selected; - have appropriate skills and are competent to perform their task; - are supported by appropriate training and/or briefing. The agency ensures the independence of the experts by implementing a mechanism of no-conflict-of-interest. The involvement of international experts in external quality assurance, for example as members of peer panels, is desirable as it adds a further dimension to the development and implementation of processes.

ASSES does not meet the ESG standard 2.4.

Rationale:

To include peers from HEIs in the committee, ASSES sends an official letter to HEIs and requests nominations of about 10-20 qualified professionals in particular fields. All the nominees are automatically registered in the expert pool. Based on the profile of the HEI under review, the agency selects experts from the pool.

Each program is assigned to one external peer, so the number of experts involved in one attestation procedure depends on the number of programs that the HEI has (for the National University the number of experts was ca 80). The experts' work is not remunerated. If expert's work is not satisfactory for the agency, the program will be assessed again by another expert (2 such cases in the last years). The expert committee also includes 4-5 agency staff members, who are acting as experts themselves and are responsible for the HEI administration components. Every year 5 members of the agency participate in the qualification enhancement courses. Some of the agency staff members are also teachers at HEIs.

The experts are guided through the Guidelines for Attestation, which includes the standards for attestation, but there is no prior training or orientation for them.

There is no practice to include students in the expert committees. The student organisations in the HEIs are not involved in education quality matters and they are not included into management structures of HEIs. ASSES' readiness of to include students into expert panels can be seen as positive.

Employers are also not included into expert panels.

Only agency staff conducts the accreditation procedure and there is no self-evaluation report produced for this purpose.

Recommendations:

- 1) External quality assurance activities (attestation/accreditation) should be carried out by peer review experts who are **not working for the agency nor for the ministry responsible for higher education**. Staff members for the agency coordinate the process.
- 2) Students (and preferably also employers) should be included into assessment panels.
- 3) There should be clear application requirements and selection procedures for experts.

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- 4) For selecting experts for EQA procedures, a mechanism of no-conflict-of-interest should be implemented. The rules for avoiding conflict of interest included in the methodology developed during the project should be applied. As a part of the methodology for pilot institutional accreditations, the qualification requirements for experts as well as the selection process were described and the rules for avoiding conflict-of-interest were elaborated (see [Annex 3](#)).
- 5) There is a need to build the capacity of peer review experts to ensure effectiveness, consistency and coherence in quality assurance procedures. All experts should undergo a special training in order to ensure the consistency of the procedure. The methodology for expert training applied during the project could be applied.
- 6) We strongly recommend involving always at least 1 international expert in each peer review panel. It will raise the credibility of the review process and provide an opportunity for mutual learning and continuous improvement of the review process. In reference in countries like Kazakhstan, Georgia, Russia, Armenia, Estonia, Latvia, Lithuania, international experts are always involved in the review processes.

2.5 Criteria for outcomes

Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

Guidelines: External quality assurance and in particular its outcomes have a significant impact on institutions and programmes that are evaluated and judged. In the interests of equity and reliability, outcomes of external quality assurance are based on pre-defined and published criteria, which are interpreted consistently and are evidence-based. Depending on the external quality assurance system, outcomes may take different forms, for example, recommendations, judgements or formal decisions.

ASSES does not meet the ESG standard 2.5.

Rationale:

The criteria and outcomes of EQA activities are published. But, the external quality assurance criteria are not explicit enough to be applied consistently. The external quality assurance criteria are not applied consistently and often the assessments are not based on the pre-defined requirements. Even though all HEIs have undergone the attestation and accreditation procedures successfully, in reality, the majority of the HEIs do not meet most of the standards, which are quantitative in nature. For instance, standards such as the number and qualifications of teaching staff (young vs. senior; number of PhDs), resources, student success rate for reaching the stated benchmarks of achievement (minimum 80 percent requirement, in reality only 52-60 percent), the number of fields covered by the HEI to confer the status of a university (at least eight fields), square meters per student, and the number of books, are rarely met by HEIs. There is no self-assessment phase at HEI level as part of the accreditation, even though there should be, according to the standards. Hence, in

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reality, all HEIs have passed the accreditation, regardless of whether they meet the quantitative and qualitative standards.

SASSE has improved the criteria for attestation in 2017.

Recommendations:

- 1) It is essential to define only relevant and feasible requirements and assess their fulfilment consistently. The methodology for pilot institutional accreditations developed in the framework of the project includes explicit criteria and clear rules for judgements in accordance with ESG. The national agency (ASSES or other) should apply the standards, guidelines and methodology elaborated and tested during the project (see [Annex 1](#)), which follows the Standards and Guidelines for Quality Assurance in European Higher Education Area (ESGs) as the guiding standards and principles while taking into account the local educational and cultural context, legal framework and state priorities.
- 2) Each standard should be assessed separately, in order to ensure the transparency of the assessment process. The overall assessment decision has to be based on the assessment of individual standards. The logic behind the final rating must be clear.
- 3) Outcomes should be based on explicit criteria, which are interpreted consistently.
- 4) The higher education institution (as well as all interested parties) should get a clear understanding about its strengths and areas for improvement.

2.6 Reporting

Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

Guidelines: The report by the experts is the basis for the institution's follow-up action of the external evaluation and it provides information to society regarding the activities of an institution. In order for the report to be used as the basis for action to be taken, it needs to be clear and concise in its structure and language and to cover - context description (to help locate the higher education institution in its specific context); - description of the individual procedure, including experts involved; - evidence, analysis and findings; - conclusions; - features of good practice, demonstrated by the institution; - recommendations for follow-up action. The preparation of a summary report may be useful.

ASSES does not meet the standard 2.6.

Rationale:

During the interviews with agency staff members experts were informed that results of the assessments are published in newspapers and on the website of the agency (only in Tajiki language). The expert reports are not published. The information was confirmed during the interviews with HEI representatives. The report does not cover the relevant aspects mentioned in ESG 2.6.

Publicly available reports are one of the key requirements in the European higher education area and the most important proof for the credibility of external QA system of the respective country. It is essential to have the reports published in the local language (as a minimum). The summary of the report together with the final outcome (accreditation decision) should be available also in a language of international communication (English, Russian).

Recommendations:

- 1) Publish all review reports along with the final decisions on the website of the national agency (ASSES or other), in order to inform the public about the outcomes of external quality assurance activities. Not only the summaries of the results but also expert reports (preferably also in English or Russian) should be available on the website.
- 2) In the framework of the project the template for the review report (accreditation report) (see [Annex 4](#)) was developed based on ESG and used by three review panels in three different universities. This template could be applied in all EQA procedures conducted by the national agency while modifying the content depending on the type of assessment.
- 3) Make sure that the report includes description of the context (to help locate the higher education institution in its specific context); description of the individual procedure, including experts involved; evidence, analysis and findings; recommendations and conclusions.

2.7 Complaints and appeals

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

Guidelines: Institutions need to have access to processes that allow them to raise issues of concern with the agency; the agencies, need to handle such issues in a professional way by means of a clearly defined process that is consistently applied. A complaints procedure allows an institution to state its dissatisfaction about the conduct of the process or those carrying it out. In an appeals procedure, the institution questions the formal outcomes of the process, where it can demonstrate that the outcome is not based on sound evidence, that criteria have not been correctly applied or that the processes have not been consistently implemented.

ASSES does not meet the standard 2.7.

Rationale:

There is no procedure for complaints and appeals.

Recommendations:

- 1) The national agency must develop a complaints and appeals procedure and rules for the independent appeals committee. Members of the appeals committee should not be agency staff members nor have any connection to the EQA activity or outcome challenged by the institution. An example for the formation of the appeals committee can be found in [Annex 5](#).
- 2) The complaints and appeals procedure should be clearly defined and published. The institutions should be informed about the possibility for filing complaints and appeals.

ESG Part 3: analysis of compliance and recommendations

Boxes in blue formatting show the ESG standard with guidelines, followed by an assessment of the compliance of the current Tajik system and the rationale for the assessment.

3.1 Activities, policy and processes for quality assurance

Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

Guidelines: To ensure the meaningfulness of external quality assurance, it is important that institutions and the public trust agencies. Therefore, the goals and objectives of the quality assurance activities are described and published along with the nature of interaction between the agencies and relevant stakeholders in higher education, especially the higher education institutions, and the scope of the agencies' work. The expertise in the agency may be increased by including international members in agency committees.

ASSEs' EQA activities do not meet standard 3.1.

Rationale:

According to the Law of The Republic of Tajikistan on Education Article 28. *State control in the field of education*, there are 3 types of regular EQA activities:

- Accreditation: state accreditation of an educational institution - determining the status of an educational institution for conducting educational activities in accordance with state educational standards;
- Attestation: state certification of the educational institution - determining the conformity of the material as well as technical and personnel base of the educational institution with the requirements of state educational standards and the conformity of the educational institution with established standards;
- A comprehensive assessment of activities - re-licensing (re-attestation), regular state certification and accreditation of an educational institution in a combined form of these operations simultaneously.

ASSEs is conducting the assessments on a regular basis. There is an overlapping between different evaluations tools (attestation and accreditation), therefore the goals and objectives of different procedures are not clear enough. ASSES' mission is stated in the statute – the agency is conducting state supervision in the area of education (including higher education). ASSES' EQA activities are in many ways not compliant with ESG Part 2 (see the compliance analyses above for standards 2.1-2.7). There is a fundamental difference between *state supervision* and *external quality assurance* in the area of higher education. The purpose of state supervision is to control whether educational institutions comply with the requirements provided in law and other legislative documents. According to the underlying principles of ESG, in external quality assurance activities, there should always be the “twin purposes” – *accountability* and *enhancement*. *A successfully implemented quality assurance system will provide information to assure the higher education institution and the*

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*public of the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement)*¹. It means, that quality assurance and quality enhancement should always be integrated in EQA activities. Regular activities currently conducted by ASSES (attestation, accreditation, licensing) are not aimed at and do not include the enhancement, the improvement of quality culture in higher education. Therefore, neither their objectives nor the principles and methodology of their implementation are in line with ESG.

The agency responsible for EQA activities should work in tight cooperation with all relevant stakeholders – HEIs, students, employers, the public sector. Representatives of relevant stakeholders should be involved in governing bodies of the agency as well as in bodies adopting accreditation decisions. In ASSES, representatives of stakeholders are not involved in the governance of ASSES, however HEI representatives are involved in the committee adopting decisions about attestation and accreditation.

Recommendations:

- 1) ASSES should conduct all its activities in broad consultation with its stakeholders – HEIs, government, students, employers, international peers and the public at large.
- 2) Students and employers' representatives should be involved in the governance and/or decision-making bodies of SASSE.
- 3) The standards and guidelines for pilot institutional accreditation developed and piloted during the current project can be implemented as regular institutional accreditation in Tajik higher education institutions, covering both European standards as well as the local requirements. The two procedures should be merged into one and focus more on quality improvement rather than controlling.
- 4) Current project is not addressing accreditation at the programme level, but we recommend considering introducing the licencing of specialty areas (ISCED group of programmes) instead of licencing the institution as a whole. The licence (= the right to offer study programmes in a specialty area) could be renewed through the accreditation (and re-accreditation) of the specialty area (or ISCED group of programmes). The accreditation of (groups of) programmes could be conducted parallel to the institutional accreditation (see also recommendation under 2.2)

3.2 Official status

Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.

Guidelines: In particular when external quality assurance is carried out for regulatory purposes, institutions need to have the security that the outcomes of this process are accepted within their higher education system, by the state, the stakeholders and the public.

¹[Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\). 2015, Brussels, Belgium](#), p 7.

ASSES meets ESG standard 3.2.

Rationale:

The national agency (from 2007 SASSE, since 2020 ASSES) is in charge of external quality assurance in Tajikistan in the area of education and research.

3.3 Independence

Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

Guidelines: Autonomous institutions need independent agencies as counterparts. In considering the independence of an agency the following are important: - Organisational independence, demonstrated by official documentation (e.g. instruments of government, legislative acts or statutes of the organisation) that stipulates the independence of the agency's work from third parties, such as higher education institutions, governments and other stakeholder organisations; - Operational independence: the definition and operation of the agency's procedures and 23 methods as well as the nomination and appointment of external experts are undertaken independently from third parties such as higher education institutions, governments and other stakeholders; - Independence of formal outcomes: while experts from relevant stakeholder backgrounds, particularly students, take part in quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency. Anyone contributing to external quality assurance activities of an agency (e.g. as expert) is informed that while they may be nominated by a third party, they are acting in a personal capacity and not representing their constituent organisations when working for the agency. Independence is important to ensure that any procedures and decisions are solely based on expertise.

ASSES does not meet the standard 3.3.

Rationale:

According to ESG standard 3.3 there are 3 types of independence the agency should be able to demonstrate: organisational independence, operational independence and the independence of formal outcomes:

Organisational independence, demonstrated by official documentation (e.g. instruments of government, legislative acts or statutes of the organisation) that stipulates the independence of the agency's work from third parties, such as higher education institutions, governments and other stakeholder organisations. State of affairs in Tajikistan: SASSE was working under the jurisdiction of the MoES and having the status of a department. From June 2020, the agency is working directly under the President of the Republic of Tajikistan. On the one hand, this means that the agency is independent from the Ministry of Education and Research as the main governing body in the area of education and research. On the other hand, the tasks and responsibilities of the agency are defined by the government, the director of ASSES is nominated by the President. Conclusion: the organisational independence of ASSES is not ensured. Operational independence means that the definition and operation of the agency's procedures and methods as well as the nomination and appointment of external experts are undertaken independently from third parties such as higher education institutions, governments and other

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stakeholders. State of affairs in Tajikistan: The EQA standards and procedures were developed by the predecessor of ASSES – SASSE – in cooperation with HEI-s and different departments of the MoES. However, students and employers were not involved in the process of development. Academic experts are nominated by institutions, not selected based on clear criteria. Conclusion: the operational independence of SASSE is partially ensured.

Independence of formal outcomes: while experts from relevant stakeholder backgrounds, particularly students, take part in quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency. In Tajikistan the final decisions were signed by the Minister of Education and Science, but they were proposed in the case of attestation by a College consisting of representatives of the MoES including the top management. The regulation on attestation and accreditation has not been changed after the structural change of the national agency. But, according to the statute of ASSES, the agency is having its own College consisting of 7 members, including the director, deputy directors and other members (heads of ASSES' departments, representatives of the ministries and state authorities comprising educational and research institutions). Other relevant stakeholders are not involved, such as higher education institutions, employers, students. Such an approach to decision-making leaves little room for the credibility, trustworthiness and transparency of external quality assurance. Conclusion: independence of formal outcomes is not ensured.

Recommendations:

- 1) In order to ensure the organisational independence, it is recommended to delegate the governance of the agency to the Supervisory Board consisting of representatives of the main stakeholders such as higher education institutions, employers' organisations, relevant ministries and student organisations. The Supervisory Board should have the right to propose to the government or President the statute of the agency, approve the structure, elect the Director of the agency and propose the amendments to the external quality assurance procedures and methodologies to the government for approval.
- 2) In order to make the appointment and dismissal procedures of the Director of ASSES more transparent and ensure their independence from political influences, it is recommended to specify in the Statutes of ASSES the selection criteria and possible grounds for the dismissal of the Director.
- 3) ASSES should define clear selection criteria for the selection of external experts and avoid any influence of third parties in the selection process of experts (see also recommendations under 2.4)
- 4) It is recommended to give the right to adopt final quality assessment decisions to the Accreditation Council, which shall be elected by the Supervisory Board based on clear selection criteria. In order to better ensure independence of the candidates of their organizations, it is recommended to further elaborate their selection criteria and maintain a balanced composition of the Council in terms of representation of different stakeholders.
- 5) It is advised to exclude members of the top-level management (rectors, vice-rectors) of academic institutions from the composition of the Accreditation Council. How many members from each institution can belong to the Council could also be specified.
- 6) Accreditation Council should have the mandate to adopt accreditation decisions. In many countries the Minister signs the final decisions, but on the basis of the decision adopted by

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the Accreditation Council. Minister or Director of ASSES may have the right to reject the approval and send the decision back to the Council for consideration, but nobody will have the authority to change the accreditation decision of the Accreditation Council.

- 7) Please find in [Annex 6](#) a proposal for the statute of the quality agency responsible for external quality assurance in the area of higher education, which is in line with the ESG.

3.4 Thematic analysis

Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.

Guidelines: In the course of their work, agencies gain information on programmes and institutions that can be useful beyond the scope of a single process, providing material for structured analyses across the higher education system. These findings can contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts. A thorough and careful analysis of this information will show developments, trends and areas of good practice or persistent difficulty

ASSES does not meet ESG standard 3.4.

Rationale:

The national agency annually prepares a summary of activities, but thematic analysis are not conducted/published.

The project is not directly dealing with thematic analyses, but after the pilot institutional accreditations in three universities, an analytical report on overall strengths and weaknesses of the participating universities was drafted, the feedback from different parties analysed and suggestions for further improvement will be made both for institutions as well as the EQA process as a whole. This could serve as an example for thematic analysis.

Recommendations:

- 1) The agency is gaining information on programmes and institutions that can be useful for the development of the whole HE system. These findings can contribute to the reflection on and the improvement of quality assurance policies and processes in institutional and national contexts. Therefore, the agency should conduct thematic analysis of the general findings of their external quality assurance activities.
- 2) As a first step, mapping the competences available in ASSES for conducting thematic analyses in all areas of activities is needed. Offering learning opportunities to staff members for developing analytical skills would be beneficial.

3.5 Resources

Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.

Guidelines: It is in the public interest that agencies are adequately and appropriately funded, given higher education's important impact on the development of societies and individuals. The resources of the agencies enable them to organise and run their external quality assurance activities in an effective and efficient manner. Furthermore, the resources enable the agencies to improve, to reflect on their practice and to inform the public about their activities.

ASSES meets the ESG standard 3.5. partially.

Rationale:

According to the interview with Director of the predecessor of ASSES, the level of financing and staffing of the agency is sufficient to cover all necessary activities. However, in order to switch from the accountability (control) lead to improvement lead approach towards external quality assurance, additional resources are needed for different development activities (workshops and trainings for staff and experts, study visits to other countries etc).

The staff of ASSES doesn't have enough experience in international cooperation. ASSES is not involved in international networks of quality assurance agencies like INQAAHE, ENQA, and APQN. One of the obstacles is the lack of English skills. There is an urgent need to improve the foreign language skills of agency staff members.

The remuneration of the Agency's staff must be competitive in order to make the Agency's work attractive to highly qualified staff with international cooperation experience and foreign language skills. Competitive remuneration is a prerequisite for avoiding any conflict of interest between the Agency's staff and the evaluated body.

In order to ensure the high professionalism of external experts involved in quality assurance activities, regular trainings for experts should be introduced and the work of experts reimbursed. This means that additional financial recourses are needed, taking also into account that each review panel should involve an international expert (with extensive experience in external quality assurance procedures based on ESG).

Currently there is no information system for EQA activities and the outcomes of the EQA procedures are not published on SASSE's website. Missing is the electronic data system needed for the external QA. Additional resources are needed to develop the web page and the database for EQA activities.

Recommendations:

- 1) There is an urgent need for additional financial resources to cover the costs for development activities described above.
- 2) The work of experts (both local as well as international experts) should be accordingly remunerated and their professional development in the role of experts supported. Funds for covering the travel and accommodation costs as well as participation fees should be planned for the future.
- 3) The human recourse development plan should be reviewed and the need for international cooperation and participation in quality assurance networks of staff members added as one of the priorities. Accordingly, English courses should be offered to the SASSE staff members.

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- 4) The remuneration of the Agency's staff must be competitive in order to make the Agency's work attractive to highly qualified staff with international cooperation experience and foreign language skills. Competitive remuneration is a prerequisite for avoiding any conflict of interest between the Agency's staff and the evaluated body.
- 5) Digital database for EQA activities should be developed and maintained. Costs for the development can be covered from the project, but funds for covering the maintenance should be planned for the future.

3.6 Internal quality assurance and professional conduct

Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

Guidelines: Agencies need to be accountable to their stakeholders. Therefore, high professional standards and 24 integrity in the agency's work are indispensable. The review and improvement of their activities are on-going so as to ensure that their services to institutions and society are optimal. Agencies apply an internal quality assurance policy which is available on its website. This policy - ensures that all persons involved in its activities are competent and act professionally and ethically; - includes internal and external feedback mechanisms that lead to a continuous improvement within the agency; - guards against intolerance of any kind or discrimination

ASSES meets the ESG standard 3.6 partially

Rationale:

According to the interview with the Director of SASSE the attestation of SASSE staff takes place every 3 years. During the last attestation 14 members of the staff did not meet the requirements and their contracts were terminated. No attestation procedure is designed for the Director of SASSE. At the moment it is not clear how the internal QA system will be developed in ASSES.

However, the predecessor of ASSES – SASSE – did not have an internal quality assurance system *per se*, but there were some procedures aiming at ensuring the quality of different evaluation tools and professional development of staff members. Feedback surveys were not regularly conducted, analyses were not published. However there was evidence of using informal feedback for improvement activities. We assume that ASSES will have at least similar procedures.

There are some elements aiming at ensuring the quality of different evaluation tools.

Recommendations:

- 1) There is a need to develop an internal QA system, in order to
 - ensure that all persons involved in its activities are competent and act professionally and ethically;
 - include internal and external feedback mechanisms that lead to a continuous improvement within SASSE.
- 2) We recommend using the PDCA cycle as a tool in the first phase of IQA development.
- 3) For the pilot institutional accreditation detailed descriptions of procedures were elaborated for the work of coordinators. The feedback questionnaires for collecting feedback from pilot universities and experts were developed, feedback was collected and analysed, and

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improvement activities planned. The PDCA cycle was followed during the whole process of pilot institutional accreditation. ASSES could use the IQA framework developed during the process as basis for its IQA system.

3.7 Cyclical external review of agencies

Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.

Guidelines: A periodic external review will help the agency to reflect on its policies and activities. It provides a means for assuring the agency and its stakeholders that it continues to adhere to the principles enshrined in the ESG.

ASSES does not meet the ESG standard 3.7.

Rationale:

No external reviews of the SASSE have taken place as of yet.

Recommendations:

- 1) After the pilot accreditations conducted in the framework of the current project and the changes made in the external QA system and the status and functions of the agency, a mock review of ASSES based on European standards and guidelines for EQA could be attempted.
- 2) The statutes of ASSES could be amended with the clause stating that SASSE shall pass an external review at least once in 5 years.

Closing remarks and possible scenarios for development

Summing up the activities and analysis carried out during the project, it can be confirmed that the objectives of the technical assistance provided by EKKA were fulfilled:

- 1) Support the **development of standards and guidelines for institutional accreditation and piloting in three HEIs**: In cooperation with local stakeholders, the Tajik standards and guidelines for IQA and EQA were developed in line with ESG while taking into account the local needs. The standards were successfully piloted although due to the pandemic the process was delayed and needed to be adapted to the restrictions. The process as a whole was very useful for the universities involved in the pilot accreditations. The majority of local experts involved in the pilot accreditations did a very good job, even though this was their first time. As a result of piloting, the Tajik higher education system now has local experts having experience in conducting IQA and EQA activities based on European approach. This experience needs to be consolidated and used for further developments.
- 2) Guide and **support to MOES, SASSE/ASSES and HEIs in building capacity for both internal and external quality assurance** mechanisms to improve the harmonization of quality policy and practices in Tajikistan with ESG for quality assurance: EKKA has familiarized higher education institutions, staff of the MoES and SASSE/ASSES with the standards and guidelines for quality assurance in the European Higher Education Area. EKKA discussed with stakeholders and provided an analysis of compliance of the higher education external assessment system in Tajikistan with the requirements of the European higher education area. EKKA discussed and analyzed the compliance of the local agency with the requirements of an agency operating in the European higher education area. EKKA supported the higher education institutions in their self-evaluation process, developed guidelines for institutions and experts and coordinators and offered respective training seminars. Workshops were organized in pilot universities to discuss the outcomes of pilot institutional accreditations. Additional support was offered to ASSES' management to discuss the changes needed to enable Tajik higher education to join the Bologna process and move closer to the European Higher Education Area.

However, the **sustainability of the results achieved in the framework of the project is not ensured**, because the **main outcomes of the project** - standards and guidelines along with the methodology and recommendations for changes needed in the agency responsible for EQA in higher education – **have not been accepted by the national authority currently responsible for the external quality assurance in the area of higher education in Tajikistan**. Moreover, due to the structural changes launched in 2020 (the agency was placed under the direct authority of the President) the agency was no longer under the MoES and therefore did not consider it necessary (or even possible) to participate in the development project launched by the MoES. As a matter of fact, from the outset of the project, the agency's staff refused to take an active part in moving towards the implementation of the European standards and guidelines for quality assurance in the area of higher education in Tajikistan. SASSE did not realize the need for changes to ensure compliance with the ESG. Despite the efforts of EKKA and MoES to engage the agency in the development activities, the participation of the agency's staff members remained passive and rather retiscent. Participation in the project was considered by the Agency's staff to be extra work that had to be done in addition to the main job, without any additional compensation.

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Assuming that the current strategic goal of Tajikistan's higher education, expressed by the President, to move towards the European Higher Education Area and accession to the Bologna Process still applies, it is essential to develop a competent structural unit along with a pool of experts capable of supporting this movement. To achieve this, we propose **three possible development scenarios**.

SCENARIO no 1: Developments inside the current national authority responsible for external quality assurance in the area of higher education in the Republic of Tajikistan (ASSES)

The following steps should be taken to launch the development:

- 1) Assessing the motivation of management to implement the principles of quality assurance in the European Higher Education Area in Tajikistan.
- 2) Mapping the alignment of the competencies of employees responsible for external quality assurance in higher education to the competences needed to implement the ESG in Tajikistan: Knowledge of the principles of the Bologna Process and an understanding of its core values (results-oriented curricula, student-centered curricula, etc.), experience of international cooperation, knowledge of quality management models and experience in their implementation, very good oral and written self-expression both in the state official language and at least in one foreign language, very good analytical skills, impartiality, innovation etc.
- 3) Proposing changes to the statutes of ASSES, which would give a degree of autonomy to the structural unit responsible for external quality assurance in the area of higher education and assure the compliance with ESG Part 3 according to the draft proposal in [Annex 6](#).
- 4) Based on the results of the mapping exercise, take personnel decisions for the department responsible for ensuring the quality of higher education by selecting employees who meet the competence requirements.
- 5) After an agency unit is established that is motivated and able to take responsibility for implementing the principles, standards and guidelines developed in the framework of the HEP project, then further steps can be initiated, and the implementation of the recommendation provided in the current report started.

SCENARIO no 2: Creation of a separate agency responsible for external quality assurance of higher education

If the existing agency does not have the motivation and capacity to implement the changes outlined in the first scenario, it is advisable to set up a separate agency for external quality assurance in the area of higher education in Tajikistan. For example, the separate agency can be launched on the basis of the quality assurance department created recently within the structure of the Ministry of Education and Science. However, in the long run, independence from the MoES and other third parties needs to be ensured (see the analysis of the current situation and recommendations under [ESG standard 3.3](#))

- 1) The government should adopt the decision to form a separate structure to ensure the external quality assurance of higher education in line with the standards and principles in the European higher education area and transfer the respective functions from ASSES to the new structure.
- 2) Map the staffing needs of the new unit and establish requirements for management and employees. Minimum competences needed to implement the ESG in Tajikistan are as follows: knowledge of the principles of the Bologna Process and an understanding of its core values (results-oriented curricula, student-centered curricula, etc.), experience of international cooperation, knowledge of quality management models and experience in their implementation, very good oral and written self-expression both in the state official

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language and at least in one foreign language, very good analytical skills, impartiality, innovation etc.

- 3) Announce a competition and proceed with the selection taking into account the above listed competence requirements. It is recommended to include experts from the European Higher Education Area in the selection committee (the approach was used in Ukraine and Moldova).
- 4) After a new agency is established that is motivated and able to take responsibility for implementing the principles, standards and guidelines developed by the HEP project, further steps can be initiated and the implementation of the recommendations provided in this report started.

SCENARIO no 3: Outsourcing the task of external quality assessment in higher education based on ESG to external (international) agencies

If neither of the above scenarios is appropriate and / or implemented effectively enough, it is possible to outsource the regular external quality assurance of Tajik higher education based on ESG to international agencies.

- 1) A decision needs to be taken at government level, that in order for Tajikistan to join the European Higher Education Area, all higher education institutions must undergo institutional accreditation by a foreign agency included in the European Quality Agencies Register (EQAR).
- 2) The accreditation by a foreign agency will replace the accreditation by the local agency.
- 3) Licensing remains with the local agency.

The first two scenarios are, of course, preferred. Having said that, it is clear that there is an urgent need for capacity building. An option could be launching joint accreditations with international agencies in the first phase of development, if the national agency needs more time and opportunities for capacity building. However, the most important thing is the desire and will to make changes in the current system.

Annex 1 Standards and Guidelines for Internal and External Quality Assurance in Higher Education of the Republic of Tajikistan

Standards and criteria for institutional accreditation

The aim of the institutional accreditation is to support the strategic management of higher education institutions, provide external feedback to the institutions' own internal quality assurance procedures, and inform stakeholders of the compliance of the process and outcomes of teaching and learning to the standards and guidelines for quality assurance in higher education.

The institutional accreditation is conducted based on 8 standards and 65 criteria

- I. STRATEGIC PLANNING
- II. GOVERNANCE AND MANAGEMENT
- III. HUMAN RESOURCES
- IV. STUDY PROGRAMMES AND THEIR DEVELOPMENT
- V. TEACHING AND LEARNING
- VI. STUDENTS
- VII. RESEARCH AND INNOVATION
- VIII. INFRASTRUCTURE AND SUPPORT SERVICES

STRATEGIC PLANNING

STANDARD: Development planning at the higher education institution is purposeful and systematic, involving various stakeholders. The higher education institution regularly evaluates the achievement of its stated objectives and the impact of its activities.

CRITERIA:

- 1) The mission, vision and values of the institution are well defined in the context of the national education system and supported by relevant internal and external stakeholders.
- 2) The vision and mission statements and strategic objectives of the institution are publicly available and reflect their values as well as commitment to quality enhancement.
- 3) Medium- and long-term plans reflect the study programmes and research focus of the institution to ensure sustainability and continuous improvement.
- 4) The objectives and key performance indicators for internationalisation are defined in the strategy and development plan of the institution. The achievement of the objectives and the impact of internationalisation activities are regularly measured and analysed.
- 5) Development strategy of the institution is in line with its resources (finances, staff, infrastructure), capacity for attracting additional resources, changes in labour market and needs of the society.
- 6) Relevant stakeholders (teaching staff, students and employers) are involved in and influence the strategic development process of the institution.
- 7) There is continuous and periodic monitoring, evaluation and benchmarking of processes, including self-evaluation of academic programmes and institutional self-evaluation for purposes of continuous improvement.

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POSSIBLE EVIDENCE:

- Regulation for strategic planning (if applicable), indicating the process of planning and approval and the stakeholder groups involved
- Current development strategy of the institution
- Strategy of the HEI (section on internationalisation)
- Quality policy of the institution (policy and procedures for internal quality assurance)
- Medium- and long-term implementation plans for the strategy
- The ranking of the institution among higher education institutions in the country
- Annual reports, minutes of meetings of the Scientific Council or other decision-making bodies indicating that the university is monitoring the implementation of the strategy and benchmarking the processes.

GOVERNANCE AND MANAGEMENT

STANDARD:

The institution has clearly stated governance and management structures. This will ensure efficient, sound and ethical governance and management, including robust quality assurance practices that support the achievement of its mission and legal mandate.

CRITERIA:

- 8) The management structure of the institution supports the achievement of institutional objectives set in the development strategy.
- 9) The institution allows student representatives to participate in decision-making in relevant governing bodies.
- 10) Rights and responsibilities of governing bodies and structural units (Scientific/University Council, faculty, chair and others) are clearly defined and the implementation of decisions is effective.
- 11) Staff members in managerial positions have relevant qualifications, their rights and responsibilities are clearly defined; institution supports the development of their managerial skills and competences.
- 12) The allocation of financial resources within the institution is transparent and supports the implementation of the development strategy (including short and/or mid-term plans) of the institution.
- 13) The institution has clear and purposeful communication systems for external information dissemination for public accountability.
- 14) The internal (formal and informal) communication between different levels of the management, teaching staff and students is fit for purpose and effective.
- 15) The institution emphasises ethics, transparency, and academic integrity throughout its teaching, learning and research activities and demonstrates non-discrimination in the treatment of staff, students and members of the public.
- 16) Employee satisfaction with the management, working conditions, flow of information, etc., is regularly surveyed and the results used in improvement activities.

POSSIBLE EVIDENCE:

- Charter/statute of the institution
- Organigram

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- Code of ethics of the institution or other documents establishing the rules for ethical behaviour as well as rules for solving ethical conflicts or other cases of non-compliance with the code of ethics
- Documents proving the participation of teaching staff, students and (if applicable) external stakeholders in the management of the institution
- Regulations/documents detailing the rights and responsibilities of all governing bodies and structural units, including those responsible for internal quality assurance
- Job descriptions of managerial positions, including of those responsible for internal quality assurance
- Annual budget of the institution from the last 3 years
- Document describing rules for the allocation of financial resources within the institution
- Data about the participation of persons in managerial positions in management trainings
- Website of the institution and other tools for external communication the institution is using
- Documents regulating internal communication
- Results of employee survey

HUMAN RESOURCES

STANDARD:

The institution shall have policies on human resources that ensure recruitment and retention of adequate numbers of qualified and competent staff to achieve its mission and carry out its legal mandate.

CRITERIA:

- 17) Recruitment process is transparent and objective.
- 18) Rights and responsibilities of staff members as well as the qualification required are defined according to the purpose of their position (e.g. in job descriptions or contracts) and aligned with all legislative requirements.
- 19) The proportion of full-time teaching staff members is in accordance with national requirements. The institution adheres to norms for student-faculty ratios and ratio of staff with a doctoral degree.
- 20) The distribution of full-time teaching staff by qualifications and the presence/availability of young scientists in order to ensure the sustainability of studies in all study and research areas represented in the institution.
- 21) The institution monitors, supports and encourages the development of professional and teaching-skills among the academic staff, as well as enhancement of skills and knowledge of management and technical staff on a regular basis.
- 22) Academic staff members are encouraged and motivated to participate in international exchange programmes, projects and conferences, and the academic staff participation in international mobility is increasing.
- 23) The principles of remuneration and motivation of employees are clearly defined, available to all employees, and consistently implemented.
- 24) The institution undertakes periodical monitoring, evaluation and attestation of staff. Assessment of the work of teaching staff takes into account the quality of their teaching as

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well as of their research, including development of their teaching and research skills, and their international mobility.

POSSIBLE EVIDENCE:

- Development strategy of the institution (staff policy)
- Job descriptions for academic staff
- Data on academic staff members: numbers of employees with different scientific titles and degrees; proportion of full-time academic staff members; age structure of academic staff (summary data and data by faculties/chairs)
- Rules and procedure for filling academic positions and qualification requirements for applicants
- Data on last three years' competitions for academic positions (number of competitions announced and number of posts filled, average number of candidates for each category of positions)
- Data on employees who have attended courses improving their teaching and/or professional skills over the last three years
- Data on employees who have improved their skills or given lectures at foreign institutions over the last three years
- Overview of foreign exchange programmes of the institution (list of partners, quantitative data on participation)
- Number of presentations in international conferences for each faculty/chair
- Salary rules (or other documents regarding the salary policy) of the institution
- Rules and procedure for monitoring, evaluation and attestation of teaching staff members

STUDY PROGRAMMES AND THEIR DEVELOPMENT

STANDARD:

Study programmes are designed and developed taking into account the expectations of stakeholders, higher education and professional standards, and trends in the relevant fields. The objectives of study programmes, modules and courses and their planned learning outcomes are specific and coherent. The study programmes support creativity, entrepreneurship and development of other general competencies.

CRITERIA:

- 25) Programmes are designed and reviewed in line with national standards for higher education, expectations of the society and economy, and labour market needs.
- 26) The HEI creates opportunities for international students by offering study programmes and/or modules taught in foreign languages.
- 27) The institution has effective mechanisms for stakeholder participation in curriculum design, review and validation, including collecting feedback from students, alumni and employers.
- 28) The content of the study programme is regularly updated in the light of the latest research in the given discipline.
- 29) Objectives, intended learning outcomes, admission and graduation requirements of the programmes are clearly defined; qualification upon graduating from the programme is clearly specified, communicated and referred to the appropriate level in the national qualifications framework.

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- 30) The study programmes include courses (including electives) that support the development of general competencies, among others creativity and entrepreneurship.
- 31) Expected student workload is defined in ECTS and 1 ECTS equals 24 student learning hours.
- 32) Practical work/internship supports the achievement of the learning outcomes of the programme.

POSSIBLE EVIDENCE:

- Regulation for the development/monitoring of study programmes
- Study programmes
- Syllabi (detailed course descriptions, including the objectives and planned learning outcomes for each course; descriptions of students' independent work and its assessment, teaching methods, assessment methods and criteria; and a required reading list)
- Regulation for practical work/internship
- Internship agreements with enterprises
- Feedback from students, alumni and employers on study programmes
- Documents proving participation of students, alumni and employers in the development of programmes

TEACHING AND LEARNING

STANDARD:

Admission requirements and procedures are transparent and ensure fair access to higher education. The higher education institution systemically implements a student-centred approach that guides students to take responsibility for their studies and career planning, and supports creativity and innovation.

CRITERIA:

- 33) Admission requirements and procedures are transparent and ensure fair access to higher education.
- 34) The teaching and learning strategies are student-centred and flexible; motivate students' self-reflection and active engagement in the learning process.
- 35) The learning environment at the HEI supports internationalisation and cultural openness.
- 36) Up-to-date teaching materials and educational technology are used in the teaching and learning process.
- 37) Innovative, creative and interactive teaching and learning methods are used in the teaching and learning process.
- 38) Assessment standards are spelled out for each programme and course and are consistent with intended learning outcomes.
- 39) The objectivity and integrity of student assessment is ensured. Along with assessments, students receive feedback that supports their individual development.
- 40) There are systems in place for periodic monitoring and evaluation of the teaching and learning methodology within individual subjects.

POSSIBLE EVIDENCE:

- Documents describing strategies for teaching, learning and assessment
- Regulations for monitoring of teaching and learning methodology

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- Syllabi (detailed course descriptions, including the objectives and planned learning outcomes for each course; descriptions of students' independent work and its assessment, teaching methods, assessment methods and criteria; and a required reading list)
- Questionnaires and analysis of student feedback on teaching and learning

STUDENTS

STANDARD:

Students' rights and responsibilities are clearly defined, their involvement in development activities (strategic planning, study programme development, support services and social events) is enabled and supported.

CRITERIA:

- 41) Students participate in decision-making bodies as well as in elections of student unions.
- 42) Students take active part in the development of teaching and learning process.
- 43) Flexible learning opportunities are provided for students. Recognition of prior learning, including prior higher education qualifications and periods spent studying abroad, are in place.
- 44) The higher education institution supports the international mobility of students, and the students' participation in international mobility is increasing.
- 45) Procedures for processing complaints and proposals of students, and appeals mechanism regarding examination outcomes are in place.
- 46) The system for the detection and prevention of academic fraud (including anti-plagiarism mechanisms) is in place.
- 47) The institution ensures equal treatment of students regardless of their nationality, language, sex, social status, position and religion.
- 48) Graduates are competitive in the labour market in their specialty area and the institution monitors the employment of its graduates.

POSSIBLE EVIDENCE:

- Regulation for recognition of prior learning, including prior higher education qualifications and periods spent studying abroad
- Dynamics of student mobility over the last 3-5 years
- Regulation for handling students' complaints and appeals
- Regulation for the prevention of academic fraud
- Employment rates of graduates

RESEARCH AND INNOVATION

STANDARD:

The institution shall encourage and promote innovative research consistent with its policies and strategic plans, and address national, regional and international needs. The institution shall ensure high quality of supervision of doctoral students and the integrity of research conducted.

CRITERIA:

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- 49) The objectives and key performance indicators for research and innovation are defined in the strategy and development plan of the institution. The institution monitors the needs of the society and the economy, and takes them into account in planning its research activities.
- 50) The achievement of the objectives and the impact of scientific and research activities are regularly measured and analysed (scientific and educational publications, doctoral and master students, patents etc.).
- 51) The institution promotes and upholds high quality academic and ethical standards for research and ensures their implementation. Cases of research misconduct are identified and condemned, the respective rules and procedures are well defined and followed.
- 52) Institution has an effective system to initiate, encourage and support research and scientific activities of academic staff members (e.g., incentives for conducting research, counselling related to intellectual property, support for publishing in international journals, motivating cooperation with employers). The workload of academic staff members includes sufficient time allocated for research and self-development.
- 53) Institution includes students from all academic cycles in research or creative activities; and systematically surveys student satisfaction with their supervision.
- 54) Conditions have been created for admission of international doctoral students and for studies abroad for domestic doctoral students and post-doctoral researchers.
- 55) A higher education institution includes recognised foreign scientists in the provision of doctoral studies and the supervision of doctoral theses.
- 56) The institution participates in different regional and international scientific and research networks in their areas of academic activities.
- 57) The institution allocates sufficient financial resources needed for scientific and research activities and has a strategy that supports their acquisition in order to be competitive at international level.

POSSIBLE EVIDENCE:

- Current development strategy of the institution (research)
- Regulation on the process of strategic planning
- Dynamics of scientific and research activity of higher education institution over the last 3 years (patent, monograph, textbook, publication of scientific articles in international peer-reviewed journals, statistics on defended scientific degrees)
- Code of ethics of the institutions or other documents establishing the rules for ethical behaviour as well as rules for solving ethical conflicts or other cases of non-compliance with the code of ethics
- List of international cooperation projects/networks in the fields of research over the last three years (financial amount, duration)
- External reviews of budget-based research
- Dynamics of industrial/entrepreneurial cooperation contracts over the last three years
- Regulation on monitoring and analyses of student satisfaction with supervision and dynamics of student satisfaction with supervision over the last three years (if applicable)
- Number of international PhD students over the last three years
- Numbers of MSc and PhD students and postdoctoral researchers who studied or carried out research abroad over the last three years
- Number of PhD students with foreign supervisors

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- Budget of the institution indicating the ratio of research funding and infrastructure investments in faculties/chairs over the last three years.

INFRASTRUCTURE AND SUPPORT SERVICES

STANDARD:

The institution shall have adequate and appropriate infrastructure, facilities and resources to support teaching, learning and research.

CRITERIA:

- 58) Academic, working and administrative rooms (lecture theatres, seminar rooms, staff offices, laboratories, studios, workshops, etc.) adequate for the number of students and staff are available both for staff and students.
- 59) A properly organised library equipped with facilities and resources (physical and/or electronic), adequate for the number of students and staff, is available.
- 60) Adequate Information and Communication Technology (ICT) infrastructure, including affordable high speed and dedicated connectivity is available.
- 61) The institution has a system for collection and aggregation of data on students' admission, progress and performance, and graduation rates.
- 62) The institution has robust procedures for issuance and storage of certificates and storage of detailed records and transcripts, indicating the list of courses, units and grades.
- 63) Study support services provided by the institution correspond to the needs of the student body and takes into account special needs of individual students.
- 64) The institution is providing internship opportunities, employment and career development services for students (career centre, alumni coordination system etc).
- 65) The institution supports students' learning by providing different kinds of additional support services (dormitory, canteen, medical care, sports facilities, financial assistance etc).

POSSIBLE EVIDENCE:

- Summary data on academic, working and administrative rooms in the institution, per capita ratios
- General data on the library (quantity of textbooks, monographs and journals in the collection, data on access to electronic databases, etc.)
- Rules and procedure for ordering new literature (including access to electronic databases)
- Dynamics of financing of the library over the last three years
- Number of personal computers connected to internet, available for staff and students
- General data on ICT infrastructure (general data on network parameters)
- Dynamics of students' admission, progress and performance, and graduation rates over the last five years
- Documents regulating the variety of support services provided for students

3 Methodology for pilot accreditation

I. PREPARATION OF A SELF-EVALUATION REPORT

1. The HEI shall prepare a self-evaluation report based on the guidelines prepared by EKKA. The self-evaluation report shall be translated into Russian.
2. In its report, the institution is expected to carry out as reflective a self-evaluation as possible, identify areas in need of development and provide a concrete description of its practical measures pertaining to the quality related activities. The report must focus on evaluation rather than description. The higher education institution should be prepared to present evidence of the issues brought up in the self-evaluation report during the site visit.
3. EKKA shall provide training to the HEI for writing a self-evaluation report.
4. The HEI shall submit its self-evaluation report in Tajiki and Russian languages in electronic format to SASSE and EKKA by December 1, 2019.
5. SASSE and EKKA shall review the self-evaluation report within two weeks from receiving it and, if necessary, return it to the HEI for amendments and improvements. The HEI shall send the amended report back to SASSE and EKKA within two weeks.
6. The coordinator shall send the self-evaluation report to the committee no later than two months prior to the assessment visit.

II. FORMATION AND TASKS OF THE ACCREDITATION COMMITTEE

7. An accreditation committee (hereinafter referred as 'committee') shall consist of at least 5 members.
8. Local experts are selected on the basis of open competition by a selection committee consisting of SASSE, Quality Assurance Working Group and EKKA representatives. Open competition will be announced on the website of SASSE. Possible experts should present to the selection committee their CVs and motivation letters. All possible local experts should complete the assessment training provided jointly by EKKA and SASSE in September 2019. After the training, the experts for every accreditation committee shall be selected in October 2019 based on their compliance with the qualification requirements, their CV-s, motivation letters and their performance during the training. Two foreign experts for every pilot institutional accreditation will be selected by EKKA.
9. Qualification requirements for experts:
 - 9.1 For academic staff members: PhD degree; results of research are published in peer-reviewed (preferably international) journals; experience in management of university or structural

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- unit of university; very good knowledge of state language (for Tajiki experts) and Russian language. Preference is given to candidates with experience of teaching/research at foreign universities and with experience of external quality assessment;
- 9.2 For foreign experts: PhD degree, experience in management of university or structural unit of university; very good knowledge of Russian language; experience of external quality assessment;
- 9.3 For the chairperson of the committee: experience in management of university or structural unit of university; experience of external quality assessment; ability to present training certificates on higher education quality assessment.
- 9.4 For employer representatives: experience in management of enterprise/organisation; experience in cooperation with universities (for example development projects; offering internships; participation in study programme development; teaching at university; experience of employing graduates);
- 9.5 For students: preferably Master or Doctoral level student (or at least third year Bachelor level student); participation in study programme development; participation in university management bodies.
10. Experts should complete the assessment training provided jointly by EKKA and SASSE.
11. Committees shall be formed based on the following principles:
- 11.1 a committee includes experts in the areas being assessed and those who have experience in managing an HEI or an academic unit;
- 11.2 at least one member is chosen from outside of HEIs;
- 11.3 a committee includes two experts from abroad;
- 11.4 at least one member of a committee is a student or a person who has graduated from a HEI no more than one year prior (at the time of approval of the committee);
- 11.5 at least one member of a committee has management experience from a HEI, preferably with a similar profile as the one being assessed;
- 11.6 at least one member of a committee has past experience in assessing a higher education institution.
- 11.7 members of a committee cannot be employees of SASSE or the Ministry of Education and Science
12. The following requirements shall apply to members of a committee:
- 12.1 members of a committee are independent, they do not represent the interests of the organisation they are associated with;
- 12.2 members of a committee are unbiased in their assessments;
- 12.3 members of a committee know the functioning of Tajiki and European higher education systems and are aware of trends in higher education and the principles of external and internal evaluation;
- 12.4 members of a committee have the teamwork skills necessary to carry out the work;
- 12.5 members of a committee are proficient in official state (Tajiki experts) and Russian language.

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13. After coordinating the preliminary composition of a committee with SASSE, the agency shall forward the relevant information to the HEI, which then has one week to express its opinion on the composition of the committee and, when justified, to request for additional members or for the removal of a member.
14. The Minister of Education and Science shall approve the final composition of a committee by his or her decision and appoint a chairperson for the committee.
15. The Director of SASSE shall appoint an assessment coordinator. An assessment coordinator (hereinafter referred to as 'coordinator') shall be a SASSE employee. The coordinator is not a member of a committee. EKKA shall nominate an observer to the accreditation committee.
16. Members of a committee shall confirm by signature the absence of any conflicts of interest and an obligation to maintain the confidentiality of information that has become known to them during the evaluation as well as the content of committee discussions. In the case of a conflict of interest, committee members shall immediately notify the Director of SASSE of it and remove themselves from the work of the committee. A conflict of interest shall be presumed to be present in the following cases:
 - 16.1 A committee member has an employment or other contractual relationship with the HEI under evaluation at the time of evaluation, or he or she has had an employment relationship with that HEI within three years prior to the assessment visit.
 - 16.2 A committee member is participating in the work of a decision-making or advisory body of the HEI under evaluation at the time of evaluation and/or is associated with any governing body of the owner of the private HEI under evaluation.
 - 16.3 A committee member is studying at the higher education institution under evaluation, or graduated from it less than five years prior.
 - 16.4 The membership connected with the HEI under evaluation includes a person closely related to a committee member (spouse or partner, child or parent).
17. The working language of a committee (including during the site visit) shall be Russian. If the HEI wants to use interpretation services, it shall coordinate the selection of an interpreter with the assessment coordinator at least one week prior to the assessment visit. SASSE hereby sets out the following requirements for an interpreter: the interpreter has the necessary preparation for consecutive interpretation in Russian-Tajiki-Russian (degree studies in interpreting, in-service training in interpreting, interpreting as an additional specialty, etc.), past experience in consecutive interpretation, and commands higher education terminology. The interpreter does not work at the HEI under evaluation. Costs of interpretation services shall be borne by the HEI under evaluation.
18. Tasks of the members of a committee:
 - 12.1 to examine documents regulating institutional accreditation and complete the assessment training provided by EKKA and SASSE;
 - 12.2 to review the self-evaluation report of a HEI and fill out the assessment form with initial comments and information based on the self-evaluation report;
 - 12.3 to participate in the meetings and discussions of the committee;

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- 12.4 to participate in the preparation of an assessment visit and the visit itself;
- 12.5 to participate in drafting the evaluation on standards and preparing the assessment report;
- 12.6 to examine the comments by the HEI regarding the assessment report and take them into consideration when finalising the assessment report;
- 12.7 to perform other tasks related to the evaluation activities according to the division of tasks among members of the committee;
- 12.8. to adhere to the agreed committee deadlines.

19. Tasks of the chairperson of a committee:

- 19.1 to lead the work of the committee;
- 19.2 to chair the meetings of the committee;
- 19.3 to divide tasks among the members of the committee;
- 19.4 after the visit, give an overview of the provisional conclusions of the committee to the HEI;
- 19.5 to ensure that the conclusions on standards are well-reasoned;
- 19.6 to finalise and approve the assessment report.

20. Tasks of a coordinator:

- 20.1 to ensure the smooth functioning of the evaluation process based on the requirements and timeframe laid down by this Guide;
- 20.2 to incorporate the committee's preliminary input into a single document;
- 20.3 to coordinate with the members of a committee the list of people whom the committee would like to interview and a list of additional materials that the committee needs in order to prepare for the visit;
- 20.4 to coordinate with the HEI a schedule for the visit, the names and positions of the people participating in the meetings and, if necessary, to request additional materials from the HEI;
- 20.5 to perform other tasks related to the specific evaluation process as assigned by the committee chairperson.

21. SASSE shall document the interviews conducted during the visits.

22. SASSE shall enter into contracts with the committee members for their services.

III. ASSESSMENT VISIT

- 23. A visit may last up to four days. Usually, the committee meets the Rector and Vice-Rectors, Board/Council of the institution, academic staff and representatives of various administrative units (human resource management, finances, student support, etc.), students, alumni, employers. The selection of the interviewees depends on the issues raised in the self-evaluation report and will be decided by the committee.
- 24. In larger institutions, some interviews can be held in parallel (e.g, parallel interviews with teaching staff). In that case, the committee members need to be divided into groups.

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25. As a rule, after each interview the committee has time for reflection. All coffee breaks and lunches are held separately from the staff of the institution and can also be used for committee reflection.
26. The visit concludes with a meeting with the management. At the end of the meeting, the evaluation committee gives the institution preliminary oral feedback based on the observations made during the visit.
27. SASSE and the HEI shall agree upon a calendar week for the assessment visit no later than six months prior to the visit. The HEI receiving a committee shall appoint a person, who will be responsible for a smooth running of the visit and will ensure appropriate working conditions for the members of the committee.
28. In the course of the visit, the HEI shall make an appropriately furnished room available to the committee members and allow the committee to:
 - 28.1 access internal normative documents that provide for and govern the activities of the HEI;
 - 28.2 interview employees and students of the HEI at the discretion of committee members;
 - 28.3 access information and information systems related to education, research, development and students;
 - 28.4 access information related to employees of the HEI (their CVs, job descriptions, etc.);
 - 28.5 inspect the infrastructure of the HEI;
 - 28.6 access students' research, development and creative work;
 - 28.7 get acquainted with the information related to financial activities of the HEI;
 - 28.8 if necessary, obtain other information related to the management and administration of the HEI.
29. Within five working days after the visit, SASSE shall request that the HEI provide written feedback on the apparent preparation by the committee members, the relevance of their questions and other pertinent issues.

IV. ASSESSMENT REPORT AND EVALUATION OF STANDARDS

30. The findings of the assessment are summarised in a report written by the accreditation committee on the basis of information gathered during the assessment process (self-evaluation report, submitted documents, site visit, and additional material). The report is written collaboratively by the accreditation committee and by drawing on the expertise of each team member. The report follows a standardised structure and covers:
 - ✓ Description of the evaluation process;
 - ✓ Concise description of the higher education institution;
 - ✓ Evidence, analysis and findings by standards;
 - ✓ Strengths and features of good practice by standards;
 - ✓ Areas of improvement and recommendations for further development by standards.

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31. The committee shall provide separate assessments for each of the eight standards to the HEI: strategic planning, governance and management, human resources, study programmes and their development, teaching and learning, students, research and innovation, and infrastructure and support services (hereinafter referred to as 'evaluation of standards').
32. Standards shall be evaluated on a scale of three values: 'conforms', 'partially conforms' and 'does not conform'.
33. For standards where an HEI has shown outstanding results and/or initiative, the committee may recognise it with an additional note 'worthy of recognition'.
34. Committee's evaluation of standards shall preferably be based on decisions adopted by consensus. If consensus is not reached, a simple majority of members of the committee shall make the decision, and the dissenting view(s) together with the reason(s) shall be included. If the votes are equally distributed, the vote of the chairperson shall decide.
35. SASSE shall forward the assessment report to the HEI no later than by the end of the sixth week after the visit.
36. The HEI shall have the opportunity to submit its comments regarding the assessment report within two weeks after receipt of the report. The committee shall review these comments and take them into account when preparing the final report.
37. An electronic version of the final assessment report, approved by the committee chairman, shall be forwarded by the committee chairman to SASSE no later than by the end of the ninth week after the visit.
38. SASSE shall forward the committee's assessment report to the Council and to the HEI under evaluation.
39. When assessment report is ready, SASSE shall organize in cooperation with EKKA a feedback seminar at the HEI.

V. DECISIONS BY THE SASSE COUNCIL

40. The SASSE Council shall make a decision on institutional accreditation at its session within three months after receiving the final version of the assessment report. If necessary, the Council may request the chairperson of the committee or a member of the committee authorised by the chairperson to attend the session for explanations.
41. The Council shall base its decision on the self-evaluation report by the HEI, the evaluation of standards by the committee, comments by the HEI received within the deadline and on any additional materials submitted upon request of the Council.

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42. In case of contradictions in evaluation of standards or inadequate justification, the Council shall have the right to return the report to the accreditation committee for review and clarification. The committee shall resend the reviewed report to SASSE within two weeks after it was returned to the committee, and SASSE shall proceed in accordance with the procedures established in points 36 to 38 above.
43. The Council shall base its decision regarding institutional accreditation on the following principles:
 - 43.1 If all standards are evaluated as 'conforms', the Council shall decide to accredit the HEI for five years.
 - 43.2 If one to three standards are evaluated as 'partially conforms' and all the remaining standards are evaluated as 'conforms', the Council shall analyse the strengths and areas for improvement of the HEI; and decide to accredit the HEI for five years; or shall conclude that there are shortcomings, provide guidance for their elimination, and decide to accredit the HEI for two years.
 - 43.3 If four to seven standards are evaluated as 'partially conforms' and all the remaining standards are evaluated as 'conforms', the Council shall conclude that there are shortcomings, provide guidance for their elimination, and decide to accredit the HEI for two years.
 - 43.4 If all standards are evaluated as 'partially conforms', the Council shall analyse the strengths and areas for improvement of the HEI and conclude that there are shortcomings, provide guidance for their elimination, and decide to accredit the HEI for two years; or shall conclude that the HEI does not meet the requirements, and decide not to accredit the HEI.
 - 43.5 If one standard is evaluated as 'does not conform', the Council shall analyse the strengths and areas for improvement of the HEI and conclude that there are shortcomings, provide guidance for their elimination, and decide to accredit the HEI for two years; or shall conclude that the HEI does not meet the requirements, and decide not to accredit the HEI.
 - 43.6 If at least two standards are evaluated as 'does not conform', the Council shall conclude that the HEI does not meet the requirements, and decide not to accredit the HEI.
 - 43.7 If the Council weighs between two accreditation decisions and finds that if the HEI were to satisfy certain conditions, a more positive decision would be possible, the Council may adopt that decision with a secondary condition. The secondary condition may address one or several areas of shortcomings. The secondary condition is formulated as directions for addressing the shortcoming(s) and contains also deadlines and date(s) of follow-up reporting to the Council. The secondary condition forms an integral part of the decision.
44. If the committee has added a note of 'worthy of recognition' to some standards, the Council shall cite the recognition(s) in the decision.
45. SASSE shall electronically forward the final decision on institutional accreditation after approval by the College of the Ministry of Education and Science along with the assessment report to the HEI within two weeks after the date of that decision. Based on the final decision, the Ministry of Education will issue the Certificate on Institutional Accreditation and the Educational Activity License.

46. Within one week from when the final decision and the assessment report were forwarded to the higher education institution, SASSE shall publish the final decision along with the assessment and self-evaluation reports on its website.

VI. CONTESTING OF ACCREDITATION PROCEEDINGS CONDUCTED BY SASSE AND DECISIONS BY THE COUNCIL

47. A person who finds that his or her rights have been violated or his or her freedoms have been restricted by assessment procedures conducted by SASSE or by a decision made by the Council may file a challenge pursuant to the legal framework. The challenge shall be filed with the Council within thirty days after the person filing the challenge became or should have become aware of the contested finding.
48. The Council shall forward the challenge to its Appeals Committee², which shall provide an unbiased opinion regarding the validity of the challenge in writing to the Council, within five days after receipt of the challenge. The Council shall review the challenge within ten days of its receipt, taking into account the reasoned opinion of the Appeals Committee. If the challenge needs to be investigated further, the deadline for its review by the Council may be extended by a maximum of thirty days.

VII. FOLLOW-UP ACTIVITIES

49. SASSE assumes that the responsibility for resolving problems pointed out in the assessment reports and for continuous improvement activities lies with the higher education institutions. SASSE requests that, two years after the accreditation decision was adopted by the Council, the HEI, which was granted accreditation for five years submit a written overview of its activities, planned and implemented based on recommendations in the assessment report, along with the outcomes of such activities.
50. If the Council has imposed a secondary condition on the accreditation decision in accordance with point 43.7 above, the HEI shall submit a progress report to the Council regarding the elimination of the shortcoming described in that secondary condition. The Council shall involve members of the accreditation committee in assessing compliance with the secondary condition. If the Council will conclude, based on the expert report, that the secondary condition has not been satisfied, the shortening of the accreditation period or the withdrawal of accreditation, in accordance with options indicated in paragraph 43, will automatically take effect.

² Appeals Committee will be established if needed during piloting of institutional accreditation

Annex 2: отчет самоанализа институциональной аккредитации:
Руководство

ОТЧЕТ САМОАНАЛИЗА ИНСТИТУЦИОНАЛЬНОЙ АККРЕДИТАЦИИ

РУКОВОДСТВО

1. ВВЕДЕНИЕ / ОБЩАЯ ЧАСТЬ

- Общая информация о вузе – самоопределение, краткая история, основные стратегические цели, области работы, структура, основные показатели, итд – до 5 страниц.
- Краткое изложение процесса самоанализа и написания отчета (время, кто был вовлечен, распределение обязанностей, утверждение отчета).
- Общие данные по студентам по основным структурным единицам (в зависимости от величины вуза факультет, институт, кафедра) и уровням учебы (бакалавриат, магистратура, докторантура) в пятилетнем тренде по всем учебным программам вуза – количество студентов, количество иностранных студентов, количество принятых, выбывших и выпускников. Пожалуйста разъясните динамику трендов или укажите на место в отчете, где это сделано.

Таблица 1 (образец)

Юридический факультет		14/15	15/16	16/17	17/18	18/19
Программа 1 (бакалавриат)	количество студентов (в том числе иностраннх)					
	количество принятых					
	количество выпускников					
	количество выбывших					
Программа 2 (бакалавриат)						
...						
Программа 3 (магистратура)						

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Программа 4 (аспирантура/докторантура)						
Факультет в сумме						
Вуз в сумме						

- Общие данные по преподавательскому и вспомогательному персоналу по основным структурным единицам (в зависимости от величины вуза факультет, институт, кафедра) в трех-пятилетнем тренде: Общее число персонала, удел преподавателей с PhD, количество иностранных преподавателей, удел мужчин/женщин.

Таблица 2 (образец)

Юридический факультет	14/15	15/16	16/17	17/18	18/19
количество преподавателей (мужчин/женщин)					
количество преподавателей с PhD					
средний возраст преподавателей					
количество иностранных преподавателей					
Количество вспомогательного персонала					
Факультет в сумме					
Вуз в сумме					

2. ОСНОВНЫЕ ИЗМЕНЕНИЯ ПОСЛЕ РЕКОММЕНДАЦИЙ ПРЕДЫДУЩИХ ОЦЕНИВАНИЙ (Аттестация, аккредитация) – до 4 страниц

3. САМОАНАЛИЗ ВУЗА ПО СТАНДАРТАМ И КРИТЕРИЯМ

Вуз должен подготовить отчет самоанализа на основе руководства, подготовленного Эстонским агентством качества высшего и профессионального образования.

В своем отчете вуз должен представить как можно более рефлексивную самооценку, указать сферы, нуждающиеся в развитии, и предоставить конкретное описание практических мер и планов по обеспечению качества. Первоочередное внимание в отчете должно быть уделено анализу, а не описанию. Высшее учебное заведение должно быть готово предъявить доказательства по темам, приведенным в отчете самоанализа, в ходе посещения.

Самоанализ должен проводиться по восьми стандартам.

- I СТРАТЕГИЧЕСКОЕ ПЛАНИРОВАНИЕ
- II РУКОВОДСТВО И УПРАВЛЕНИЕ
- III КАДРОВЫЕ РЕСУРСЫ
- IV УЧЕБНЫЕ ПРОГРАММЫ И ИХ РАЗРАБОТКА
- V ПРЕПОДАВАНИЕ И ОБУЧЕНИЕ
- VI СТУДЕНТЫ
- VII НАУЧНЫЕ ИССЛЕДОВАНИЯ И ИННОВАЦИИ
- VIII ИНФРАСТРУКТУРА И ОПОРНЫЕ УСЛУГИ

Соответствие стандарту оценивается по критериям. Содержание критерия описывается примерными вопросами.

3.1 СТРАТЕГИЧЕСКОЕ ПЛАНИРОВАНИЕ

СТАНДАРТ:

Программа развития высшего учебного заведения является целенаправленной и систематической, задействуя различных заинтересованных лиц. Высшее учебное заведение регулярно оценивает достижение поставленных целей и эффект своей деятельности.

КРИТЕРИИ:

- 1) Миссия, видение и ценности вуза в контексте государственной системы образования четко определены и поддерживаются соответствующими внутренними и внешними заинтересованными лицами.

Примерные вопросы

- Какова миссия вуза в обществе? На какие ценности он опирается? Как высшее учебное заведение видит себя в долгосрочной перспективе - каково будущее университета? Кто участвует в разработке миссии, ценностей и видения? Как студенты смогли участвовать в дискуссиях? На каком основании вуз знает, что его миссию и ценности разделяют важные заинтересованные стороны?

- 2) Положения миссии и стратегические цели вуза находятся в открытом доступе и отражают ценности вуза и приверженность оптимизации качества.

Примерные вопросы

- Миссия и стратегические цели доступны на веб-сайте университета? Какова связь между ценностями университета и стратегическими целями? Как отражается приверженность продвижению качества в стратегических целях университета?

- 3) Средне- и долгосрочные планы отражаются в предлагаемых учебных программах и научных исследованиях вуза с целью обеспечения устойчивого развития и непрерывного совершенствования.

Примерные вопросы

Final recommendations

- *На каком основании университет выбирает учебные планы и предлагаемые направления исследований? Какие учебные планы и направления исследований наиболее соответствуют стратегическим целям университета. Что являются главными отличительными сильными сторонами университета? Как вы оцениваете свои прошлые результаты в этих областях? Как вы сравниваете себя с другими вузами в тех же областях? Каковы основные потребности развития?*

- 4) Стратегия развития вуза определяется его ресурсами (финансы, кадры, инфраструктура), способностью привлекать дополнительные ресурсы, изменениями на рынке труда и общественными нуждами.

Примерные вопросы

- *Как вы оцениваете оснащение университета финансовыми, техническими, кадровыми ресурсами? Как гарантируются ресурсы при запуске новых учебных программ и тем исследований? Приведите примеры хорошей практики и опишите проблемы, связанные с открытием новых направлений? Как вы справились с этими проблемами, какие уроки были извлечены?*
- 5) В процесс стратегического развития вуза вовлечены и вносят свой вклад соответствующие заинтересованные лица (преподавательский состав, студенты и работодатели).

Примерные вопросы

- *Как заинтересованные стороны вовлечены в стратегическое планирование? Опишите их роль и приведите конкретные примеры вклада!*
- 6) Проводится непрерывный и периодический мониторинг, оценка и бенчмаркинг, включая самоанализ образовательных программ и вуза в целях непрерывного развития.

Примерные вопросы

- *Как строится процесс постоянного улучшения? Каковы части этого процесса? С какими вузами вы себя сравниваете? Как результаты текущего анализа отражаются в деятельности по развитию? Приведите конкретные примеры.*

Назовите сильные стороны по данному стандарту и области, требующие, усовершенствования, а также запланированные усовершенствующие мероприятия.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Положение о стратегическом планировании (если имеется), с указанием процесса, утверждения и задействия различных заинтересованных лиц;
- Стратегия развития вуза;
- Политика качества вуза (процедуры внутренней системы качества);
- Средне- и долгосрочные планы по реализации стратегии вуза;
- Положение вуза в государственном рейтинге;
- Ежегодные отчеты, протоколы заседаний Научного Совета или других органов управления, доказывающие мониторинг вуза за выполнением стратегии и бенчмаркинга процессами.

3.2 РУКОВОДСТВО И УПРАВЛЕНИЕ

СТАНДАРТ:

Вуз четко утвердил структуры руководства и управления. Это позволит обеспечивать эффективность, корректность и этичность руководства и управления, включая функциональные практики гарантии качества, поддерживающие выполнение его миссии и государственного задания.

КРИТЕРИИ:

- 7) Структура управления вузом обеспечивает выполнение организационных целей, предусмотренных стратегией развития.

Примерные вопросы

- *Каковы сильные и слабые стороны нынешней структуры управления университетом? На каком основании вы утверждаете это? Приведите примеры того, как изменения в структуре управления могут лучше поддерживать достижение стратегических целей университета!*

- 8) Вуз позволяет представителям студентов принимать участие в принятии решений в соответствующих органах управления.

Примерные вопросы

- *В какие органы по принятию решений и развитию вовлечены студенты? Как они выбираются? Какая поддержка предлагается студентам, участвующим в этих органах (тренинги, дискуссионные семинары и т. д.)?*

- 9) Права и обязанности руководящих органов и структурных подразделений (Ученый/Университетский совет, факультет, кафедра и т. д.) четко сформулированы, и принятые решения реализуются эффективно.

Примерные вопросы

- *Является ли распределение прав и обязанностей между различными органами разумным и целесообразным? Как вы оцениваете баланс прав и обязанностей на разных уровнях управления? Достаточно ли ресурсов для осуществления прав и выполнения обязательств? Где вы видите недостатки?*

- 10) Сотрудники, занимающие управляющие должности, обладают соответствующей квалификацией, их права и обязанности четко сформулированы; вуз поддерживает развитие их управленческих умений и навыков.

Примерные вопросы

- *Как проходит подбор / назначение сотрудников на руководящие должности? Каковы требования к компетентности для ведущих сотрудников? Как / кем оценивается соответствие? Какие возможности предлагает им вуз для развития своей управленческой компетенции?*

- 11) Выделение финансовых ресурсов внутри вуза прозрачно и поддерживает реализацию стратегии развития вуза (включая кратко- и/или среднесрочные планы).

Примерные вопросы

- *Каковы принципы и механизмы распределения финансовых ресурсов в университете? Кто участвует в разработке и реализации принципов? Как эти принципы учитывают стратегические цели университета? Приведите примеры того, как дополнительные ресурсы были вложены в достижение стратегических целей или наоборот, если цели не были достигнуты из-за недостатка ресурсов.*

- 12) Вуз обладает целенаправленными и хорошо налаженными системами коммуникации для внешнего распространения информации в целях информирования общественности.

Примерные вопросы

- *Какие способы внешней коммуникации использует университет, кто являются целевыми группами? Почему эти инструменты выбраны? Как оценивается эффективность внешней коммуникации? Каковы сильные стороны университета во внешней коммуникации, где лежат потребности развития?*

- 13) Внутренняя (формальная и неформальная) коммуникация между различными уровнями руководства, преподавательского состава и студентов целенаправленна и эффективна.

Примерные вопросы

- *Какие способы внутренней коммуникации использует университет, кто являются целевыми группами? Каких целей университет хочет с ними достичь? Как вы оцениваете эффективность внутреннего общения? На каком основании вы утверждаете это? Каковы сильные стороны потребностей развития?*
- *Какие современные технологии используются для внутренней коммуникации?*

- 14) Вуз уделяет особое внимание этике, прозрачности и академической честности в преподавании, обучении и научной деятельности и не допускает дискриминации в обращении с персоналом, студентами и представителями общественности.

Примерные вопросы

- *Как высшее учебное заведение поддерживает учащихся и преподавателей в осознании этических проблем и реагировании на них?*
- *Как осуществляется предупреждение академического мошенничества, в том числе списывания и плагиата?*
- *С опорой на что можно утверждать, что преподаватели и учащиеся нетерпимы по части мошенничества?*

- 15) Регулярно проверяется удовлетворенность сотрудников управлением, условиями труда, движением информации и т. д., и результаты опросов используются при совершенствовании деятельности.

Примерные вопросы

- *Какие механизмы обратной связи использует университет? Как часто проводятся опросы? Дайте обзор тенденции результатов обратной связи (3 г). Что было сделано на основе результатов? Приведите конкретные примеры. Как сотрудники информируются о результатах обратной связи и мероприятиях по развитию, предпринимаемых на их основе?*

Назовите сильные стороны по данному стандарту и области, требующие, усовершенствования, а также запланированные усовершенствующие мероприятия.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Устав вуза;
- Структурная диаграмма вуза;
- Кодекс этики или другие документы, регулирующие этические вопросы;
- Документы, подтверждающие участие преподавателей, студентов и внешних стейкхолдеров в управлении вузом;
- Документы, описывающие права и обязанности всех органов управления и структурных подразделений, включая тех, что отвечают за внутреннюю систему качества;
- Должностные описания руководителей, включая тех, что отвечают за внутреннюю систему качества;
- Годичные бюджеты вуза за последние три года;
- Документ, описывающий распределение финансовых ресурсов внутри вуза;
- Данные об участии руководителей в соответствующих тренингах;
- Сайт вуза и другие каналы внешнего распространения информации;
- Документы, регулирующие внутреннюю коммуникацию;
- Результаты опросов персонала.

3.3 КАДРОВЫЕ РЕСУРСЫ

СТАНДАРТ:

Кадровая политика вуза должна обеспечивать набор и сохранение достаточного количества квалифицированного и компетентного персонала с целью достижения его миссии и реализации государственного задания.

КРИТЕРИИ:

- 16) Процесс набора персонала прозрачен и объективен.

Примерные вопросы

- *Как вы выбираете сотрудников на должности? Как / где определены требования к кандидатам? Кто будет оценивать соответствие кандидатов и участвовать в окончательном отборе? Как обеспечивается объективность при подборе персонала?*

- 17) Права и обязанности персонала, а также квалификационные требования сформулированы в соответствии с целями должностей (например, в должностных инструкциях или контрактах).

Примерные вопросы

- Где определены требования к разным должностям? Кто несет ответственность за изменение требований? Когда и по каким причинам изменились требования к разным должностям?
- Как обеспечивается сбалансированность прав и обязанностей работника?

18) Соотношение преподавателей, работающих на полную ставку, соответствует государственным требованиям. Вуз соблюдает нормы соотношения студент – преподаватель и соотношения остепененных преподавателей.

Примерные вопросы

- Каковы государственные требования и в какой степени университет выполняет их? Каковы отраслевые особенности и / или чем они оправданы?
- Каковы препятствия на пути удовлетворения национальных требований и как их преодолеть?
- Как вы оцениваете влияние государственных требований стандартов на качество обучения?

19) Соотношение преподавателей, работающих на полную ставку по квалификации и наличие молодых ученых способствует устойчивому развитию обучения во всех областях образования и науки, представленных в вузе.

Примерные вопросы

- Какие цели установлены по части квалификации преподавателей, их навыков обучения и курирования (включая практиков и кураторов практики) или т. п.? Как эти цели реализованы в рамках учебной программы?
- Оцените обратную связь учащихся относительно связанных с учебной программой преподавателей за предыдущие три учебных года. Как результаты обратной связи были проанализированы и учтены (при планировании повышения квалификации преподавателей и т. д.)? Приведите примеры соответствующих совершенствующих мероприятий.
- Оцените (желательно сравнив на международном уровне) достаточность количества и уровня квалификации преподавателей, в том числе практиков, в учебных программах, их нагрузку и возрастную структуру.

20) Вуз регулярно контролирует, поддерживает и поощряет развитие профессиональных и преподавательских навыков педагогического состава.

Примерные вопросы

- Как университет контролирует / оценивает профессиональное развитие преподавательского состава? На основе чего университет оценивает уровень преподавательского состава? Как поддерживается развитие преподавательского состава? Каковы возможности учителя для саморазвития? Сколько университет ежегодно вкладывает в профессиональное и педагогическое развитие своих преподавателей?
- Как обеспечивается поддержка новичку при развитии навыков обучения и оценивания преподавателей и преподавателей-практиков?
- Как планируется и обеспечивается поддержка стажировки преподавателей? Как анализируется ее результативность? Приведите примеры передачи полученных на семинарах знаний и опыта коллегам.

- *Как преподавателей побуждают к сотрудничеству? С какой целью и с какими результатами преподаватели участвуют в специальных сетях, сотрудничают с другими подразделениями в высшем учебном заведении, а также с партнерами в стране и в иностранных государствах? Приведите примеры, как преподаватели применили изученное в учебном процессе.*
- *Как оцениваются и учитываются профессиональное развитие преподавателя и его умение управлять учебным процессом, как дается обратная связь в отношении них?*

21) Члены преподавательского состава принимают участие в международных программах обмена, проектах и конференциях.

Примерные вопросы

- *Какие цели высшее учебное заведение установило по части внешней мобильности преподавателей?*
- *Что мотивирует преподавателей участвовать в международной мобильности и других совместных программах? Каковы тенденции международной мобильности? Что мешает международной мобильности и что университет сделал, чтобы преодолеть препятствия? Что еще можно сделать?*
- *В каких международных проектах участвует университет, каков вклад университета и каковы преимущества для университета? Каковы стратегические цели университета для международных проектов?*
- *Как университет мотивирует преподавателей участвовать в презентациях на международных конференциях? Какова текущая ситуация и каковы цели университета в этой области?*
- *В каком объеме и каким образом преподаватели других высших учебных заведений страны и зарубежных высших учебных заведений и/или представители работодателей в течение предыдущих трех учебных лет участвовали в реализации учебной программы (например, в обучении, включая курирование практики, членство в экзаменационных комиссиях и комиссиях по защите, выступления в качестве оппонента)?*
- *Как вы оцениваете это сотрудничество, его достаточность и качество?*

22) Принципы оплаты труда и мотивации сотрудников четко определены, доступны всем работникам и всегда выполняются.

Примерные вопросы

- *Какие механизмы мотивируют преподавателей делать свою работу лучше?*
- *Насколько конкурентоспособен преподавательский состав?*
- *Где описаны механизмы мотивации сотрудников и как сотрудники информируются о них?*
- *Каковы сильные стороны действующей системы мотивации? Приведите конкретные примеры. Что требует дальнейшего развития? Каковы планы университета по созданию системы мотивации?*

23) Вуз проводит периодический мониторинг, оценку и аттестацию сотрудников. При аттестации работы членов преподавательского состава учитывается качество их преподавания, а также их научный уровень, включая развитие их преподавательских и исследовательских навыков и их международную мобильность.

Примерные вопросы

- Как оценивается эффективность работы преподавательского состава в вузе? Что хорошо, что нуждается в улучшении? Кто проводит оценку, каковы были результаты до сих пор? Какое влияние оказывает оценка / оценка на будущую деятельность преподавателя? Приведите конкретные примеры влияния аттестации на преподавателя.

Назовите сильные стороны по данному стандарту и области, требующие, усовершенствования, а также запланированные усовершенствующие мероприятия.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Стратегия развития вуза (политика по персоналу);
- Должностные инструкции;
- Данные по преподавательскому составу: количество сотрудников с разными учеными степенями; соотношение преподавателей, работающих на полную ставку; возрастная структура по вузу, факультетам и кафедрам;
- Правила и порядок заполнения академических должностей, квалификационные требования;
- Данные о конкурсах для заполнения академических должностей (число конкурсов и должностей, средний конкурс);
- Число сотрудников, принявших участие в курсах по развитию профессиональных и преподавательских навыков за последние три года;
- Число сотрудников, повысивших квалификацию или проводивших гостевые лекции в зарубежных вузах за последние три года;
- Обзор о международных программах обмена (список партнеров, количество участников);
- Число докладов на международных конференциях по факультетам и кафедрам;
- Правила оплаты труда вуза;
- Правила и порядок мониторинга, оценки и аттестации преподавателей.

3.4 УЧЕБНЫЕ ПРОГРАММЫ И ИХ РАЗРАБОТКА

СТАНДАРТ:

Учебные программы разрабатываются и совершенствуются с учетом ожиданий заинтересованных лиц, стандартов высшего образования и профессиональных стандартов, а также тенденций в соответствующих областях. Цели учебных программ, модули и курсы, а также планируемые результаты обучения конкретны и последовательны. Учебные программы способствуют формированию креативности, предприимчивости и иных общих компетенций.

КРИТЕРИИ:

- 24) Программы разрабатываются и пересматриваются в соответствии с государственными стандартами высшего образования, общественными и экономическими ожиданиями и нуждами рынка труда.

Примерные вопросы

- Как университет обеспечивает соответствие учебных программ потребностям общества и рынка труда?

Final recommendations

- *Как университет может влиять на содержание национальных стандартов? Приведите конкретные примеры того, как предложения университетов привели к изменениям в стандартах.*
- *На основании чего запланированы специализация и выборочные модули?*
- *С какой целью учебные программы сравнены с другими похожими учебными программами, в том числе на международном уровне? Каковы результаты сравнения, как они использованы?*

25) Вуз обладает эффективными механизмами участия заинтересованных лиц в разработке, оценке и утверждении учебной программы, включая обратную связь студентов, выпускников и работников.

- *Оцените процесс развития учебной программы (планирование, открытие, внутреннее оценивание, внесение изменений). Кто в него вовлечен, что учитывается?*
- *Исходя из чего вы выбираете иностранных партнеров для сотрудничества при развитии учебной программы?*
- *Каковы были важнейшие изменения в учебной программе за последние три года, с какой целью и исходя из чего они были внесены?*

26) Содержание учебной программы регулярно обновляется с учетом последних исследований в данной дисциплине.

Примерные вопросы

- *Как исследовательская и прикладная научная деятельность преподавателей способствует запуску, развитию и реализации учебной программы? Приведите примеры результатов конкретных научных проектов, прикладных исследований, научно-исследовательской работы, которые доказывают наличие в высшем учебном заведении научной, прикладной научной и/или прочей творческой деятельности, связанной с учебной программой.*

27) Цели, предполагаемые результаты обучения, условия приема и окончания программ четко определены; присуждаемая в результате освоения программы квалификация четко указана, представлена и соотнесена с соответствующим уровнем государственных квалификационных рамок.

Примерные вопросы

- *Насколько цели учебной программы, результаты обучения, содержание и методы обучения, а также критерии и методы оценивания согласуются между собой?*
- *Как обеспечивается логическая последовательность и связность модулей и учебных предметов?*
- *У каких заинтересованных сторон и с какой целью вы просите дать обратную связь относительно содержания учебной программы, а также модулей, в том числе связности учебных предметов? Какая обратная связь учтена? Назовите конкретные действия при развитии учебной программы, с которых вы начинали или которые были осуществлены исходя из обратной связи учащихся, выпускников и/или работодателей.*

28) Учебные программы содержат предметы (включая элективных), которые способствуют формированию креативности, предприимчивости и иных общих компетенций.

Примерные вопросы

- Как учебная программа способствует проявлению креативности и предприимчивости, а также развитию других общих компетенций?
- Кто отвечает за развитие общих компетенций студентов? Кто и как это оценивает?

29) Предполагаемая учебная нагрузка измеряется в ECTS-баллах и 1 ECTS-балл равен 24 учебным часам студента.

Примерные вопросы

- Как обеспечивается соответствие зачетных баллов и фактической нагрузки учащихся? Как оно анализируется?
- Каковы были результаты мониторинга и что на их основе сделано?

30) Практическая работа/стажировка способствует достижению результатов обучения по программе.

Примерные вопросы

- Как организованы практическая работа в учебной среде и практика?
- Какова обратная связь учащихся относительно содержания и организации практики?
- Каковы роль и ответственность учащегося в организации обучения, в том числе в организации практической работы и практики?
- Анализируйте эффективность практики в учебном процессе. Каковы сильные стороны, какие аспекты требуют развития!

Назовите сильные стороны по данному стандарту и области, требующие, усовершенствования, а также запланированные усовершенствующие мероприятия.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Положение о разработке и мониторингу учебных программ;
- Учебные программы;
- Программы предметов (детальные описания, включая цели, предполагаемые результаты обучения, описание самостоятельной работы и его оценивания, учебные методы, методы и критерии оценивания, список обязательной литературы);
- Положение о практике;
- Соглашения о практике с предприятиями;
- Обратная связь студентов, выпускников и работников о учебной программе;
- Документы, подтверждающие участие преподавателей, студентов и внешних стейкхолдеров в разработке учебных программ.

3.5 ПРЕПОДАВАНИЕ И ОБУЧЕНИЕ

СТАНДАРТ:

Условия и порядок поступления прозрачны и обеспечивают справедливый доступ к высшему образованию. Высшее учебное заведение систематически внедряет личностно-ориентированный подход, что побуждает студентов брать на себя ответственность за свое обучение и планирование карьеры и поддерживает креативность и инновации.

КРИТЕРИИ:

- 31) Условия и порядок поступления прозрачны и обеспечивают справедливый доступ к высшему образованию.

Примерные вопросы

- Оцените условия принятия на учебную программу.
- Как потенциальные учащиеся и другие заинтересованные группы информируются о возможностях обучения по учебной программе?
- Как организован процесс приема, кто в него вовлечен? Как в процессе приема оценивается готовность кандидата учиться по учебной программе и определяется необходимость в поддержке?
- Какие действия также помогают в выборе специальности до и после начала обучения?

- 32) Стратегии преподавания и обучения являются студенто-ориентированными и гибкими, поощряют рефлексию и активное участие студентов в учебном процессе.

Примерные вопросы

- Как в учебном процессе учитываются индивидуальные способности и потребности учащихся, а также обеспечивается способствование их развитию?
- Как учитываются особые потребности учащихся (разные способности, разный уровень подготовки, физические особые потребности и т. п.)?
- Как преподаватели курируют самостоятельную работу учащихся, как они дают обратную связь относительно нее? Как организовано курирование письменных работ (семинарские работы, прикладные проекты, экзаменационные работы и т. п.) и самостоятельной работы? Какова обратная связь учащихся относительно курирования? Каковы основные проблемы, связанные с курированием, и как они решаются?
- Как учащемуся оказывается поддержка в достижении результатов обучения в ходе практики, в том числе практики, проходящей в иностранном государстве?
- Как учащимся оказывается поддержка для участия в соревнованиях, конкурсах и прочих специальных мероприятиях?
- Как происходит вовлечение студентов в исследовательскую, прикладную научную и/или прочую творческую деятельность?

- 33) В ходе преподавания и обучения используются современные учебные материалы и образовательные технологии.

Примерные вопросы

- Каким образом университет обеспечивает современные учебные материалы? Как оценивается соответствие?

Final recommendations

- *Какие отзывы студентов на учебные материалы? Что сделано по результатам обратной связи?*
- *Насколько современные технологии используются в учебном процессе? На каком основании вы утверждаете это?*
- *Как университет поддерживает развитие навыков ИТ для преподавательского состава?*

34) В ходе преподавания и обучения используются инновационные, креативные и интерактивные образовательные методы.

Примерные вопросы

- *Какие методы обучения преподаватели используют в учебной работе? Каким образом обеспечено, чтобы в учебной работе использовались целенаправленные и эффективные методы обучения?*
- *Как цифровые возможности интегрированы в учебный процесс, как они способствуют внедрению изменяющейся/нынешней концепции обучения?*

35) Для каждой учебной программы и предмета сформулированы стандарты оценивания, соответствующие предполагаемым результатам обучения.

Примерные вопросы

- *Какие методы оценивания используются? Как обеспечена уместность методов оценивания (оценивается достижение результатов обучения, в том числе приобретение общих компетенций)?*
- *В какой степени преподаватели осведомлены о различных методах оценивания, сотрудничают ли они при их определении, и если да, то как?*
- *Как учитываются прежняя учеба и опыт работы учащихся при прохождении учебной программы? Приведите примеры случаев, когда они не были учтены, и причины этого.*

36) Обеспечиваются объективность и надежность оценки студентов. Наряду с оценками, студенты получают обратную связь, способствующую их индивидуальному развитию.

Примерные вопросы

- *Как учащиеся проинформированы о критериях оценивания, в какой степени они могут влиять на их выбор?*
- *Как в случае учебной программы используется формирующее оценивание?*
- *Как обеспечены объективность и прозрачность оценивания (участвует ли в оценивании один или несколько преподавателей, кто разрабатывает задачи оценивания и т. п.)?*
- *Как оценивается достижение учащимися результатов обучения в ходе практики, в том числе практики, проходящей в иностранном государстве?*

37) Имеются действующие системы периодического мониторинга и оценки методики преподавания и обучению по отдельным предметам.

Назовите сильные стороны по данному стандарту и области, требующие, усовершенствования, а также запланированные усовершенствующие мероприятия.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Документы, описывающие стратегии преподавания, обучения и оценивания;
- Положение о мониторинге методики преподавания и обучения;
- Программы предметов (детальные описания, включая цели, предполагаемые результаты обучения, описание самостоятельной работы и его оценивания, учебные методы, методы и критерии оценивания, список обязательной литературы);
- Вопросники и анализы обратной связи студентов по преподаванию и обучению.

3.6 СТУДЕНТЫ

СТАНДАРТ:

Права и обязанности студентов четко определены, обеспечивается и поддерживается их участие в совершенствовании деятельности вуза (стратегическое планирование, разработка учебных программ, опорные услуги и культурно-развлекательные мероприятия).

КРИТЕРИИ:

- 38) Студенты участвуют в принятии решений посредством членства в соответствующих органах вуза, а также в выборах в студенческие союзы.

Примерные вопросы

- *В какие руководящие органы включены студенты? Какова их роль в этих органах?*
- *Как университет вовлекает студентов в различные развивающие мероприятия?*

- 39) Студенты принимают активное участие в развитии процесса преподавания и обучения.

Примерные вопросы

- *Как сам учащийся может влиять на содержание и организацию своей учебы, а также брать ответственность за свою учебу? Какие возможности выбора учащиеся имеют в рамках учебной программы и вне ее?*
- *Как учащиеся вносят вклад в повышение качества своей учебы?*

- 40) Студентам предоставляются гибкие возможности обучения. Признаются предыдущее обучение, включая предыдущие квалификации высшего образования и обучение за границей.

Примерные вопросы

- *Как организация учебного процесса способствуют достижению учащимся результатов обучения?*
- *Как учитываются прежняя учеба и опыт работы учащихся при прохождении учебной программы? Приведите примеры случаев, когда они не были учтены, и причины этого.*
- *Как организация учебного процесса способствуют достижению учащимся результатов обучения?*
- *Каковы роль и ответственность учащегося в организации обучения, в том числе в организации практической работы и практики?*

- 41) Высшее учебное заведение поддерживает международную мобильность студентов, повышается участие студентов в программах международной мобильности.

Примерные вопросы

- Как обеспечено содействие мобильности учащихся в стране и за рубежом?
- Какую роль играет практика в достижении целей учебной программы?
- Как организованы нахождение и оценивание мест практики, в том числе мест практики, находящихся в иностранном государстве? Как проходит обучение и консультирование кураторов практики, в том числе практики, проходящей в иностранном государстве?

- 42) Действуют процедуры подачи жалоб и предложений студентов и порядок опротестования результатов экзаменов.

- 43) Действует система выявления и предотвращения академического мошенничества (включая системы антиплагиата).

Примерные вопросы

- Как осуществляется предупреждение академического мошенничества, в том числе списывания и плагиата?
- Что предпринимается для уменьшения/предотвращения академического мошенничества? Как высшее учебное заведение реагирует на случаи мошенничества?

- 44) Вуз признает право студентов на равное обращение, независимо от их национальности, родного языка, пола, социального положения, должности и религии.

- 45) Выпускники конкурентоспособны на рынке труда по своей специальности и вуз отслеживает трудоустройство своих выпускников.

Примерные вопросы

- Как вы оцениваете успешность выпускников высшего учебного заведения на рынке труда?
- С какой целью вы запрашиваете и используете обратную связь относительно трудовой занятости выпускников и продолжения ими обучения? Приведите примеры учета результатов обратной связи.
- Как организовано итоговое оценивание, в том числе сдача квалификационного экзамена/выпускного экзамена? Как учащиеся информируются о возможностях и требованиях сдачи квалификационного экзамена/выпускного экзамена?
- Какие изменения внесены в учебную работу исходя из полученной от выпускников обратной связи?

Назовите сильные стороны по данному стандарту и области, требующие, усовершенствования, а также запланированные усовершенствующие мероприятия.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Положение о признании предыдущего обучения, включая предыдущие квалификации высшего образования и обучение за границей;
- Динамика мобильности студентов;
- Положение о процедуре подачи жалоб и предложений студентов;
- Положение о предотвращении академического мошенничества;
- Степень трудоустройства выпускников.

3.7 НАУЧНЫЕ ИССЛЕДОВАНИЯ И ИННОВАЦИИ

СТАНДАРТ:

Вуз должен поощрять и продвигать инновационные исследования, соответствующие его принципам и стратегическим планам, принимать участие в таких исследованиях, а также учитывать государственные, региональные и международные нужды. Вуз должен обеспечивать качество научного руководства докторантами и беспристрастность проводимых исследований.

КРИТЕРИИ:

- 46) Цели и ключевые показатели эффективности вуза в области научных исследований и инноваций сформулированы в стратегии и плане развития вуза. Вуз отслеживает общественные и экономические нужды и учитывает их в планировании своей научной деятельности.

Примерные вопросы

- *Каковы цели и ключевые показатели вуза в сфере исследований и инноваций?*
- *Какие методы используются для выявления потребностей общества и рынка труда?*
- *Приведите примеры того, как исследования были начаты в ответ на потребности общества и рынка труда.*

- 47) Достижение целей и влияние научно-исследовательской деятельности регулярно измеряются и анализируются (научные и учебно-методические публикации, докторские и магистерские диссертации, патенты и т. д.).

Примерные вопросы

- *Как и как часто оценивается достижение поставленных целей? Кто участвует в оценке достижения целей?*
- *Каковы показатели достижения целей за последние годы? Приведите примеры целей, которые были достигнуты, а какие нет? Какие меры были приняты в результате оценки*

- 48) Вуз продвигает и поддерживает высокие академические и этические стандарты исследования и обеспечивает их выполнение. Сформулирован и соблюдается порядок рассмотрения обвинений в нарушении норм научной работы.

Примерные вопросы

- *В каких нормативных актах описаны вопросы исследовательской этики?*
- *Как высшее учебное заведение поддерживает преподавателей в осознании этических проблем и реагировании на них?*

- *Как рассматриваются случаи нарушения академической этики? Приведите примеры!*

49) Вуз обладает эффективной системой организации, поощрения и поддержки научно-исследовательской деятельности членов преподавательского состава (напр., поощрения за проводимое исследование, консультирование в области интеллектуальной собственности, поддержка публикаций в международных журналах, мотивация сотрудничества с работодателями). Трудовая нагрузка членов преподавательского состава подразумевает достаточное количество времени на исследования и саморазвитие.

Примерные вопросы

- *Какие механизмы мотивации созданы университетом для поддержки научной работы преподавательского состава?*
- *Какая часть нагрузки преподавательского состава предназначена для научной работы (в процентах)?*
- *Какие цели высшее учебное заведение установило по части внешней мобильности преподавателей?*
- *Каковы возможности стажировки? Сколько преподавателей его использовали? Как / кем оценивается влияние стажировки на результативность научной работы?*
- *Что нужно сделать, чтобы повысить эффективность и результативность научной работы?*

50) Вуз задействует студентов всех ступеней обучения в исследовательских и творческих мероприятиях и систематически проверяет удовлетворенность студентов научным руководством.

Примерные вопросы

- *Как учащимся оказывается поддержка для участия в соревнованиях, конкурсах и прочих специальных мероприятиях?*
- *Как происходит вовлечение студентов в исследовательскую, прикладную научную и/или прочую творческую деятельность?*
- *Как университет изучает удовлетворенность студентов руководством научных работ? Каковы основные проблемы в этом отношении?*

51) Созданы условия для приема иностранных докторантов и академической мобильности своих студентов докторантуры.

Примерные вопросы

- *Какие возможности для участия в учебной программе созданы для иностранных учащихся?*
- *Какие возможности созданы для докторантов для международной мобильности?*
- *Какова доля докторантов, которые участвовали в зарубежной мобильности (долгосрочной и краткосрочной)?*
- *Каковы основные проблемы с мобильностью докторантов? Каковы запланированные мероприятия по развитию международной мобильности докторантов?*

- 52) Высшее учебное заведение привлекает признанных зарубежных ученых к обучению докторантов и руководству докторскими диссертациями.

Примерные вопросы

- *Исходя из чего вы выбираете иностранных партнеров для сотрудничества? Исходя из чего вы привлекаете иностранных преподавателей?*

- 53) Вуз принимает участие в деятельности различных региональных и международных научно-исследовательских сетей в своих областях академической деятельности.

Примерные вопросы

- *В каких международных исследовательских сетях участвует университет? Оцените активность и полезность этого участия.*
- *Каковы наиболее важные результаты участия в сетях международного сотрудничества?*
- *Как вы оцениваете это сотрудничество, его достаточность и качество?*

- 54) Вуз выделяет достаточные финансовые ресурсы на научно-исследовательскую деятельность и утверждает стратегию, поддерживающую их получение, в целях обеспечения конкурентоспособности на международном уровне.

Примерные вопросы

- *Какова доля финансирования научной работы в бюджете вуза?*
- *Каковы источники финансирования научной деятельности?*
- *Оцените адекватность ресурсов для научных исследований.*
- *Как можно выделить больше финансовых ресурсов для исследований?*
- *Как университет планирует увеличить финансирование научной работы?*

Назовите сильные стороны по данному стандарту и области, требующие, усовершенствования, а также запланированные усовершенствующие мероприятия.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Стратегия развития вуза (научно-исследовательская деятельность);
- Положение о стратегическом планировании;
- Динамика научной активности вуза за последние три года (патенты, монографии, учебники, статьи в международных предреферируемых журналах, статистика по защитам диссертаций);
- Кодекс этики или другие документы, регулирующие этические вопросы;
- Список международных проектов и международных научно-исследовательских сетей вуза за последние три года, с указанием денежных объемов и продолжительности проектов;
- Внешние отзывы о научной работе на основе бюджета;
- Динамика контрактов с предприятиями за последние три года;
- Положение по мониторингу и анализу удовлетворенности студентов научным руководством и динамика удовлетворенности за последние три года (если имеется);
- Число зарубежных докторантов за последние три года;
- Число магистрантов, докторантов и постдокторантов, кто учился или проводил научные исследования за рубежом за последние три года;
- Число докторантов, у которых зарубежный руководитель;

- Годичные бюджеты вуза за последние три года, с указанием доли финансирования науки и инвестиций в инфраструктуру по факультетам и кафедрам.

3.8 ИНФРАСТРУКТУРА И ОПОРНЫЕ УСЛУГИ

СТАНДАРТ:

У вуза имеются надлежащие и приемлемые инфраструктура, средства и ресурсы для поддержки преподавания, обучения и науки.

КРИТЕРИИ:

- 55) Академические, рабочие и административные помещения (аудитории, помещения для проведения семинаров, кабинеты персонала, лаборатории, студии, мастерские и т. д.) соответствуют количеству студентов и персонала и доступны как персоналу, так и студентам.

Примерные вопросы

- Как обеспечивается соответствие материальных и денежных средств меняющимся потребностям (например, изменение количества учащихся, формы обучения)?
- Оцените достаточность, актуальность и уместность, а также эффективность использования материальных и денежных средств, в том числе перекрестное использование учебной базы, техники обучения и средств вуза и других (учебных) учреждений и предприятий.
- Как проводится инструктаж учащихся по части безопасности труда, как обеспечивается безопасность труда?
- Как соблюдаются принципы охраны окружающей среды и экологического развития?
- Как оценена социальная учебная среда? Как проводится осмотр учебной среды, в том числе социальной? У кого запрошена обратная связь относительно учебной среды? Приведите примеры совершенствующих мероприятий при развитии учебной среды.

- 56) Доступна надлежащим образом организованная библиотека, которая оснащена средствами и ресурсами (физическими и/или электронными), соответствующими количеству студентов и персонала.

Примерные вопросы

- Оцените обеспеченность библиотеки современной учебной и научной литературой, включая электронные базы данных.
- Как вы планируете и улучшаете свои библиотечные ресурсы?
- Как преподаватель может участвовать в планировании и заказе необходимых библиотечных ресурсов?

- 57) Доступна инфраструктура информационно-коммуникационных технологий (ИКТ), включая доступное, высокоскоростное и выделенное соединение.

- 58) Вуз обладает системой сбора и систематизации данных о приеме и успеваемости студентов и проценте выпускников.

Примерные вопросы

- Как обеспечено способствование обучению с нормативным сроком и завершению обучения учащимися (консультирование, гибкость учебной программы и т. п.)?
- Предоставьте данные о тенденциях в изменении количества выбывших из учебной работы. Каковы причины прерывания учебы (включая уход из высшего учебного заведения по собственному желанию)? Что сделано для уменьшения доли выбывших и отсеянных (отчисление по инициативе высшего учебного заведения)?

59) В вузе имеется стабильный порядок выдачи и хранения свидетельств, а также хранения детализированных ведомостей и выписок об академической успеваемости с указанием перечня курсов, подразделений и оценок.

60) Предоставляемые институтами тьюторские услуги для поддержки обучения отвечают нуждам студентов и учитывают особые потребности отдельных студентов.

Примерные вопросы

- Как определяется потребность учащихся во вспомогательных услугах (включая услуги, связанные с карьерой, помощь в обучении, специально- и социально-педагогическая, а также психологическая помощь), как организована доступность вспомогательных услуг?
- Как и кому учащийся может сообщить о проблемах (несправедливое обращение, притеснение, травля или т. п.)?

61) Вуз предлагает студентам возможности практики, услуги трудоустройства и профориентации (центр карьеры, система координации выпускников и т. д.).

Примерные вопросы

- Насколько студенты удовлетворены услугами трудоустройства и профориентации?
- Что планируется сделать для улучшения услуг?

62) Вуз поддерживает обучение студентов, предоставляя различные виды дополнительных опорных услуг (общеежитие, столовая, здравоохранение, спортивные объекты, материальная помощь и т. д.).

Примерные вопросы

- Какие возможности и бытовые условия учащиеся имеют для выполнения самостоятельной работы?
- Какие льготы предлагает университет малоимущим студентам?

Назовите сильные стороны по данному стандарту и области, требующие, усовершенствования, а также запланированные усовершенствующие мероприятия.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Суммарные (и на человека) данные о академических, рабочих и административных помещениях вуза;

Final recommendations

- Общие данные о библиотеке (количество учебников, монографий и журналов, данные о доступности электронных баз данных итд);
- Порядок и процедура заказывания новой литературы, включая электронные базы данных;
- Динамика финансирования библиотеки за последние три года;
- Число доступных для персонала и студентов компьютеров подключенных к интернету;
- Общие данные о инфраструктуре информационно-коммуникационных технологий (параметры сети);
- Динамика приема, успеваемости и выпуска студентов за последние пять лет;
- Документы, регулирующие различные опорные услуги студентам.

Annex 3: Guidelines for Institutional Accreditation Experts. Operation Manual

Цель

Целью институциональной аккредитации является поддержка стратегического управления высшими учебными заведениями, обеспечение внешней обратной связи с внутренними процедурами обеспечения качества в учреждениях и информирование заинтересованных сторон о соответствии процесса и результатов преподавания и обучения стандартам и руководствам, для обеспечения качества в высшем образовании.

Целью руководящих принципов является определение и уточнение роли и задач экспертов по аккредитации до, во время и после посещения на месте.

Стандарты институциональной аккредитации высших учебных заведений в Республике Таджикистан

Институциональная аккредитация имеет **восемь стандартов**:

- IX. СТРАТЕГИЧЕСКОЕ ПЛАНИРОВАНИЕ
- X. РУКОВОДСТВО И УПРАВЛЕНИЕ
- XI. КАДРОВЫЕ РЕСУРСЫ
- XII. УЧЕБНЫЕ ПРОГРАММЫ И ИХ РАЗРАБОТКА
- XIII. ПРЕПОДАВАНИЕ И ОБУЧЕНИЕ
- XIV. СТУДЕНТЫ
- XV. НАУЧНЫЕ ИССЛЕДОВАНИЯ И ИННОВАЦИИ
- XVI. ИНФРАСТРУКТУРА И ОПОРНЫЕ УСЛУГИ

Задача комитета по аккредитации заключается в оценке стандартов по шкале из трех значений: **«соответствует»**, **«частично соответствует»** и **«не соответствует»**. Решение об аккредитации будет принято Советом SASSE.

Комиссия по аккредитации

Для проведения институциональной аккредитации SASSE сформирует независимый комитет по аккредитации, в который войдут эксперты из высших учебных заведений, представители работодателей и студенты.

Комиссия состоит как минимум из пяти членов (также называемых экспертами); Количество экспертов зависит от размера учреждения. При создании комиссии SASSE учитывает несколько аспектов:

- в состав комиссии входят эксперты в оцениваемых областях и те, кто имеет опыт управления вузом или академической единицей;
- как минимум один эксперт из-за рубежа;
- как минимум один член выбирается за пределами вузов;
- как минимум один студент или лицо, окончившее вуз не более чем за год назад;
- как минимум один эксперт, имеющий опыт управления в вузе, предпочтительно с профилем, аналогичным тому, который оценивается;
- как минимум один член комиссии, который имеет опыт оценки высшего учебного заведения;
- члены комиссии не могут быть сотрудниками SASSE или Министерства образования и науки;
- члены комиссии независимы, они не представляют интересы организации, с которой они связаны;
- члены комиссии непредвзяты в своих оценках;
- члены комиссии знакомы с функционированием систем высшего образования в Таджикистане и в Европе и осведомлены о тенденциях в сфере высшего образования и принципах внешней и внутренней оценки;
- члены комиссии обладают навыками командной работы, необходимыми для выполнения работы;
- члены комиссии владеют языком, на котором будет проводиться аккредитация.
- Эксперты должны пройти обучение по оценке.

Квалификационные требования к экспертам

- Для местных академических экспертов: Степень PhD; результаты исследований публикуются в рецензируемых (желательно международных) журналах; опыт управления университетом или структурным подразделением университета; очень хорошее знание языка аккредитации. Предпочтительными являются кандидаты с опытом преподавания / исследований в зарубежном университете и с опытом внешней оценки качества;
- Для иностранных экспертов: Степень PhD, опыт управления университетом или структурным подразделением университета; очень хорошее знание языка аккредитации; опыт внешней оценки качества;
- Для председателя комиссии: опыт управления университетом или структурным подразделением университета; опыт внешней оценки качества; владение сертификатами подготовки по оценке качества высшего образования;
- Для представителей работодателей: опыт управления предприятием / организацией; опыт сотрудничества с университетами (например, проекты развития; предложение стажировки; участие в разработке учебных программ; преподавание в университете; опыт трудоустройства выпускников);
- Для студентов: Предпочтительно магистрант или докторант (или студент третьего года бакалавриата); участие в разработке учебных программ; участие в органах управления университетом.

Председатель и секретарь должны иметь предыдущий опыт работы по обеспечению внешнего качества и отличные навыки управления командой. Координатор отправляет приглашение лицу, выбранному в качестве председателя / секретаря. Если становится очевидным, что Председатель / секретарь не выполняют свои обязанности в течение подготовительного периода и посещения на месте, SASSE имеет право уволить его / ее и заменить другим членом комитета.

В каждой комиссии есть координатор оценки, который не является членом комиссии. Как правило, координатор является одним из сотрудников SASSE, и его задача - помочь в организации работы комитета. Однако координатор не является секретарем комиссии. Пожалуйста, смотрите **Приложение 1: Обязанности членов комиссии по аккредитации.**

После того, как состав комиссии был утвержден аккредитованным учреждением, директор SASSE издает приказ о назначении членов комитета, его председателя,

секретаря и координатора. Учреждение может потребовать заменить или добавить некоторых экспертов, когда аргументы хорошо обоснованы.

После утверждения комиссии координатор направит членам комиссии контракты на оказание услуг. Согласно договору, вознаграждение выплачивается членам комиссии после завершения окончательного отчета об оценке.

Конфликт интересов

Предполагается, что конфликт интересов присутствует в следующих случаях:

- Член комиссии имеет на момент оценки трудовые или иные договорные отношения с вузом, который оценивается, или у него были трудовые отношения с этим вузом в течение трех лет до того.
- Член комиссии участвует в работе принимающего решения или консультативного органа оцениваемого вуза на момент оценки и / или связан с любым руководящим органом владельца частного оцениваемого вуза.
- Член комиссии учится в оцениваемом вузе или окончил его менее чем за три года до этого.
- Членство, связанное с оцениваемым вузом, включает в себя лицо, тесно связанное с членом комиссии (супруг или спутник жизни, ребенок или родитель).
- В случае конфликта интересов члены комиссии должны немедленно уведомить об этом директора SASSE и удалить себя из работы комиссии.

Задачи членов комиссии по аккредитации и координатора

Перед визитом на место

Предполагается, что перед визитом на место **все члены комиссии** (включая председателя и секретаря) должны выполнить следующие задачи:

- изучить документы, регламентирующие институциональную аккредитацию и пройти обучение по оценке, предоставляемое SASSE;
- рассмотреть отчет о самооценке вуза, подготовить и представить координатору список тем / вопросов, на которые следует обратить внимание при посещении на местах по стандартам, а также список дополнительных материалов, которые они хотели бы получить из учреждения;

Final recommendations

- участвовать в заседаниях и дискуссиях комиссии;
- участвовать в подготовке визита;
- выполнять другие задачи, связанные с оценочной деятельностью, в соответствии с распределением задач между членами комиссии;
- Придерживаться согласованных сроков.

Председатель комиссии (в дополнение к пунктам, упомянутым выше) также обязан:

- **распределять задачи** между членами комиссии (примеры разделением обязанностей см в Приложении 3);
- председательствовать на заседаниях комиссии.

Задачами **координатора** являются:

- обеспечить бесперебойное функционирование процесса аккредитации на основе требований и сроков, установленных Стандартами и Руководством по внутреннему и внешнему обеспечению качества в высшем образовании Республики Таджикистан;
- дать отзыв на проект отчета о самооценке университета;
- подготовить проект распределения задач между членами комиссии;
- объединить предварительный вклад комиссии в единый формат;
- согласовать с членами комиссии список людей, с которыми комиссия хотела бы взять интервью, и список дополнительных материалов, которые нужны комиссии для подготовки к визиту;
- сотрудничать с вузом в подготовке **графика посещения вуза** (см. Приложение 2 в качестве примера), имен и должностей людей, участвующих в интервью, и, при необходимости, запрашивать дополнительные материалы у вуза;
- обеспечить соответствующую рабочую среду для комиссии;
- выполнять другие разовые задачи, связанные с конкретным процессом оценки, назначенным председателем комиссии.

PS! Координатор не является секретарем комиссии.

В Приложении 1 приведены обязанности членов комиссии и координатора.

Пожалуйста, смотрите Приложение 2 для примера графика посещения и списка лиц, которые будут опрошены.

Пожалуйста, смотрите Приложение 3 о распределении обязанностей между членами комиссии.

Отчет о самооценке

Отчет о самооценке, подготовленный высшим учебным заведением, должен содержать основанный на фактических данных анализ сильных сторон и областей для улучшения учебного заведения по стандартам и критериям.

Отчет состоит из общей части (ок. 60-70 страниц) и приложений. Отчет может содержать ссылки на соответствующие документы.

Координатор отправит отчет о самооценке комиссии не позднее, чем за два месяца до визита. Затем **председатель** проинформирует членов комиссии о дальнейшем процессе: ожидается ли, что члены будут комментировать весь отчет, или стандарты будут разделены между экспертами, чтобы каждый эксперт сосредоточился на определенной области. Рекомендуются, чтобы каждая область охватывалась как минимум двумя экспертами.

Членов комиссии просят прочитать отчет и подготовить предварительные выводы, замечания и проблемные области (в соответствии с согласованным разделением обязанностей между членами комиссии), которые должны быть рассмотрены во время посещения. Ожидается, что участники отправят свои комментарии - потенциальные сильные стороны и области улучшения - и возможные вопросы, которые они хотели бы задать во время визита на место к координатору не позднее, чем за 3 недели до визита.

Координатор на основе предложений, полученных от членов комиссии, и в координации с ними подготовит:

- вопросы и / или комментарии по стандартам (см. Приложение 4 в качестве примера);
- предварительный список тем, на которые следует обратить внимание в ходе оценки;
- список дополнительных материалов, запрашиваемых у учреждения;

Final recommendations

- список лиц, с которыми комиссия хотела бы встретиться во время визита.

Координатор должен подготовить проект графика визита и согласовать его с председателем комиссии, а также с оцениваемым высшим учебным заведением не позднее, чем за 3 недели до визита.

Пожалуйста, смотрите приложение 4 для вопросов по стандартам

Вводное обучение / семинар

За день до визита в вуз комиссия собирается для окончательной подготовки визита.

Встреча начинается с вводного семинара, проводимого сотрудниками SASSE. Панель информирована о системе высшего образования и гарантии качества в Таджикистане. После этого будут обсуждаться детали визита и дальнейшей работы.

Ожидается, что во время вводного тренинга / семинара перед визитом на место **все члены комиссии** (включая председателя и секретаря) выполняют следующие задачи:

- участие в дискуссиях комиссии;
- представить краткий обзор предварительных выводов, наблюдений и проблемных областей (в соответствии с согласованным разделением обязанностей между членами комиссии), которые должны быть учтены во время посещения.

Председатель комиссии (в дополнение к пунктам, упомянутым выше) также обязан:

- председательствовать на заседании комиссии.

Задача **координатора**:

- координация подготовительной работы комиссии по аккредитации.

Большая часть дня посвящена работе комиссии: доработке вопросов на основе предварительно подготовленных листов для интервью; Распределение ролей между членами группы (кто будут отвечать за какие вопросы / темы, как

организовано ведение заметок и т. д.) - см. **приложение 5** в качестве примера для вопросов по интервью.

Предполагается, что каждый эксперт представит краткий обзор предварительных выводов, замечаний и проблемных областей (в соответствии с согласованным разделением обязанностей между членами комиссии), которые должны быть рассмотрены во время посещения вуза.

Пожалуйста, смотрите Приложение 5 для примера вопросов по интервью

Визит в вуз

После вводного тренинга эксперты участвуют в визите в высшее учебное заведение под руководством председателя комиссии.

Визит может длиться до четырех дней.

Ожидается, что во время визита на место **все члены комиссии** (включая председателя и секретаря) выполняют следующие задачи:

- участие в посещении вуза;
- председательствовать на некоторых собеседованиях в соответствии с согласованным разделением обязанностей между членами комиссии;
- делать записи во время интервью (согласно согласованному разделению обязанностей между членами комиссии).

Председатель комиссии (в дополнение к пунктам, упомянутым выше) также обязан:

- руководство комиссией во время визита;
- Предоставление обзора предварительных выводов комиссии для университета в конце визита.

Задачами **координатора** являются:

- наблюдение за визитом;
- убедиться, что темы, предварительно согласованные с комиссией, будут рассмотрены во время посещения вуза;
- получение дополнительных материалов от вуза по запросу комиссии, если это необходимо;
- координация управления временем при посещении вуза;

- организация заключительной встречи в конце каждого дня визита для обсуждения итогов дня.

Обычно комиссия встречается с ректором и проректорами, советом учреждения, преподавательским составом и представителями различных административных подразделений (управление человеческими ресурсами, финансами, поддержка студентов и т. д.), студентами, выпускниками, работодателями. Выбор респондентов зависит от вопросов, поднятых в отчете о самооценке.

В более крупных учреждениях некоторые собеседования могут проводиться **параллельно** (например, параллельные собеседования с преподавательским составом). В этом случае члены комиссии должны быть разделены на группы. Председатель несет ответственность за соблюдение графика в течение всего визита, то есть начало и окончание всех встреч вовремя.

Всем членам группы рекомендуется **делать записи** во время интервью (см. также «Вводное обучение / семинар»). Иногда соглашаются, что во время каждого интервью один из участников делает записи.

После каждого собеседования у комиссии есть как минимум 15-минутный перерыв, который также является временем для дискуссий. Все перерывы на кофе и обеды проводятся отдельно от сотрудников учреждения, а также могут быть использованы для дискуссий комиссии.

В конце визита председатель дает обзор **предварительных выводов** комиссии представителям вуза, то есть предварительные выводы, основные впечатления, некоторые сильные стороны и области улучшения. Чтобы согласовать выводы, комиссия проведет дискуссию (около 2 часов) перед встречей с представителями высшего учебного заведения.

Методы интервью и советы

- Ситуация для вуза стрессовая - уменьшайте волнение в начале каждого собеседования! (Мы здесь, чтобы поддержать ваше развитие и т. д.).
- Задайте короткие и легко понятные вопросы, один вопрос за один раз.
- Используйте соответствующие вопросы: что вы сделали? Почему вы так сделали? Каковы результаты? Они хорошие или плохие? Почему вы так думаете (сравнение)? Как вы их используете? Что вы узнали из процесса? ...
- Пусть все говорят. При необходимости задавайте вопросы конкретным лицам.

- Уменьшить господство. Прервите, если необходимо.
- Завершите каждое интервью благодарностью за время и ответы.
- Следует избегать направленности вопросов (разве не лучше, если вы ...? Почему бы вам не ...?)
- Если возможно, оставьте 2–3 минуты для дополнительного вопроса «Есть ли что-то, чего мы не спрашивали, но вы хотели бы нам сказать?»
- Всегда помните, что вы представляете SASSE во время визита.

Практические вопросы по посещению

Учреждение позволяет использовать надлежащим образом обставленную комнату во время посещения и **позволяет комиссии**:

- получить доступ к внутренним нормативным документам, регулирующим деятельность вуза;
- опросить сотрудников и студентов вуза по выбору членов комиссии;
- получить доступ к информации, связанной с образованием, исследованиями, разработками и обучением, а также информационными системами;
- получить доступ к информации о сотрудниках вуза (их резюме, должностные инструкции и т. д.);
- изучить инфраструктуру вуза;
- получить доступ к исследованиям, разработкам и творческим работам студентов;
- получить доступ к информации, связанной с финансовой деятельностью вуза;
- при необходимости получить другую информацию, относящуюся к управлению и администрированию вуза.

После посещения вуза

В течение пяти дней после визита SASSE просит высшее учебное заведение дать **отзыв** о подготовке членов группы к визиту, актуальности их вопросов и других соответствующих аспектах. Результаты обратной связи учитываются при выборе членов комиссии для будущих аккредитаций.

Ожидается, что после визита **все члены комиссии** сделают следующее:

- участвовать в подготовке отчета;

Final recommendations

- изучить комментарии вуза к предварительному отчету и учесть их при составлении итогового отчета;
- выполнять другие задачи, связанные с оценочной деятельностью, в соответствии с распределением задач между членами комиссии;
- придерживаться согласованных сроков.

Председатель комиссии (в дополнение к пунктам, упомянутым выше) также обязан:

- убедиться, что оценки обоснованы;
- доработать отчет вместе с секретарем;
- подтвердить окончательный вариант отчета, отправив его координатору.

Секретарь комиссии (в дополнение к пунктам, упомянутым выше) также обязан:

- составление связного отчета с использованием текстов членов комиссии и редактирование отчета в ответ на отзывы членов комиссии, SASSE и вуза;
- завершение отчета вместе с председателем комиссии;

Задачами **координатора** являются:

- координация написания отчета;
- предоставление обратной связи к предварительному отчету.

Пожалуйста, смотрите также Приложение 1: Обязанности комиссии по аккредитации и координатора.

Отчет об оценке и оценка стандартов

Комиссия предоставляет оценки для каждого из восьми стандартов.

Доказательства по стандарту должны предоставляться с ссылкой на письменные документы (вопросники, результаты и т. д.), устные показания (обсуждение во время собеседований) и любые другие имеющиеся доказательства, когда и если применимо. Ожидается, что комиссия предоставит анализ представленных доказательств.

Комиссия выделяет сильные стороны, проблемные области, рекомендации и предложения по дальнейшему совершенствованию в рамках оценки каждого стандарта. Рекомендации должны логически следовать из анализа.

Каждый стандарт оценивается по шкале: **«соответствует»**, **«частично соответствует»** и **«не соответствует»**.

Стандарты, в которых ВУЗ показал выдающиеся результаты и / или инициативы, комиссия может признать его с дополнительной пометкой **«достойно признания»**.

Комиссия составляет отчет об оценке и представляет его в SASSE к концу третьей недели после посещения. SASSE рассмотрит отчет и может отправить его обратно в комиссию для улучшения в случае обнаружения противоречий или недостатков в тексте. К концу шестой недели после визита SASSE отправит отчет в учреждение.

У учреждения есть возможность представить свои комментарии об отчете в течение двух недель после получения отчета. Затем комиссия рассмотрит комментарии и учтет их при подготовке окончательного отчета.

Председатель комиссии направит электронную версию окончательного отчета об оценке, включая окончательную оценку стандартов, в SASSE не позднее, чем к концу девятой недели после посещения.

Написание отчета: несколько советов

- Все выводы и анализы в отчете должны основываться на убедительных доказательствах, основанных на отчете самооценки учреждения, а также на информации, собранной комиссией во время посещения. Таким образом, следует избегать субъективных мнений членов комиссии и необоснованных претензий.
- Оценки восьми стандартов должны соответствовать выводам комиссии, представленным в отчете. Например, если стандарт оценивается как «частично соответствует требованиям», но в комментариях нет критических моментов, комиссия должна рассмотреть возможность изменения либо оценки, либо формулировки комментариев.
- При формировании оценок стандартов (как объяснено выше) особое внимание следует уделять случаям, когда можно выбирать между различными возможными решениями. В этих случаях комиссия не может делать это случайным образом, но всегда обязана взвесить соответствующие сильные и слабые стороны и представить соображения, на основании которых она исходила после принятия определенной оценки.

- Комиссия должна без колебаний выделить новые передовые практики, с которыми они сталкиваются в вузах, и отметить их с пометкой «достойно признания».

Общая нагрузка

- подготовительная работа: чтение отчета о самооценке (около 100 стр.), Подготовка и представление предварительных выводов, замечаний и проблемных областей (в соответствии с согласованным разделением обязанностей между членами комиссии);
- 6 дней для посещения на месте: 1 день для ознакомительного / группового собрания и подготовки к посещению, 3-4 дня для посещения, 1-2 дня для написания оценочного отчета и встречи консенсуса;
- 3-4 дня для написания проекта отчета, ответа на SASSE и комментариев учреждения и завершения отчета об оценке.

Практическая информация о проезде и проживании

SASSE будет бронировать и покупать авиабилеты в экономическом классе для иностранных участников в соответствии с предоставленной ими информацией - предпочтительные даты / время прибытия и отъезда и т. д. Все дополнительные расходы на поездку (например, поезд / автобус / такси до / из аэропорта и Страхование путешествий) также будет покрыто SASSE. Страхование путешествий должно быть организовано и куплено самим членом комиссии. Все оригинальные квитанции должны быть сохранены и переданы / отправлены координатору. Компенсации будут производиться в соответствии с оригинальными квитанциями.

SASSE также зарезервирует и оплатит проживание (одноместные номера) в отеле, в зависимости от продолжительности посещения (5-8 ночей). Все дополнительные ночи и другие расходы, превышающие базовую стоимость (двухместный номер, мини-бар и т. д.), будут покрыты самими экспертами.

Обеды во время визита предоставляются вузами. Ужин за свой счет. Питание в аэропортах не покрывается.

Annex 4: Отчет об институциональной аккредитации. Образец

ВВЕДЕНИЕ

Цель аккредитации вузов – поддержка стратегического управления высшими учебными заведениями, предоставление внешней обратной связи по внутренним процедурам гарантии качества вузов и информирование заинтересованных лиц о соответствии процессов и результатов преподавания и обучения стандартам и принципам гарантии качества высшего образования.

Для создания таджикского понимания ESG Министерство образования и науки Республики Таджикистан образовало рабочую группу, призванную разработать проект национальных стандартов и руководящих принципов для пилотирования на институциональном уровне. Рабочая группа, в которую входят заинтересованные лица из университетов Таджикистана, представители Министерства образования (включая Государственную службу по надзору в сфере образования) и эксперты из Эстонии, разработала таджикские стандарты и рекомендации внутренней и внешней гарантии качества, а также методику проведения аккредитации вузов.

Предложенные стандарты и критерии для пилотирования институциональной аккредитации охватывают полностью первую часть ESG 2015 (Стандарты и рекомендации для внутренней гарантии качества). Дополнительно был включен стандарт Научные исследования и инновации, чтобы получить целостное обозрение о функционировании вуза. Методика пилотирования институциональной аккредитации следует второй части ESG 2015 (Стандарты и рекомендации для внешней гарантии качества высшего образования), включая вовлеченность различных заинтересованных сторон в разработку методики, выбор и подготовку экспертов, определение правил, возможности оспаривания процедур и решения.

Институциональная аккредитация вуза проводится на основе 8 стандартов и 62 критериев.

Институциональная аккредитация Таджикского государственного педагогического университета имени Садриддина Айни (ТГПУ) состоялась в октябре 2020 года. Государственное агентство по надзору в сфере образования (Хадамот) составил международную комиссию по оценке для аккредитации следующим образом:

1. **Клаас-Ланг, Бируте** - председатель комиссии, Профессор; Тартуский университет
2. **Папуткова, Галина Александровна** – секретарь комиссии, проректор по учебно-методической деятельности ФГБОУ ВО «Нижегородский государственный педагогический университет им. К. Минина».
3. **Асророва, Зулфия Иномовна** - Российско-Таджикский (Славянский) университет; Заведующая кафедрой «Туризм, сервис и экология»

4. **Сафаров, Бахром Гулматович** - Проректор по науке Таджикского государственного финансово-экономического университета
5. **Камолова, Сабохат Джалоловна** - директор Государственного учреждения учебного центра женщин «Сарвар»
6. **Сулаймонзода, Шухрат Фирдавс** – студент Таджикского государственного финансово-экономического университета

SASSE координатор – Назарода, Махмуд, начальник отдела аккредитации и аттестации вузов

EKKA наблюдатель – Бауман, Хиллар

После начальной фазы подготовки работа комиссии в Таджикистане началась в понедельник, 5 октября 2020 года, с введения в систему высшего образования Таджикистана, а также с процедурами оценки. Члены команды согласовали общие вопросы и области для обсуждения с каждой группой во время посещения в университете. Было организовано распределение задач между членами оценочной комиссии и согласовано подробное расписание посещения.

В течение следующих трех дней проводились встречи с представителями университета (со вторника 6 по четверг 8 октября 2020 года).

В пятницу, 9 октября, группа провела однодневное совещание, в ходе которого была согласована структура окончательного отчета и результаты были обобщены в первом проекте отчета об оценке.

Информация о ТГПУ

Информация об учреждении: история, структура, статистика и т. д.

Основные изменения на основе рекомендаций предыдущей институциональной аккредитации

Комментарии по основным изменениям, вытекающим из рекомендаций предыдущей институциональной аккредитации, если применимо.

Кратко основные впечатления от учреждения, а также отчета о самооценке и посещении.

Резюме результатов институциональной аккредитации

Общие выводы:

Основные сильные стороны и проблемы, чтобы поддержать резюме оценки, указанные в таблице ниже.

	соответствует требованиям	частично соответствует требованиям	не соответствует требованиям	достойный признания
СТРАТЕГИЧЕСКОЕ ПЛАНИРОВАНИЕ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
РУКОВОДСТВО И УПРАВЛЕНИЕ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
КАДРОВЫЕ РЕСУРСЫ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
УЧЕБНЫЕ ПРОГРАММЫ И ИХ РАЗРАБОТКА	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ПРЕПОДАВАНИЕ И ОБУЧЕНИЕ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
СТУДЕНТЫ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
НАУЧНЫЕ ИССЛЕДОВАНИЯ И ИННОВАЦИИ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ИНФРАСТРУКТУРА И ОПОРНЫЕ УСЛУГИ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Сильные стороны: Лучшие практики и сильные стороны из отчета ниже. Желательно до 10

-

Достойны признания: (если применимо). Стандарты, в которых ВУЗ всесторонне показал выдающиеся результаты и / или инициативы.

-

Рекомендации: до 10 основных рекомендаций (областей улучшения), взятых из отчета ниже.

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1.1. СТРАТЕГИЧЕСКОЕ ПЛАНИРОВАНИЕ

СТАНДАРТ:

Программа развития высшего учебного заведения является целенаправленной и систематической, задействуя различных заинтересованных лиц. Высшее учебное заведение регулярно оценивает достижение поставленных целей и эффект своей деятельности.

КРИТЕРИИ:

- 63) Миссия, видение и ценности вуза в контексте государственной системы образования четко определены и поддерживаются соответствующими внутренними и внешними заинтересованными лицами.
- 64) Положения миссии и стратегические цели вуза находятся в открытом доступе и отражают ценности вуза и приверженность оптимизации качества.
- 65) Средне- и долгосрочные планы отражаются в предлагаемых программах и научных исследованиях вуза с целью обеспечения устойчивого развития и непрерывного совершенствования.
- 66) Стратегия развития вуза определяется его ресурсами (финансы, кадры, инфраструктура), способностью привлекать дополнительные ресурсы, изменениями на рынке труда и общественными нуждами.
- 67) В процесс стратегического развития вуза вовлечены и вносят свой вклад соответствующие заинтересованные лица (преподавательский состав, студенты и работодатели).
- 68) Проводится непрерывный и периодический мониторинг, оценка и сравнение процессов, включая самоанализ образовательных программ и вуза в целях непрерывного развития.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Положение о стратегическом планировании (если имеется), с указанием процесса, утверждения и задействия различных заинтересованных лиц;
- Стратегия развития вуза;
- Политика качества вуза (процедуры внутренней системы качества);
- Средне- и долгосрочные планы по реализации стратегии вуза;
- Положение вуза в государственном рейтинге;
- Ежегодные отчеты, протоколы заседаний Научного Совета или других органов управления, доказывающие мониторинг вуза за выполнением стратегии и бенчмаркинга процессами.

соответствует требованиям	частично соответствует требованиям	не соответствует требованиям	достойный признания
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Доказательства и анализ

Final recommendations

В этой части должны быть предоставлены доказательства применения стандарта с ссылкой на письменные документы (вопросники, результаты и т. Д.), Устные показания (обсуждение во время собеседований) и любые другие имеющиеся доказательства, когда и если применимо.

Ожидается, что комиссия предоставит анализ представленных доказательств.

Сильные стороны:

-

Рекомендации:

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1.2. РУКОВОДСТВО И УПРАВЛЕНИЕ

СТАНДАРТ:

Вуз четко утвердил структуры руководства и управления. Это позволит обеспечивать эффективность, корректность и этичность руководства и управления, включая функциональные практики гарантии качества, поддерживающие выполнение его миссии и государственного задания.

КРИТЕРИИ:

- 69) Структура управления вузом обеспечивает выполнение организационных целей, предусмотренных стратегией развития.
- 70) Вуз позволяет представителям студентов принимать участие в принятии решений в соответствующих органах управления.
- 71) Права и обязанности руководящих органов и структурных подразделений (Ученый/Университетский совет, факультет, кафедра и т. д.) четко сформулированы, и принятые решения реализуются эффективно.
- 72) Сотрудники, занимающие управляющие должности, обладают соответствующей квалификацией, их права и обязанности четко сформулированы; вуз поддерживает развитие их управленческих умений и навыков.
- 73) Выделение финансовых ресурсов внутри вуза прозрачно и поддерживает реализацию стратегии развития вуза (включая кратко- и/или среднесрочные планы).
- 74) Вуз обладает целенаправленными и хорошо налаженными системами коммуникации для внешнего распространения информации в целях государственной отчетности.
- 75) Внутренняя (формальная и неформальная) коммуникация между различными уровнями руководства, преподавательского состава и студентов целенаправленна и эффективна.
- 76) Вуз уделяет особое внимание этике, прозрачности и академической честности в преподавании, обучении и научной деятельности и не допускает дискриминации в обращении с персоналом, студентами и представителями общественности.
- 77) Регулярно проверяется удовлетворенность сотрудников управлением, условиями труда, движением информации и т. д., и результаты опросов используются при совершенствовании деятельности.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Устав вуза;
- Структурная диаграмма вуза;
- Кодекс этики или другие документы, регулирующие этические вопросы;
- Документы, подтверждающие участие преподавателей, студентов и внешних стейкхолдеров в управлении вузом;
- Документы, описывающие права и обязанности всех органов управления и структурных подразделений, включая тех, что отвечают за внутреннюю систему качества;
- Должностные описания руководителей, включая тех, что отвечают за внутреннюю систему качества;
- Годичные бюджеты вуза за последние три года;
- Документ, описывающий распределение финансовых ресурсов внутри вуза;

Final recommendations

- Данные об участии руководителей в соответствующих тренингах;
- Сайт вуза и другие каналы внешнего распространения информации;
- Документы, регулирующие внутреннюю коммуникацию;
- Результаты опросов персонала.

соответствует требованиям	частично соответствует требованиям	не соответствует требованиям	достойный признания
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Доказательства и анализ

В этой части должны быть предоставлены доказательства применения стандарта с ссылкой на письменные документы (вопросники, результаты и т. Д.), Устные показания (обсуждение во время собеседований) и любые другие имеющиеся доказательства, когда и если применимо.

Ожидается, что комиссия предоставит анализ представленных доказательств.

Сильные стороны:

-

Рекомендации:

-

1.3. КАДРОВЫЕ РЕСУРСЫ

СТАНДАРТ:

Кадровая политика вуза должна обеспечивать набор и сохранение достаточного количества квалифицированного и компетентного персонала с целью достижения его миссии и реализации государственного задания.

КРИТЕРИИ:

- 78) Процесс набора персонала прозрачен и объективен.
- 79) Права и обязанности персонала, а также квалификационные требования сформулированы в соответствии с целями должностей (например, в должностных инструкциях или контрактах).
- 80) Соотношение преподавателей, работающих на полную ставку, соответствует государственным требованиям. Вуз соблюдает нормы соотношения студент – преподаватель и соотношения остепененных преподавателей.
- 81) Соотношение преподавателей, работающих на полную ставку по квалификации и наличие молодых ученых способствует устойчивому развитию обучения во всех областях образования и науки, представленных в вузе.
- 82) Вуз регулярно контролирует, поддерживает и поощряет развитие профессиональных и преподавательских навыков педагогического состава.
- 83) Члены преподавательского состава принимают участие в международных программах обмена, проектах и конференциях.
- 84) Принципы оплаты труда и мотивации сотрудников четко определены, доступны всем работникам и всегда выполняются.
- 85) Вуз проводит периодический мониторинг, оценку и аттестацию сотрудников. При аттестации работы членов преподавательского состава учитывается качество их преподавания, а также их научный уровень, включая развитие их преподавательских и исследовательских навыков и их международную мобильность.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Стратегия развития вуза (политика по персоналу);
- Должностные инструкции;
- Данные по преподавательскому составу: количество сотрудников с разными учеными степенями; соотношение преподавателей, работающих на полную ставку; возрастная структура по вузу, факультетам и кафедрам;
- Правила и порядок заполнения академических должностей, квалификационные требования;
- Данные о конкурсах для заполнения академических должностей (число конкурсов и должностей, средний конкурс);
- Число сотрудников, принявших участие в курсах по развитию профессиональных и преподавательских навыков за последние три года;
- Число сотрудников, повысивших квалификацию или проводивших гостевые лекции в зарубежных вузах за последние три года;
- Обзор о международных программах обмена (список партнеров, количество участников);
- Число докладов на международных конференциях по факультетам и кафедрам;

Final recommendations

- Правила оплаты труда вуза;
- Правила и порядок мониторинга, оценки и аттестации преподавателей.

соответствует требованиям	частично соответствует требованиям	не соответствует требованиям	достойный признания
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Доказательства и анализ

В этой части должны быть предоставлены доказательства применения стандарта с ссылкой на письменные документы (вопросники, результаты и т. Д.), Устные показания (обсуждение во время собеседований) и любые другие имеющиеся доказательства, когда и если применимо.

Ожидается, что комиссия предоставит анализ представленных доказательств.

Сильные стороны:

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Рекомендации:

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1.4 УЧЕБНЫЕ ПРОГРАММЫ И ИХ РАЗРАБОТКА

СТАНДАРТ:

Учебные программы разрабатываются и совершенствуются с учетом ожиданий заинтересованных лиц, стандартов высшего образования и профессиональных стандартов, а также тенденций в соответствующих областях. Цели учебных программ, модули и курсы, а также планируемые результаты обучения конкретны и последовательны. Учебные программы способствуют формированию креативности, предприимчивости и иных общих компетенций.

КРИТЕРИИ:

- 86) Программы разрабатываются и пересматриваются в соответствии с государственными стандартами высшего образования, общественными и экономическими ожиданиями и нуждами рынка труда.
- 87) Вуз обладает эффективными механизмами участия заинтересованных лиц в разработке, оценке и утверждении учебной программы, включая обратную связь студентов, выпускников и работников.
- 88) Содержание учебной программы регулярно обновляется с учетом последних исследований в данной дисциплине.
- 89) Цели, предполагаемые результаты обучения, условия приема и окончания программ четко определены; присуждаемая в результате освоения программы квалификация четко указана, представлена и соотнесена с соответствующим уровнем государственных квалификационных рамок.
- 90) Учебные программы содержат предметы (включая элективных), которые способствуют формированию креативности, предприимчивости и иных общих компетенций.
- 91) Предполагаемая учебная нагрузка измеряется в ECTS-баллах и 1 ECTS-балл равен 24 учебным часам.
- 92) Практическая работа/стажировка способствует достижению результатов обучения по программе.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Положение о разработке и мониторингу учебных программ;
- Учебные программы;
- Программы предметов (детальные описания, включая цели, предполагаемые результаты обучения, описание самостоятельной работы и его оценивания, учебные методы, методы и критерии оценивания, список обязательной литературы);
- Положение о практике;
- Соглашения о практике с предприятиями;
- Обратная связь студентов, выпускников и работников о учебной программе;
- Документы, подтверждающие участие преподавателей, студентов и внешних стейкхолдеров в разработке учебных программ.

Final recommendations

соответствует требованиям	частично соответствует требованиям	не соответствует требованиям	достойный признания
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Доказательства и анализ

В этой части должны быть предоставлены доказательства применения стандарта с ссылкой на письменные документы (вопросники, результаты и т. Д.), Устные показания (обсуждение во время собеседований) и любые другие имеющиеся доказательства, когда и если применимо.

Ожидается, что комиссия предоставит анализ представленных доказательств.

Сильные стороны:

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Рекомендации:

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1.5 ПРЕПОДАВАНИЕ И ОБУЧЕНИЕ

СТАНДАРТ:

Условия и порядок поступления прозрачны и обеспечивают справедливый доступ к высшему образованию. Высшее учебное заведение систематически внедряет личностно-ориентированный подход, что побуждает студентов брать на себя ответственность за свое обучение и планирование карьеры и поддерживает креативность и инновации.

КРИТЕРИИ:

- 93) Условия и порядок поступления прозрачны и обеспечивают справедливый доступ к высшему образованию.
- 94) Стратегии преподавания и обучения являются студенто-ориентированными и гибкими, поощряют рефлексию и активное участие студентов в учебном процессе.
- 95) В ходе преподавания и обучения используются современные учебные материалы и образовательные технологии.
- 96) В ходе преподавания и обучения используются инновационные, креативные и интерактивные образовательные методы.
- 97) Для каждой учебной программы и предмета сформулированы стандарты оценивания, соответствующие предполагаемым результатам обучения.
- 98) Обеспечиваются объективность и надежность оценки студентов. Наряду с оценками, студенты получают обратную связь, способствующую их индивидуальному развитию.
- 99) Имеются действующие системы периодического мониторинга и оценки методики к преподаванию и обучению по отдельным предметам.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Документы, описывающие стратегии преподавания, обучения и оценивания;
- Положение о мониторинге методики преподавания и обучения;
- Программы предметов (детальные описания, включая цели, предполагаемые результаты обучения, описание самостоятельной работы и его оценивания, учебные методы, методы и критерии оценивания, список обязательной литературы);
- Вопросники и анализы обратной связи студентов по преподаванию и обучению.

соответствует требованиям	частично соответствует требованиям	не соответствует требованиям	достойный признания
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Доказательства и анализ

Final recommendations

В этой части должны быть предоставлены доказательства применения стандарта с ссылкой на письменные документы (вопросники, результаты и т. Д.), Устные показания (обсуждение во время собеседований) и любые другие имеющиеся доказательства, когда и если применимо.

Ожидается, что комиссия предоставит анализ представленных доказательств.

Сильные стороны:

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Рекомендации:

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1.6 СТУДЕНТЫ

СТАНДАРТ:

Права и обязанности студентов четко определены, обеспечивается и поддерживается их участие в совершенствовании деятельности вуза (стратегическое планирование, разработка учебных программ, опорные услуги и культурно-развлекательные мероприятия).

КРИТЕРИИ:

- 100) Студенты участвуют в принятии решений посредством членства в соответствующих органах вуза, а также в выборах в студенческие союзы.
- 101) Студенты принимают активное участие в развитии процесса преподавания и обучения.
- 102) Студентам предоставляются гибкие возможности обучения. Признаются предыдущее обучение, включая предыдущие квалификации высшего образования и обучение за границей.
- 103) Высшее учебное заведение поддерживает международную мобильность студентов, повышается участие студентов в программах международной мобильности.
- 104) Действуют процедуры подачи жалоб и предложений студентов и порядок опротестования результатов экзаменов.
- 105) Действует система выявления и предотвращения академического мошенничества (включая системы антиплагиата).
- 106) Вуз признает право студентов на равное обращение, независимо от их национальности, родного языка, пола, социального положения, должности и религии.
- 107) Выпускники конкурентоспособны на рынке труда по своей специальности и вуз отслеживает трудоустройство своих выпускников.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Положение о признании предыдущего обучения, включая предыдущие квалификации высшего образования и обучение за границей;
- Динамика мобильности студентов;
- Положение о процедуре подачи жалоб и предложений студентов;
- Положение о предотвращении академического мошенничества;
- Степень трудоустройства выпускников.

соответствует
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не соответствует
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Final recommendations

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Доказательства и анализ

В этой части должны быть предоставлены доказательства применения стандарта с ссылкой на письменные документы (вопросники, результаты и т. Д.), Устные показания (обсуждение во время собеседований) и любые другие имеющиеся доказательства, когда и если применимо.

Ожидается, что комиссия предоставит анализ представленных доказательств.

Сильные стороны:

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Рекомендации:

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1.7 НАУЧНЫЕ ИССЛЕДОВАНИЯ И ИННОВАЦИИ

СТАНДАРТ:

Вуз должен поощрять и продвигать инновационные исследования, соответствующие его принципам и стратегическим планам, принимать участие в таких исследованиях, а также учитывать государственные, региональные и международные нужды. Вуз должен обеспечивать качество научного руководства докторантами и беспристрастность проводимых исследований.

КРИТЕРИИ:

- 108) Цели и ключевые показатели эффективности вуза в области научных исследований и инноваций сформулированы в стратегии и плане развития вуза. Вуз отслеживает общественные и экономические нужды и учитывает их в планировании своей научной деятельности.
- 109) Достижение целей и влияние научно-исследовательской деятельности регулярно измеряются и анализируются (научные и учебно-методические публикации, докторские и магистерские диссертации, патенты и т. д.).
- 110) Вуз продвигает и поддерживает высокие академические и этические стандарты исследования и обеспечивает их выполнение. Сформулирован и соблюдается порядок рассмотрения обвинений в нарушении норм научной работы.
- 111) Вуз обладает эффективной системой организации, поощрения и поддержки научно-исследовательской деятельности членов преподавательского состава (напр., поощрения за проводимое исследование, консультирование в области интеллектуальной собственности, поддержка публикаций в международных журналах, мотивация сотрудничества с работодателями). Трудовая нагрузка членов преподавательского состава подразумевает достаточное количество времени на исследования и саморазвитие.
- 112) Вуз задействует студентов всех ступеней обучения в исследовательских и творческих мероприятиях и систематически проверяет удовлетворенность студентов научным руководством.
- 113) Созданы условия для приема иностранных докторантов и академической мобильности своих студентов докторантуры.
- 114) Высшее учебное заведение привлекает признанных зарубежных ученых к обучению докторантов и руководству докторскими диссертациями.
- 115) Вуз принимает участие в деятельности различных региональных и международных научно-исследовательских сетей в своих областях академической деятельности.
- 116) Вуз выделяет достаточные финансовые ресурсы на научно-исследовательскую деятельность и утверждает стратегию, поддерживающую их получение, в целях обеспечения конкурентоспособности на международном уровне.

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Стратегия развития вуза (научно-исследовательская деятельность);
- Положение о стратегическом планировании;

Final recommendations

- Динамика научной активности вуза за последние три года (патенты, монографии, учебники, статьи в международных предреферируемых журналах, статистика по защитах диссертаций);
- Кодекс этики или другие документы, регулирующие этические вопросы;
- Список международных проектов и международных научно-исследовательских сетей вуза за последние три года, с указанием денежных объемов и продолжительности проектов;
- Внешние отзывы о научной работе на основе бюджета;
- Динамика контрактов с предприятиями за последние три года;
- Положение по мониторингу и анализу удовлетворенности студентов научным руководством и динамика удовлетворенности за последние три года (если имеется);
- Число зарубежных докторантов за последние три года;
- Число магистрантов, докторантов и постдокторантов, кто учился или проводил научные исследования за рубежом за последние три года;
- Число докторантов, у которых зарубежный руководитель;
- Годичные бюджеты вуза за последние три года, с указанием доли финансирования науки и инвестиций в инфраструктуру по факультетам и кафедрам.

соответствует требованиям	частично соответствует требованиям	не соответствует требованиям	достойный признания
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Доказательства и анализ

В этой части должны быть предоставлены доказательства применения стандарта с ссылкой на письменные документы (вопросники, результаты и т. Д.), Устные показания (обсуждение во время собеседований) и любые другие имеющиеся доказательства, когда и если применимо.

Ожидается, что комиссия предоставит анализ представленных доказательств.

Сильные стороны:

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Рекомендации:

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1.8 ИНФРАСТРУКТУРА И ОПОРНЫЕ УСЛУГИ

СТАНДАРТ:

У вуза имеются надлежащие и приемлемые инфраструктура, средства и ресурсы для поддержки преподавания, обучения и науки.

КРИТЕРИИ:

- 117) Академические, рабочие и административные помещения (аудитории, помещения для проведения семинаров, кабинеты персонала, лаборатории, студии, мастерские и т. д.) соответствуют количеству студентов и персонала и доступны как персоналу, так и студентам.
- 118) Доступна надлежащим образом организованная библиотека, которая оснащена средствами и ресурсами (физическими и/или электронными), соответствующими количеству студентов и персонала.
- 119) Доступна инфраструктура информационно-коммуникационных технологий (ИКТ), включая доступное, высокоскоростное и выделенное соединение.
- 120) Вуз обладает системой сбора и систематизации данных о приеме и успеваемости студентов и проценте выпускников.
- 121) В вузе имеется стабильный порядок выдачи и хранения свидетельств, а также хранения детализированных ведомостей и выписок об академической успеваемости с указанием перечня курсов, подразделений и оценок.
- 122) Предоставляемые институтами тьюторские услуги для поддержки обучения отвечают нуждам студентов и учитывают особые потребности отдельных студентов.
- 123) Вуз предлагает студентам возможности стажировки, услуги трудоустройства и карьерного развития (центр карьеры, система координации выпускников и т. д.).
- 124) Вуз поддерживает обучение студентов, предоставляя различные виды дополнительных опорных услуг (общежитие, столовая, здравоохранение, спортивные объекты, материальная помощь и т. д.).

ВОЗМОЖНЫЕ ДОКАЗАТЕЛЬСТВА:

- Суммарные (и на человека) данные о академических, рабочих и административных помещениях вуза;
- Общие данные о библиотеке (количество учебников, монографий и журналов, данные о доступности электронных баз данных итд);
- Порядок и процедура заказывания новой литературы, включая электронные базы данных;
- Динамика финансирования библиотеки за последние три года;
- Число доступных для персонала и студентов компьютеров, подключенных к интернету;
- Общие данные о инфраструктуре информационно-коммуникационных технологий (параметры сети);
- Динамика приема, успеваемости и выпуска студентов за последние пять лет;
- Документы, регулирующие различные опорные услуги студентам.

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соответствует требованиям	частично соответствует требованиям	не соответствует требованиям	достойный признания
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Доказательства и анализ

В этой части должны быть предоставлены доказательства применения стандарта с ссылкой на письменные документы (вопросники, результаты и т. Д.), Устные показания (обсуждение во время собеседований) и любые другие имеющиеся доказательства, когда и если применимо.

Ожидается, что комиссия предоставит анализ представленных доказательств.

Сильные стороны:

-

Рекомендации:

-

Annex 5: Formation and Rules of Procedure of the Appeals Committee of the Quality Assessment Council for Higher Education

1. The task of the Appeals Committee of the Quality Assessment Council for Higher Education (hereinafter *Appeals Committee*) is to provide the Assessment Council with an unbiased opinion regarding the administrative actions taken by the Assessment Council or the validity of the challenges filed upon the administrative decisions taken by the Council.
2. The Appeals Committee comprises four members and four alternate members.
3. The Supervisory Board shall form the Appeals Committee, taking into consideration the following principles:
 - (1) a member of the Committee is familiar with the principles and procedures of external quality assurance in higher education, the rules of procedure of the Assessment Council, and the Standards and guidelines for quality assurance in the European Higher Education Area, and has previous experience in external quality evaluation of higher education;
 - (2) one member and one alternate member of the Committee shall be submitted by the Rectors' Conference;
 - (3) one member and one alternate member of the Committee shall be submitted by the Rectors' Conference of Professional Higher Education Institutions;
 - (4) one member and one alternate member (from outside higher education institutions) of the Committee shall be submitted by the Estonian Employers' Confederation;
 - (5) one member and one alternate member of the Committee shall be submitted by the Federation of Student Unions;
 - (6) the limitations described in point 8.3 of this regulation also extend to the composition of the Appeals Committee;
 - (7) the Appeals Committee shall include a single member from any body or organisation.
4. The duration of the mandate for the composition of the Appeals Committee is three years. The composition of the committee is published on the website of the national agency.
5. The work of the Appeals Committee is organized by the national agency. The Appeals Committee shall be summoned by the Director of the national agency after a challenge has been filed upon administrative decisions or measures taken by the Assessment Council.
6. A session of the Appeals Committee has attained a quorum if at least three members of the Committee are present.

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7. If a member of the Appeals Committee is associated with the higher education institution participating in the challenge proceedings, the alternate member shall participate in the Appeals Committee.
8. Members of the Appeals Committee shall adhere to the obligations to maintain the confidentiality of information that has become known to them by way of their membership in the Appeals Committee, and the lack of conflicts of interests. Members of the Appeals Committee are independent and shall not represent in the Committee either the interests of the organisation that submitted their candidacy, the interests of their employer or any other third party.
9. The Appeals Committee shall within five days of the receipt of the challenge provide the Assessment Council with an unbiased opinion regarding the validity of the challenge. The Appeals Committee shall approve its opinion by a simple majority of the members that participated in the processing of the challenge.
10. The Supervisory Board shall terminate the mandate of a member of the Appeals Committee in the case
 - (1) a member or alternate member of the Appeals Committee violates the independence and confidentiality requirements stipulated in point 20;
 - (2) of resignation by the Appeals Committee member or alternate member from the Appeals Committee.
11. Agency requests the relevant organisation to appoint a new member to the Appeals Committee based on the principles listed in point 15.

Annex 6: Statutes: draft proposal

Statutes of the Quality Agency for Higher Education.

Draft proposal.

1. General Provisions

- 1.1. The mission of the Agency is, in cooperation with its partners, to promote quality in the field of education.
- 1.2. The Agency is a legal entity governed by public law, the founder of which is the state.
- 1.3. The Agency shall operate in accordance with the Constitution and laws of the Republic of Tajikistan, decrees of the President and the Government of the Republic of Tajikistan and international regulations, including the standards and guidelines for quality assurance in European higher education, this document, and other legislation and normative documents regulating the field of education.
- 1.4. During the implementation of state policy in the field of quality assurance, the Agency interacts with the Government of the Republic of Tajikistan, the Ministry of Education and Science, other central and local executive bodies, public associations, enterprises institutions and organizations, with scientific institutions and institutions of higher education of foreign countries, as well as with international organizations in the field of higher education.
- 1.5. The Agency is an independent body and has autonomous responsibility for its operations and the conclusions and recommendations made in its reports cannot be influenced by third parties (such as education institutions, ministries and other stakeholders).

2. Main Functions of Agency

- 2.1. The Agency shall promote and evaluate the quality of higher education in the Republic of Tajikistan.
- 2.2. The main functions of the Agency shall be as follows:
 - 2.2.1. to develop and establish the principles of quality assessment for higher education; the procedures for conducting the assessments, based on the common concepts of quality of higher education in Europe;
 - 2.2.2. to promote the quality of higher education, and to value and disseminate the best quality assurance practices, in cooperation with establishments which provide higher education (hereinafter referred to as 'educational institutions') and with other partners;
 - 2.2.3. to carry out institutional accreditation of higher education institutions;
 - 2.2.4. to carry out accreditation of study programme groups (clusters);

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- 2.2.5. to conduct licencing procedures of study programme groups (clusters) or higher education institutions;
- 2.2.6. to carry out evaluation of research;
- 2.2.7. to maintain databases concerning accreditations and licensing, and make them available for public use;
- 2.2.8. to provide training and counselling concerning evaluations in the field of education and the quality of education;
- 2.2.9. to publicise the principles, regulatory documents, results, international standards, experiences and other relevant information related to evaluations in the field of higher education;
- 2.2.10. to analyse evaluation results and to make recommendations for improvement to the educational institutions and relevant public authorities;
- 2.2.11. to participate in international cooperation related to the quality of higher education, including representing the Republic of Tajikistan on issues concerning the quality of higher education;
- 2.2.12. to perform other functions specified by the order of respective state authorities, the supervisory Board of the Agency and the Accreditation Council of the Agency.

3. Structure and Management of the Agency

- 3.1. The Agency for Higher Education comprises:
 - 3.1.1. the Supervisory Board
 - 3.1.2. a Department for institutional accreditation and licensing (*or similar*)
 - 3.1.3. a Department for accreditation of study programme groups (clusters) and licensing (*or similar*)
 - 3.1.4. an Accreditation Council /Higher Education Quality Assessment Council (*as the Council will make also decisions of licensing, the second option – Higher Education Quality Assessment Council – would be more appropriate*)
- 3.2. The work of the Agency is managed by the Director. An employment contract with the director of the Agency is entered into and terminated by the respective state authority (ministry, government, President) on the basis of a decision of the Supervisory Board of the Agency.
- 3.3. The Supervisory Board of the Agency comprises up to ten members and the composition is approved by the respective state authority (minister, government, President). Stakeholders related to the main functions of the Agency nominate their representatives to the Supervisory Board. The list of stakeholder organisations represented in the Supervisory Board will include at least one representative of the student organization, representatives of different types of higher education institutions (university, institute,

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conservatory, academy), representatives from the ministries and other state authorities comprising higher education institutions and research institutions, representatives of employers' organisations.

3.4. The Supervisory Board

3.4.1. elects the members of the Accreditation/Quality Assessment Council,

3.4.2. elects the members of the appeal committee,

3.4.3. elects the Director of the Agency and submits his/her nomination to the respective state authority (ministry, government, President) for approval

3.4.4. approves the procedure for election and removal of the director of the Agency.

3.4.5. approves the development plan and annual report of the Agency and submits to the respective state authority (ministry, government, President) for approval,

3.4.6. makes recommendations on the development directions and activities of the Agency;

4. The Quality Assessment Council for Higher Education and Research

4.1. The Supervisory Board of the Agency shall appoint members of the Assessment Council and approve the composition thereof for the duration of three years.

4.2. The Assessment Council has up to 15 members. The Assessment Council shall elect the chairman and the deputy chairman from among its members by a simple majority of the members present.

4.3. Members of the Assessment Council shall be independent in their activities. Members of the Assessment Council shall not represent in the Assessment Council either the interests of the organisation that submitted their candidacy or the interests of their employer. Members of the Assessment Council shall confirm the obligation to maintain the confidentiality of information that has become known to them by way of their membership in the Assessment Council and the lack of conflicts of interests by signing a relevant declaration.

4.4. Universities, institutes, conservatories, academies, registered professional and trade associations, associations of employers, and associations of students can submit candidates for the post of member of the Assessment Council. A submittal letter shall include the justification of the suitability of the candidate for member of the Assessment Council, and the CV of the candidate.

4.5. The Supervisory Board shall, from among the candidates submitted, select the members by at least a 3/4 majority, taking into consideration that:

4.5.1. the Assessment Council shall include at least one expert from each group of studies;

4.5.2. no more than two members from any organisation may belong to the Assessment Council;

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4.5.3. a member of the Assessment Council cannot be a rector or a vice rector of a higher education institution nor an official of the Ministry of Education and Research or other ministry responsible for higher education institutions, or a member of the Supervisory Board of the Agency;

4.5.4. no person may be a member of the Assessment Council for more than six years.

4.6. Upon selecting the members of the Assessment Council, a candidate's previous work in promoting higher education in Tajikistan shall be considered and, where possible, the following principles shall be followed:

4.6.1. the members shall have a scientific degree, preferably doctoral degree

4.6.2. the academic members shall have published scientific publications in high-level journals with international legitimacy in the last 5 years

4.6.3. members are aware of international standards and developments in higher education and research

4.6.4. preference is given to candidates with previous experience in external quality assurance of higher education or research;

4.6.5. preference is given to candidates with previous experience in international cooperation;

4.6.6. all types of higher education institutions shall be represented in the Council

4.6.7. at least one employer and one student member belong to the composition of the Council;

4.7. The main tasks of the Quality Assessment Council for Higher Education:

4.7.1. to approve the standards and guidelines and the methodology for institutional accreditation of higher education institutions and to submit them to the respective state authority (ministry, government, President) for approval;

4.7.2. to approve the standards and guidelines and the methodology for accreditation of study programme groups (clusters) of higher education institutions and to submit them to the respective state authority (ministry, government, President) for approval

4.7.3. to approve the standards and guidelines and the methodology for licensing of higher education institutions and to submit them to the respective state authority (ministry, government, President) for approval;

4.7.4. to approve the standards and guidelines and the methodology for licensing of study programme groups (clusters) and to submit them to the respective state authority (ministry, government, President) for approval;

4.7.5 to take decisions on the institutional accreditation of higher education institutions and quality assessment of their study programme groups (clusters);

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- 4.7.6. to make proposals to the respective state authority to license a higher education institution and/or a study programme group (cluster) of a higher education institution based on the expert assessment;
- 4.7.7. to approve the composition of expert committees for accreditation and licensing.
- 4.8. The Supervisory Board shall terminate the mandate of a member of the Assessment Council in the following cases:
 - 4.8.1. the Council member violates the independence and confidentiality requirements stipulated in point 4.3;
 - 4.8.2. the Council member fails to participate in three consecutive Assessment Council meetings;
 - 4.8.3. the Council member resigns from the Assessment Council.

Annex 7: Analysis of the results of piloting institutional accreditation and recommendations for improvement

1. Introduction

The Ministry of Education and Science of Tajikistan has chosen the Estonian Quality Agency for Higher and Vocational Education (EKKA) as a strategic partner to develop the quality assurance system for higher education in the country and to make sure it conforms to the [standards and guidelines for quality assurance in the European higher education area](#). (ESG).

The ESG 2015 may be used and implemented in different ways by different institutions, agencies and countries. The European Higher Education Area (EHEA) is characterised by its diversity of political systems, higher education systems, socio-cultural and educational traditions, languages, aspirations and expectations. In order to create a Tajik understanding of the ESG, the Ministry of Education and Science of the Republic of Tajikistan created a working group to work on a proposal for national standards and guidelines to be piloted at institutional level. The working group consisting of stakeholders from Tajik universities, representatives from the Ministry of Education, SASSE and experts from Estonia developed the Tajik standards and criteria for internal and external quality assurance as well as the methodology for conducting institutional accreditations.

2. Development of standards, criteria and methodology for institutional accreditation

It took place during the two missions of the project:

- **28.01.2019 – 1.02.2019.** The objective of the mission was to develop draft IQA and EQA standards and guidelines for the institutional accreditation piloting in Tajikistan. EKKA developed a draft document for Internal and External quality assurance standards (IQA and EQA) both in English and Russian, and sent it to the Tajiki counterpart to be circulated among the seminar participants as a basis for further discussions and amendments. The seminar in Dushanbe was held in Russian language without interpretation. The experts from EKKA conducted a 3-day seminar with representatives from HEIs, MoES and SASSE participating, during which the integrated approach of IQA and EQA was discussed, and draft standards, suitable for both IQA and EQA and harmonised with the European Standards and Guidelines (ESG), were developed and agreed upon. The whole 3-day seminar was actively attended by 20 representatives from the University of Languages, University of Economics and Finances, Pedagogical University, Tajik National University, MoES and SASSE.
- **4.03.2019 – 8.03.2019.** The objective of the mission was to develop methodology for the institutional accreditation pilot in Tajikistan. EKKA developed a draft document for Methodology of piloting institutional accreditation both in English and Russian, and sent it to the Tajiki counterpart to be circulated among the seminar participants as a basis for further discussions and amendments. The seminar in Dushanbe was held in Russian language. The initial method, described in the project plan was to develop requirements for self-evaluation report, composition of expert panels, coordination of the accreditation process, assessment visit, decision-making process, requirements and guidelines for experts etc. The experts conducted a 2-day seminar with representatives from

HEIs, MoES and SASSE participating, during which the draft methodology document was discussed and its amended version agreed among the participants of the seminar.

The proposed standards and criteria for pilot institutional accreditation cover the whole scope of ESG 2015 Part I (Standards and guidelines for internal quality assurance). In addition, the standard about research and innovation has been included, in order to get an overall overview about the functioning of a higher education institution. **The methodology for external evaluation of a higher education institution follows the ESG Part 2** (Standards and guidelines for external quality assurance), including the involvement of different stakeholders in the development process of the methodology, selection and training of assessment experts, defining the rules for outcomes, describing the contesting of accreditation proceedings conducted by SASSE and decisions by the council etc.

The compliance of the current Tajik system with ESG Part 3 (Standards and guidelines for quality assurance agencies) falls outside the scope of the pilot institutional accreditations. EKKA has analysed the compliance and provided recommendations for improvements in a separate report.

Based on the lessons learned from the pilot accreditations, EKKA experts shall review the initial document and make necessary amendments. The final version of the document will be provided to the Ministry of Education and Science for approval.

What worked well in developing standards, criteria and methodology:

- Representatives of the universities participating in the seminars were very active
- A document has been developed that is in line with ESG requirements and takes into account the Tajik context

What did not work well in developing standards, criteria and methodology:

- The almost non-existent interest of the staff of the Ministry of Education and Science of Tajikistan and SASSE in the process. However, its goal is to introduce changes in the country's higher education system and its external evaluation, and the ministry should play a leading role in this process. Occasional participation by SASSE staff in seminars and very modest participation in discussions.
- According to the contract, EKKA should carry out all activities and develop all documents in English. Unfortunately, our project partner has not been able to ensure the availability of qualified interpreters for the seminars, but also for the translation of documents. Therefore, EKKA itself had the documents translated into Russian.

1. Self-evaluation trainings for pilot universities

The self-evaluation trainings were conducted during the mission **13.05.2019 – 22.05.2019**. The ministry selected three universities (Tajik Pedagogical University named after S. Ainy; State University Danghara (as a regional university) and University of Finance and Economics). The objective of the mission was to prepare the participants of the seminars for the process of self-evaluation and the drafting of the self-evaluation report based on the Guide prepared by EKKA. EKKA developed a guidelines document for drafting of self-assessment report for pilot institutional accreditation in English and Russian, and sent it to the Tajiki counterpart to be circulated among the participants of the seminar. The seminars in 3 universities were held in Russian language, because of the poor quality of interpretation from English to Tajik language during the previous missions. The universities for pilot institutional accreditations were chosen by the Ministry of Education and

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Science of the Republic of Tajikistan. Methods: A 2-day training for each pilot HEI (three trainings in total) about IQA and EQA standards as well as the self-evaluation process, including guidelines for a self-evaluation report.

3.1. 14.05.2019 – 15.05.2019. Seminar in the Tajik Pedagogical University named after S. Ainy. The 2-day seminar was actively attended by 22 representatives from the Tajik Pedagogical University named after S. Ainy. According to the contract and work plan EKKA should have organised the pilot institutional accreditations with SASSE, but the representatives of SASSE were missing.

3.2. 17.05.2019 – 18.05.2019. Seminar in State University Danghara. The 2-day seminar was actively attended by approximately 40 representatives (including Master students) from the State University Danghara. One representative of SASSE was also present.

3.3. 20.05.2019 – 21.05.2019. Seminar in the University of Finance and Economics. The 2-day seminar was attended by approximately 40 representatives from the University of Finance and Economics, but only about 20 of them were present for the whole seminar. Two representatives of SASSE were also present during the second day of the seminar.

What went well during the self-assessment trainings:

- **Active participation by university representatives**
- Most of the participants achieved the learning outcomes of the training:
 - are informed about the role of ESG in the European higher education area
 - understand the standards and criteria described in the Tajik methodology for pilot accreditations in the context of their own institutions;
 - analyse the compliance of their own institutions with the criteria in the methodology;
 - know the process of pilot accreditation and understand the principles of self-evaluation
 - understand and apply the requirements for self-evaluation reports
- According to the feedback from the seminars' participants the seminars were successful. In most of the answers, the following was mentioned:
 - High level of the seminar and need for more such seminars;
 - Clear information about the Bologna process, ESG, standards and criteria for pilot institutional accreditation, self-evaluation process;
 - Usefulness of group works during the seminars.

What were the problems:

- **Low interest of SASSE management and employees in the process and only occasional participation in seminars.** At the meeting with the Deputy Minister Davlatzoda, we pointed out the following: Involvement of SASSE staff members in project activities and the question of ownership. The present situation is not satisfactory. We have met different representatives of SASSE in different seminars but their participation has been random. One of the main objectives of the project is to raise the capacity of SASSE and develop standards and guidelines for internal and external quality assurance in accordance with ESG. Unfortunately, due to the very low engagement of SASSE representatives, achieving the goal is questionable at the moment. According to the project, SASSE is responsible in conducting the pilot institutional accreditations based on the guidelines drafted during the project. But, SASSE doesn't seem to have clear picture of its responsibilities during pilot institutional accreditation.
- Official status of the pilot institutional accreditations is not clear: will the pilot institutional accreditation replace the ordinary accreditation of HEI-s conducted by SASSE? For example, in 2020, the Pedagogical University has to pass the accreditation by SASSE as well. The pilot institutional

accreditation could at least replace it. After the new standards and guidelines for internal and external quality assurance in higher education of the Republic of Tajikistan will be approved by the government, the retroactive recognition of the of pilot accreditations should follow.

- For the trainings we certainly need a venue with group work possibilities.

2. Trainings of the potential local experts

The training was conducted during the mission of **23.09.2019 – 28.09.2019**. A 2-day training for potential local experts and one-day training for SASSE coordinators. Coordinators for 3 pilot institutional accreditations were nominated by SASSE and TOR for the selection process of local experts was proposed by EKKA experts. In TOR the qualification requirements for potential experts were described in order to select from among the candidates those who will participate in the training for potential experts held 25.-26.09.2019 by the EKKA team.

Public competition for participation in training of potential experts was announced by MoES and communicated to different target groups – academic community, employers and students. Altogether 41 persons sent their applications with CV-s. EKKA experts and HEP team selected from the 41 applicants 25 persons who met the requirements for potential experts and invited them to the training. Tajik experts for pilot institutional accreditations were selected from the persons who successfully passed the training for potential experts conducted by the Estonian Quality Agency for Higher and Vocational Education on 25.-26.09.2019 in Dushanbe. The selection was based on the ranking of the aforementioned participants according to the marks given by foreign experts who conducted the training.

24.09.2019. Training for SASSE coordinators. The training for the persons appointed by the Head of SASSE as coordinators of institutional accreditations in 3 universities was organized in the MoES building. All three coordinators participated. Two of them were not fluent in Russian, but they understand the language. The aims of the training were partially achieved. An overview of their responsibilities during the accreditation process as well as practical recommendations and tools were given to the Tajik colleagues. **Unfortunately, it must be said that the content of the training was not internalised by the SASSE coordinators.**

25.09.2019 – 26.09.2019. 2-day training for potential local experts. The seminar for future experts was organized on the campus of the University of Finance and Economics. 25 people arrived to the seminar, among them five non-academic persons and five students. The rules, documents and principles for institutional accreditation of universities of the Tajik Republic were addressed in the format of lectures, individual and group exercises as well as visit simulation. Unfortunately, not all expert candidates were fluent in Russian. They were able to participate in the planned activities, but they could not be involved in pilot accreditations as experts. The aims of the training were substantially achieved. 19 participants passed the final test and received certificates of participation, among them five non-academic persons and three students.

What worked well during the expert training:

- The expected learning outcomes for the seminar were achieved by majority of the participants. The participants:

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- understand the standards and criteria for institutional accreditation,
 - understand the role of experts in institutional accreditation,
 - are capable of preparing additional questions for the accreditation visit and recognize the need for additional information materials,
 - are capable of conducting interviews in the course of accreditation visits,
 - are capable of formulating well-reasoned strengths and areas for improvement.
- According to the feedback from seminars participants found that the seminar was successful. In most of the replies, a positive experience was mentioned:
- Usefulness of group work
 - Practical orientation of the training
 - High level of professionalism of EKKa experts
 - Development of critical thinking
 - Interviewing methods
 - Characteristics of a good expert

What were the problems:

- **Weakness of SASSE coordinators in foreign languages.** It is not possible to coordinate evaluations without sufficient knowledge of the language of the evaluation. One coordinator had to be replaced due to the lack of Russian skills
- SASSE coordinators were not able to achieve the learning outcomes of their training in order to coordinate future evaluations
- **The procedure for the formal approval of experts needs serious attention.** It should not happen that the approval procedure takes half a year after the experts have been selected on the basis of the training.
- The involvement / selection of international experts involved the receipt of contradictory information from the MoES, which unreasonably prolonged this process as well.

3. Supporting universities in the process of self-evaluation

At the trainings of pilot universities held in May 2019, it was agreed that accreditation visits would take place in March 2020. In retrospect, it can be said that for a number of reasons (delay in approving the composition of the evaluation committees and then Covid-19), the evaluation visits were postponed to October 2020.

However, after the self-evaluation training, the universities started writing reports, and the first feedback on the reports was given by EKKa experts during the mission at the end of September 2019.

27.09.2019. Meeting with coordinators from the 3 pilot universities. Five representatives of the three Tajik universities preparing for pilot accreditation attended the meeting. The EKKa experts commented on the first drafts of self-evaluation reports. The comments were positively reflected by the representatives of the participating universities. The aims of the meeting were fully achieved.

25.11.2019 – 27.11.2019. Meetings with SASSE coordinators and pilot universities on the current stage of the self-assessment reports. EKKA asked the HEP team to send the latest versions of the self-evaluations of the three pilot universities a week before the mission began, with comments from SASSE coordinators. This was necessary, in order to have time to get acquainted with the self-analyses and give feedback to both coordinators and pilot universities before the meetings planned during the mission. Unfortunately, only one coordinator (Danghara University) sent his comments before the mission. None of the three self-evaluation reports was sent to EKKA experts before the mission. The self-evaluations reports were received during the mission, but not the comments by other SASSE coordinators. Before the meeting, EKKA experts also had a brief look at the recently received reports of the pilot universities. All coordinators reported very good cooperation with the pilot universities and that the reports were ready. According to EKKA experts, however, the reports had a number of significant shortcomings. The EKKA experts informed the coordinators of the important aspects that they should definitely check in the self-evaluation reports and then report on the results at the 27.11 meeting with the representatives of the pilot universities.

27.11.2019. Meetings with the representatives of the 3 pilot universities on the current stage of the self-assessment reports. The SASSE coordinators were asked to prepare the feedback to the pilot universities based on the structure proposed and explained by the EKKA experts during the meeting on 25.11. Unfortunately, the coordinators were not able to provide the analysis based on the structure. Russian language skills of a coordinator (University of Finances) are very poor, which means that he will not be able to provide neither oral nor written feedback to the university and coordinate the whole accreditation process, which will include foreign experts. The EKKA experts examined the drafts of the self-evaluation reports during the mission and provided feedback to each of the three pilot universities on the current shortcomings. The report of the University of Finance had to be improved significantly, because it seems that the university didn't make any efforts to supplement it since the first feedback session in September.

It was agreed that the pilot universities will submit the next versions of their reports to EKKA and SASSE Coordinators by the middle of December.

Universities submitted reports with some delay. EKKA experts reviewed them several times to eliminate the deficiencies in the reports. By the end of January 2020, the self-evaluation reports were finally approved.

Positive experiences in the process of the self-evaluation:

- **As Tajik universities were writing their self-evaluation for the first time, the first drafts were positively surprising and their improvement during the process remarkable**

What were the problems:

- **Inability of SASSE coordinators to provide substantive support to pilot universities in the process of self-evaluation.** This is partly due to the lack of proficiency in Russian. More time and effort is needed, in order to raise the capacity of SASSE staff members in managing the process of institutional accreditation in compliance with ESG. EKKA tried to engage the coordinators in all phases of the pilot accreditations, using different means, but did not succeed.
- In the beginning of the self-evaluation process, EKKA identified several sections of exactly the same content and length of pages in the self-evaluation reports of different universities, which raises the question that there might be **serious problems in the area of academic ethics in Tajik universities.**
- **Failure to meet deadlines.** This applies to both SASSE coordinators as well as the pilot universities.

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- The self-evaluation reports were too descriptive and contained too little analysis and evidence to support the assessment.

4. Preparation for the accreditation visits

EKKA prepared „Guidelines for experts“ and a template for the accreditation report.

It was originally planned that the accreditation visits would take place in early March 2020. However, as the expert committees had not been approved by the Ministry by that time, it was not possible to start preparations for the visit. Therefore, the visits were postponed to April 2020, but the situation with Covid-19 did not allow for visits in April either.

The main objective of the mission (**March 2-5, 2020**) was to coordinate organizational aspects of institutional accreditations with the Ministry (HEP team) and the three pilot universities. Unfortunately, this activity was undermined by the postponed selection process of international and local experts. Due to the delays in the selection process carried out by the MoER, the expert committees were not approved. This is despite the fact that local experts were trained and selected as early as September 2019. The competition for the selection of foreign experts also ended in the beginning of February. As the expert panels were not approved, it was not possible to send to the experts the documents needed for the accreditation, including pilot universities' self-evaluation reports. This in turn means that the experts were not able to start the necessary preparations for the accreditation visits in time.

The accreditation committees received final approval by the end of May 2020, when contracts were signed with local experts.

Each accreditation committee of each pilot university consisted of 6 experts: the chairman of the committee from Estonia, the secretary of the committee from Russia and four local members of the committee (incl. one expert from outside the higher education field and one student). A coordinator from SASSE and an observer from EKKA were appointed for each committee.

In June 2020, we distributed all materials necessary for the evaluations to the expert committees and SASSE coordinators through the Dropbox environment, including the self-evaluation reports. The goal was to conduct accreditation visits in early October 2020.

In preparation for the accreditation visits, several virtual committee meetings were held, which were almost always attended by all experts. Unfortunately, the SASSE coordinators did not attend these meetings. Immediately before the accreditation visits, a decision was taken at a joint meeting of the World Bank, EKKA, the Ministry and SASSE to “switch roles” - **EKKA observers started to act as coordinators and SASSE coordinators participated in the visits as observers.**

Because of the COVID restrictions, the evaluation was partly carried out remotely and only domestic experts visited the institution. Such an arrangement was inevitable at the time of the particular accreditation, but can in no way be considered desirable and should be avoided in the future to the extent possible.

If the future accreditation events will include remote sessions with individual experts, stakeholders or any other groups/persons involved, the standards for the web conference equipment need to be clearly articulated beforehand and strictly followed in practice.

Final recommendations

One of the most problematic issues in the preparation for the accreditation visits was “meeting the deadlines”. **Inability to meet the deadlines that were set or agreed in different stages of accreditation was a cross-cutting issue** and concerned the majority of key persons involved: the officially nominated representatives of the higher education institution, the leaders of the institutions and the domestic experts. In the course of preparation for future accreditation events, the briefings and instructions aimed at the experts and at the institutions should contain a thorough and systematic explanation on how ignoring deadlines will hamper the accreditation process that has strict deadlines set in the approved regulation.

What went well in preparing the accreditation visits:

- Dropbox as an expert working environment worked well
- Committee meetings were held according to agreed times, they were fruitful and substantive discussions took place between the committee members
- Due to the fact that the pilot universities' devices for the remote meetings were tested by EKKA beforehand, the interviews took place at a satisfactory technical level
- **The chairs and secretaries of the accreditation committees did a very good job, ensuring that the committees were ready for the accreditation visit.**

What were the problems:

- **SASSE staff did not attend meetings prior to the accreditation visits**
- Internet connection problems were hampering the Committee's work
- Failure to meet deadlines, especially by the pilot universities

5. Accreditation visits

The accreditation visits took place as planned in **early October 2020**. The visits for all three pilot universities took place in the same week. The visits were hybrid visits, meaning that the local experts conducted on-site interviews at the pilot universities, the international experts and EKKA coordinators participated virtually.

Considering the restrictions, the accreditation process was relatively smooth. It is still important to emphasize in future briefings (addressing both the domestic experts and the institutions) that **the rules for accreditation should be followed to the letter and without exception**. This particularly concerns the timely delivery of additional materials (documents, statistical information, etc.) requested by the accreditation committee before the accreditation visit, but also when making available the requested materials in the course of the accreditation visit and following the protocol of the accreditation (e.g. ensuring privacy of the committee meetings, timely submission and adherence to the list of people invited to meetings).

One of the bottlenecks of this accreditation visits was interpretation. With the exception of the meetings with the universities' top management, many employees and several students met by the committee were not able to express themselves in the official working language of the visit. The passive knowledge was probably better on average. A qualified interpreter was not provided and this role was taken by one of the accreditation committee members or a university staff member. This ensured transmission of the summaries of the views expressed in the course of meetings, but not a literal translation of the statements. This may have indirectly influenced the results of the

assessments. In order to avoid such a situation in the future, **much more attention should be paid to the interpretation arrangements.**

All experts passed an extensive training and contributed in the course of the process, but **the level of their commitment was different.** Quite obviously, it is difficult to keep experts motivated if the payment deadlines set in their contracts are not fully met by the contracting party. However, it was also evident that some local experts were less committed, demonstrating less flexibility to adapt their personal schedules to those of other experts and put less effort into the accreditation process. The chairman of the committee had to make great efforts to complete the process on time, and the secretaries' high-quality and timely contribution was therefore particularly appreciated.

The committee members with academic background and more merits in university administration contributed more but also tended to dominate in the discussions within the committee.

The experts selected from among students should be further encouraged and assured in the future that they are equal members of the committee, must contribute equally and have equal say. It should be ensured that they are indeed ready and capable of presenting their views, both in oral and written form, in the committees' working language, and ready to defend their substantiated positions at the committee meetings.

What went well in the accreditation visits:

- All planned interviews were conducted
- When the internet connection was lost for a while, the interviews were successfully conducted by local experts
- SASSE staff were present and hopefully learned a lot from this process. They also performed some organizational tasks.

What were the problems:

- Unstable internet connection
- The universities were not prepared to offer high quality interpretation in the sessions attended by staff members whose Russian skills were not at a satisfactory level
- Uneven contribution from experts. This is especially true for students and non-academic experts

6. Outcomes of pilot accreditations

Preliminary accreditation reports were sent to the universities at the end of November 2020 for possible comments and requests for clarifications. Two universities submitted their comments, but unfortunately no response was received from Danghara University, despite repeated reminders. The final reports were completed in mid-December 2020 and then forwarded to universities and the Ministry of Education and Research of Tajikistan.

Accreditation results:

- Tajik Pedagogical University named after S. Ainy. Four standards are evaluated as 'conforms' and four standards are evaluated as 'partially conforms'.

STRATEGIC PLANNING

Partially conforms

Final recommendations

GOVERNANCE AND MANAGEMENT	Partially conforms
HUMAN RESOURCES	Partially conforms
STUDY PROGRAMMES AND THEIR DEVELOPMENT	Conforms
TEACHING AND LEARNING	Conforms
STUDENTS	Conforms
RESEARCH AND INNOVATION	Partially conforms
INFRASTRUCTURE AND SUPPORT SERVICES	Conforms
• <u>University of Finance and Economics.</u> Four standards are evaluated as ‘conforms’ and four standards are evaluated as ‘partially conforms’.	
STRATEGIC PLANNING	Partially conforms
GOVERNANCE AND MANAGEMENT	Partially conforms
HUMAN RESOURCES	Partially conforms
STUDY PROGRAMMES AND THEIR DEVELOPMENT	Conforms
TEACHING AND LEARNING	Conforms
STUDENTS	Partially conforms
RESEARCH AND INNOVATION	Conforms
INFRASTRUCTURE AND SUPPORT SERVICES	Conforms
• <u>State University Danghara.</u> One standard is evaluated as ‘conforms’, five standards are evaluated as ‘partially conforms’ and two standards are evaluated as ‘does not conform’.	
STRATEGIC PLANNING	Partially conforms
GOVERNANCE AND MANAGEMENT	Partially conforms
HUMAN RESOURCES	Does not conform
STUDY PROGRAMMES AND THEIR DEVELOPMENT	Partially conforms
TEACHING AND LEARNING	Partially conforms
STUDENTS	Partially conforms
RESEARCH AND INNOVATION	Does not conform
INFRASTRUCTURE AND SUPPORT SERVICES	Conforms

The following is a summary of the main strengths and areas for improvement identified in the accreditation reports across all universities for eight accreditation standards.

1) STRATEGIC PLANNING

Final recommendations

Strengths:

- Close cooperation with local companies and institutions for carrying out internships.
- The mission, strategic goals and objectives are based on national programs and strategies.

Areas for improvement:

- Teaching staff, students, alumni and external partners must be involved in developing the mission, vision and strategy. It is necessary to ensure continuous monitoring and analysis of objectives and strategy.
- It is necessary to develop performance indicators to assess the effectiveness of the strategy and objectives.
- In addition to the general strategy of the university, development plans for faculties and departments should be developed, as well as development plans in the most important fields of activity for universities - teaching, research, internationalization, etc.
- The public needs to be better informed about the university's activities. A meaningful website, including in English and Russian, should be important.

2) GOVERNANCE AND MANAGEMENT

Strengths:

- Staff and student satisfaction surveys are conducted regularly.

Areas for improvement:

- The budgetary process should be transparent. It is necessary to develop documents describing the budget allocation process.
- It is necessary to develop a training system for university management.
- Develop a staff motivation and career system.
- It is necessary to expand the participation of students in the university council.
- The structure of the university's academic units needs to be simplified.
- It would be necessary to visit western universities to study and draw inspiration from their cutting-edge experience in university management.

3) HUMAN RESOURCES

Strengths:

- Universities have created conditions for involving practitioners and employers in teaching.

Areas for improvement:

- Tajikistan has very high requirements for the formal qualifications of academic staff and universities are unable to meet these requirements.
- It is necessary to increase the IT competencies of lecturers and to use IT opportunities more widely in teaching.
- It is necessary to take measures to stimulate and support research.
- The international mobility of academic staff is not sufficient. Developing staff mobility should be a priority.

Final recommendations

- It is necessary to increase the foreign language skills of academic staff (especially English, but also Russian).

4) STUDY PROGRAMMES AND THEIR DEVELOPMENT

Strengths:

- The curricula offered meet the needs of the labour market.
- Broad choice of university internship companies.

Areas for improvement:

- It is necessary to increase the number of courses that develop students' general competencies (entrepreneurship, creativity, teamwork, etc.).
- The websites should provide comprehensive information on all curricula in different languages.
- Students and employers need to be more involved in curriculum development.
- It is necessary to ensure that curricula are constantly updated on the basis of modern scientific achievements.
- It is necessary to perform a comparative analysis of learning outcomes.

5) TEACHING AND LEARNING

Strengths:

- The vast majority of students are satisfied with the study conditions.
- A high admission competition allows to admit talented students.

Areas for improvement:

- It is necessary to develop methods for student assessment and to expand the interactivity of teaching.
- It is necessary to ensure that student assessment is in line with the learning outcomes.
- The research and methodological preparation of students needs to be strengthened.
- Ensure that relevant information is available on the website for high school graduates.

6) STUDENTS

Strengths:

- Dedicated work towards the employment of graduates.
- Extensive social activities of students.
- Student satisfaction is systematically surveyed.
- Good level of student support and counselling systems.

Areas for improvement:

- There is little international student mobility. It is necessary to approach it systematically, to develop appropriate financial systems, to establish transparent criteria for participation in mobility.
- More attention needs to be paid to creating opportunities for individual study paths for students.
- Students must be systematically involved in curriculum development.
- The Student Council should play a greater role in the governance of universities.

Final recommendations

- The prevention and detection of academic fraud needs constant attention.

7) RESEARCH AND INNOVATION

Strengths:

- Using the antiplagiarism system.
- Students participate in conferences, Olympiads, competitions and quizzes.

Areas for improvement:

- There are very few international publications.
- It is necessary to increase the number of defended doctoral and candidate dissertations.
- There is a need to increase research funding.
- It is necessary to involve students more in research.
- Create opportunities for the admission of international doctoral students and international mobility of own doctoral students.
- It is necessary to expand scientific cooperation with foreign universities, companies and other partners.

8) INFRASTRUCTURE AND SUPPORT SERVICES

Strengths:

- An extensive network for internships has been set up for students.
- The recruitment rate is high.
- Student accommodation is available to all students.
- The number of various cultural, educational, creative, sports, etc. events is constantly growing.
- Tutoring is used to support learning.

Areas for improvement:

- Libraries should be equipped with additional computers and staff and students should have access to international scientific journals.
- The library collections need to be supplemented with new textbooks and other study materials and e-books.
- Internet access must be ensured on the university campus and in dormitories.

7. Feedback from pilot universities and experts

In the process of pilot accreditations three types of feedback were collected.

- 1) EKKA requested **feedback from the pilot universities after the accreditation visits**. The questions addressed the following sets of topics: the composition of the committee, thoroughness of committee preparation, relevance of questions asked, use of interview time, atmosphere at interviews, and the interviewees' opportunities for expressing their opinions. The questionnaires allowed the respondents to explain their replies and make suggestions to improve the assessment process.

Final recommendations

Results

The respondents were satisfied with the whole process, including the professionalism of the committee members and the friendly atmosphere during the interviews. Unfortunately, the response rate was very low. Therefore, the same topics were discussed during the feedback seminars with the representatives of the universities (see more details in section 3).

- 2) The **members of the accreditation panels were asked for feedback** regarding the whole process after the reports were approved by EKKK. The topics were as follows: feedback on the preparation of the assessment process (training, assessment forms, assessment criteria), the quality of the self-evaluation report, the organisation of work of the committee, the relevance of standards. Committee members were asked to make suggestions for improving the accreditation process and amendments to the standards and guidelines.

Results

The questionnaire was filled in by all six international experts. The table below provides questionnaire questions, expert assessments, and their comments and recommendations.

To sum up the feedback provided by the experts, the following can be highlighted:

- **The standards** are understandable, sufficiently covering all relevant topics without unnecessary overlapping. However, some amendments could be made to emphasize more the role of practical work in supporting the achievement of learning outcomes and the need to ensure support for students' independent work (access to laboratories during off-school hours, individual consultations, etc.). The links between the strategy and the different areas could be made stronger and comparisons with foreign universities should be required.
There is some overlapping between standards 5 and 6.
Additional guidance would have been desirable in assessing some of the criteria (no 23 and 40).
 - The format of the **self-evaluation report** (content, length, etc.) was suitable for the assessment of the institution, but not all committee members were fully satisfied with the quality of the reports.
 - Not all **panel members** were well qualified, which is understandable, because for the local experts it was the first time to be involved in such a process. Student members should be better prepared. They need special training.
 - The **preparatory work of the panel** was well structured and fruitful. However, it should be made clear that the chair has the main responsibility in organizing the work before the visit. Local experts were not very diligent in submitting their contributions in writing.
 - The panel members were not happy about **the access to the additional material** requested by the panel prior to the site visit. Some of the material was not received at all, some was sent with a long delay.
 - All panel members were satisfied with the **support provided by EKKK**.
 - The weakest link in the whole process was the **poor internet connection** during the accreditation visit. The distance format of the visit does not give a complete picture of the university. It is difficult to assess the infrastructure of a university. On-site format is preferable.
- 3) Remote **feedback seminars with the representatives of pilot universities** were conducted in April 2021. The sets of topics for feedback seminars followed a similar logic, containing an assessment on the comprehensibility and relevance of the assessment criteria, the self-evaluation drafting process, relevance of the assessment visit and assessment report and an overall evaluation of the whole process. The committee chairs and secretaries gave an overview of the main results of the accreditation. EKKK representatives and committee members answered questions from universities.

Final recommendations

SASSE representatives were also invited to participate in the seminars, but unfortunately there were no SASSE representatives in any of the seminars.

Results

Representatives of universities pointed out the following **positive aspects** in the whole accreditation process:

- Accreditation was significantly different from the accreditations carried out by SASSE and broadened the understanding of the world and was very useful;
- The evaluation criteria are much more transparent than those of the local agency;
- The accreditation process made it possible to get to know one's own university better. The university management has very good opportunities for making decisions based on the report;
- It is now much easier for universities that have passed the pilot accreditation to prepare for future accreditations, including international accreditation of curricula;
- EKKA's support for the whole process was at a very good level;
- The accreditation committees were competent, friendly and objective;
- Virtual visits were not the best option, but they worked in general;
- The use of Russian language in the evaluation process was a good solution.

Representatives of the universities submitted the following **proposals for improvements** in the process of institutional accreditation based on the elaborated standards and guidelines:

- Committees should continue to include local experts. At least 50 of them need to be trained;
- In order to change some things, it is not enough for just for the universities to change their regulations. There is a need to make changes in the legislative framework. For example, the involvement of students in university governing bodies; taking into account previous study and work experience;
- Internationalization should be more represented in the standards and criteria;
- For future accreditations in Tajikistan, the work of experts needs to be remunerated;
- The competencies of the local agency need to be improved;
- Some criteria that overlap in the different standards (eg standards 3, 5 and 6) should be reviewed.

8. Summary

In conclusion, although the pilot accreditation process was limited by a number of objective (Covid-19) and subjective (delay in the approval of accreditation committees) obstacles, they were still managed within the project timeframe.

Key success of the pilot accreditations:

- The process as a whole was very useful for the universities involved in the pilot accreditations. As a whole, the universities showed great commitment in trainings, in the process of self-evaluation and in organizing accreditation visits. The feedback from universities on the training and accreditation process was very positive.
- The majority of local experts involved in the pilot accreditations did a very good job, even though they did it for the first time. We strongly encourage the local agency to continue working with them.

Final recommendations

- There was a clear added value in involving international experts as committee chairs and secretaries. It also provided great support for the capacity building of local experts during the process.

Main areas for improvement and recommendations:

- The involvement of SASSE staff in the accreditation process was insufficient. The SASSE coordinators were not involved in the preparation of the accreditation visits and were therefore not able to coordinate the work of the accreditation committees. Deadlines and promises were not met. Given the change in SASSE status, additional training for SASSE staff is certainly needed to enable them to coordinate assessments in accordance with the ESG in the future.
- There is a need to review the standards and guidelines based on the feedback provided by the pilot universities and experts to avoid some overlapping and put more emphasis on the practical and independent work of students. Consideration should be given to the proposal to add a standard on internationalization.
- There is a need to systematically develop the foreign language skills of the local agency staff.
- If the participants in the accreditation process do not speak the official language of the assessment, the availability of qualified interpreters must be ensured.
- Issues related to academic ethics need to be addressed with universities, experts and SASSE staff
- The procedure for the formal approval of experts needs serious attention.
- The self-assessment reports were too descriptive and contained too little analysis and evidence to support the claims. There is a clear need for training at other universities in Tajikistan, drawing on the experience of universities and experts already involved in the pilot accreditations.
- Failure to meet deadlines by pilot universities, MoES and SASSE.
- Training of student and employer experts needs more efforts in the future.

Annex 8 Database for external quality assurance: an abstract

The structure of the database of the Agency is centered on a single institution – this means, that the data in the database is linked to one higher education institution (HEI). For every HEI, there are a number of fields that contain data:

- general data (address, number of students, etc.);
- assessment data based on the type of assessment: license, attestation, accreditation, education quality monitoring, rating;
- technical data, and
- data on teachers.

This means, for example, that by choosing a university, one is able to see all the data for that university, and search for various types of data. To showcase the structure of the database, we have chosen an entity–relationship model (ER model) and have provided an example schema. It describes the structure of a database with the help of a diagram, which is known as entity relationship diagram (ER diagram). An ER model is a design or blueprint for a database that can later be implemented as a database. The main components of the ER model are: entity set and relationship set. An ER diagram shows the relationship among entity sets. An entity set is a group of similar entities and these entities can have attributes. An entity is a table or attribute of a table in the database, so by showing relationship among tables and their attributes, ER diagram shows the complete logical structure of a database. The structure of the database is also described in full in an Excel file.

The database system has multiple users. We propose a logic of various user groups with various rights. There are administrators (one or more people from SASSE) who have the right to edit all the data in the database and change other settings. The administrator is responsible for creating users for the database and managing their groups and rights (who can insert what data, who can see what data, etc.). User rights are based on the user group. The administrator can also delete users. Another user groups is employees of SASSE who are able to insert data about HEIs into the database. There are also the employees of the HEIs, who are able to insert data about their own institution. All the users authenticate themselves with a user name and a password. Lastly, there is the public view, e.g. anyone who is interested, can make inquiries from the database, e.g. look at the data in the database. We propose that the majority of the data should be available for the public, except some specific data under education quality monitoring regarding student grades etc. In addition, there should be a possibility in all the data field groups (teachers' data, technical base, etc.) to hide data from the public view, should that be necessary, for example, by marking certain fields with an „x“ or similar.

The data is entered through a form in the database admin system, e.g. there are fields that the person entering the data must fill out (either write some text, choose something from a drop-down menu, upload a file, etc.). It is, of course, possible to build the database in a way that it is able to read the data from external files (e.g. tables). The insertion of data can be done regularly (for example 2 times a year, after every assessment, etc.) – this must be coordinated between SASSE and the HEIs.

Final recommendations

Another issue to address is where to store the data? We suggest the database to be a distributed database. This means that the database stores the data on several distributed servers. These servers do not have to share a physical location, and they are more secure. If one of them is breached, the rest of the data is safely stored.

Abstract is based on the analysis of the needs for EQA in consultation with the representatives of the Agency. The detailed description of the information system is provided in Excel.