the outcomes and implementation plan with appropriate targets, timescales, etc.;

- Accordance of students into the processes of education quality assurance in higher education instituions
- Higher education instituions will ensure that students are represented at all governing bodies and are regularly consulted on various issues of academic life.

2. Continuous professional development of university management and academic staff will include issues related to student engagement.

3. Explore ways of enhancing and strengthening the work of Union of Youth at university levels.

4. Support initiatives of higher education instituions and organise annual conferences of students, academic staff, and managers to assess the best achievements in the field with a view of using successful experience in other HEIs.

5. Develop a clear set of measurable targets and a process for monitoring and evaluating student engagement at higher education instituions.

RECOMMENDATIONS FOR HIGHER EDUCATION INSTITUTIONS

1. Developing a Student Engagement Strategy/Policy In The Processes Of Education Quality Assurance

The strategy and policy documents should articulate the expectations and aspirations of the University community in relation to student engagement.

2. Ensuring Early engagement

The process of engaging students in the processes of education quality assurance should begin early and extend throughout the student life cycle. It is essential that engagement in the processes of education quality assurance begins early and that it extends throughout the process of preparing for and entering higher education institutions.

3. Student representation at university level

3.1 Setting up a system of student representatives

Student representation at university level is crucial for the success of universities and the higher education quality assurance as a whole. Student representatives should engage in curriculum development, quality assurance and in safeguarding the wider student experience. Universities should support student representatives and encourage their ongoing participation. This collaboration will enhance teaching and learning experience and enable the development of resources in line with the needs and requirements of students.

3.2 Engaging Professional Support Departments

Student engagement has tended to be focused within academic units yet support services can play a significant role in delivering a great student experience. It will be essential to build on good practice from the likes of ICT Services, Educational Development units and the Library to embed student engagement across professional support departments, e.g. how they can engage students in the processes of higher education institution's planning, management and monitoring. Student representatives should be considered to participate in the meetings of management groups of professional support departments.

3.3 Supporting the organisations of Union of Youth at higher education institutions and students

Higher education institutions should consider involving the organisations of Union of Youth and students when dealing with academic issues and working closely with the university management and academics and participating in the governance structures of the institution.

The organisations of Union of Youth and students should represent students in management and academic governance bodies, which will have a positive impact on the decisions made by the higher education institutions.

3.4 Acting on the Feedback and Engaging with Quality Assurance processes

It is vital to move towards a situation where students remain actively engaged throughout by working with staff to develop solutions, implement them and review them. It is necessary to increase awareness around the impact of student engagement and ensure that our quality enhancement work is better informed. Quality Assurance Centres or Departments will need to engage students in various QA processes, e.g. revalidation of courses, quality reviews, etc.

4. Student representation at programme/course level

4.1 Increasing the representation of students in the Scientific Councils of the faculty

Increasing the representation of students in the Scientific Councils of the faculty should be established to ensure open communication and productive collaboration between students, academics and administrative staff, other university services, e.g. library, IT/ICT services, estates. Student representatives are elected by students of the course and regularly collect feedback from students on various issues related to teaching and learning, assessment, library, ICT, estate and other issues.[1]

This representation should regularly consider feedback from staff and student representatives and identify issues where improvements could be made.

4.2 Developing the system of feedback

One of the most important elements of good student engagement is feeding back the outcomes to students and staff about various achievements and events and how feedback from students has been addressed. Communication Teams should consist of professionals in the field of media, journalism or communication, universities should consider engaging students in their activities as well, e.g. internships for students.

5. Students helping fellow students

5.1 Setting up a Mentoring scheme

Introducing and developing Mentoring schemes where senior students volunteer to help first year or junior students with their learning and more general issues of higher education institution's life.[2] Each institution will provide relevant training for mentors and develop reward or benefit systems (not necessarily financial) to encourage active participation in Scheme.

5.2 Establishing an Ambassadors scheme and Alumni Networks

Introducing and developing Ambassadors schemes where senior students and graduates – suitably selected and trained - offer help to current students, e.g. share experience, organise practical sessions, visits to their or other workplaces.

Higher education institution should consider the setting of Alumni Networks or Associations[3] which would help in exchanging and sharing ideas, experience and best practice.

[1] As an example, please see the information about student academic representatives (StAR) at London Metropolitan University https://www.londonmetsu.org.uk/stars/

[2] Please see as an example *Guidance on setting up a mentoring scheme*, University of Oxford https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/supportresources/Guidance_on_setting_up_a_mentoring_scheme.pdf

[3] Please see an example of Alumni Association at London Metropolitan University http://www.londonmet.ac.uk/alumni/

6. Extra-curricular activities

6.1 Supporting Student Clubs and Societies

HEIs should encourage setting up student clubs and societies which motivate students to develop new skills and expand their knowledge in their discipline and across various subjects. Students will also develop their team working skills and learn how to work in groups, exchange information, organise projects and events.

6.2 Making a difference: placements, internships, volunteering

Higher Educational Institutions should encourage and support the work of students, e.g. placements, internships and other forms of practice with charities, various organisations which allow them to develop transferable soft skills and help people in need at the same time.

6.3 Organising regular events for sharing and debates

It will be useful to bring staff and students together to share and debate innovations and good practice in student engagement and where appropriate, it will be good to extend the invitation to graduates/alumni and colleagues from outside the higher education institutions, e.g. employers, professional organisations, NGOs.

6.4 Solving existing concerns, creating online communication, organizing visits

Higher education institutions need to support joint extracurricular activities of students and teachers and the creation of online communities which foster the atmosphere of collaboration and partnership, e.g. regular visits to exhibitions or other events and incorporating those activities in the course; students and members

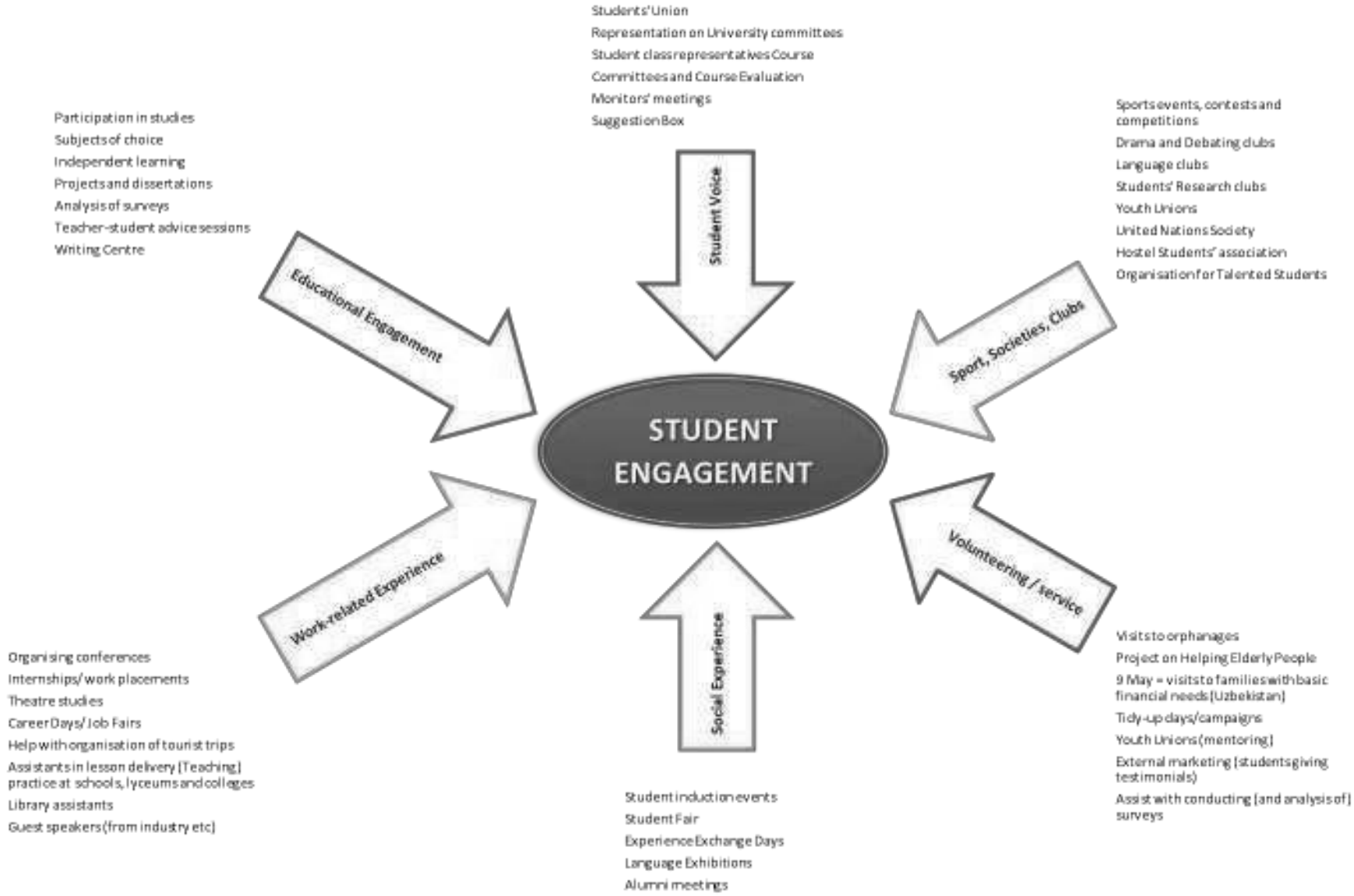
of staff create Google+ or any other community for regular exchange of information and closer work on projects.

7. Awarding Great Practice

Higher education institutions should show commitment to a positive, good-practice led approach to furthering student engagement and will introduce awards and rewards for students and staff that achieve positive results and innovate. It is important to create the environment which encourages and rewards students and academic staff for their proactive engagement in teaching and learning process.

8. Encouraging Internationalisation of Higher Education

Higher education institutions need to create opportunities for students to engage at international level by liaising with foreign higher education institutions, networking with professionals and academics worldwide. This exposure to international experience will open new opportunities and enhance professional, employability and professional skills of students and will bring an important component in their learning experience.



Examples collected at IMEP Masterclasses, London, 7-9 March 2018

EMPLOYER ENGAGEMENT IN THE PROCESSES OF EDUCATION QUALITY ASSURANCE

For the last two years, significant changes have occurred in higher education of Uzbekistan including: a gradual transfer of academic independence to higher education institutions, the organization of quality assurance departments in higher education institutions, higher education internationalization, the changes in the distribution of teaching loads, the improvement of retraining and professional development courses for pedagogical staff, the development of implementing modern teaching methods, and the introduction of mechanisms for the formation of creative and innovative thinking in students. Higher educational institutions have identified the issues of education quality assurance, international cooperation, and research development as important components. Furthermore, higher education institutions should seek extra funding ways.

In the case of Uzbekistan, employability of graduate students is considered as a serious and problematic issue. Several laws and policy reforms are in the process of enactment/implementation, to improve student employability. For example, the Presidential decree №3151 on "Measures of extending the economic sectors and branches on improving the quality of preparing higher educated specialists" on June 27, 2017, results and recommendations of DGR Research & Consulting assigns wide range of objectives to higher educational practitioners actioners and administration. Therefore, student employability and employer engagement was chosen as one of a number of work programmes in the IMEP project. In this particular programme of the project, surveys of students employers and teaching/administrative staff were conducted, case studies of good practice documented and disseminated, and discussions held jointly with project partners and other stakeholders. The results are described and below recommendations are proposed.

Section 10 of the Resolution (under II, Tasks and Powers of the Council/Board of Trustees) includes some important responsibilities, including; assisting in the identification of promising areas of training and specialism in light of labour market developments, supporting programmes that offer such specialisms, embedding research and innovation into the curriculum and the organization of practical classes for students and advanced training/re-training for staff.

RECOMMENDATIONS ON THE IMPROVEMENT OF ACTIVITY OF UNIVERSITY BOARD OF TRUSTEESHIP

1. Every higher education institution should develop an employment and enterprise strategy and that the strategy incorporates the following:

- A clear statement of objectives couched in terms of graduate employment outcomes and implementation plan with targets, timescales, etc.
- The identification of key departments, job titles, responsibilities, structures, processes that will enhance graduate employment both at senior and faculty level.
- The consideration of the following stakeholders to be represented in the Council/Board of Trustees: other educational organisations; government bodies (e.g. Ministry of Higher and Secondary Specialised Education, Ministry of Labour); key employers and social partners; public organisations, funds, associations; students; parents; media/PR organisations.

2. Enhance the role of your Council/Board of Trustees in the teaching process with respect to: curriculum/materials development; conducting teaching sessions and taking part in the departmental meetings.

3. Study, analyze, develop opportunities for the development of students' critical thinking and necessary practical skills in various higher education institutions to equip them for the challenges of work.

4. Improve the currucula of all subjects within institutions with a view to enhancing work placement opportunities for your students.

5. Develop entrepreneurial skills, attract industrial organizations to effectively organize professional internships, set business incubators, co-working centres, competitions, research and innovation, job fairs and mentoring, live clinics (e.g. law) with employer and student participation, organizing annual socializing and networking events involving students, graduates and employers.

6. Consider ways in which you can develop and/or enhance a digital platform for students and employers to advertise job vacancies, internship and work experience opportunities.

7. Develop the mechanisms of popularizing best practice of engaging higher education institutions with employers on various levels (both local and international ones).

8. Enhance links with employers in order to increase opportunities for student work experience, volunteering, mentoring, training and graduate employment. Increase the number of hours for internship programmes.

9. Explore ways in which you can strengthen and enhance the role of your alumni network/association, including for example, opportunities for alumnae to mentor students, offer feedback on curriculum and insights into changing labour market trends and occupational requirements.

10. Develop a Continuous Professional Development strategy that supports employer engagement principles and practices.

11. To encourage the concept of the 'teachers-practitioner' for example through the introduction of a rolling short-term work placement programme in industry for teaching staff as part of their individual plan/CPD programme. This will enable teachers to update their knowledge of innovations, technologies and changing needs/requirements/skills required by the industry.

12. Develop a marketing and communication plan to support the strategy (e.g. analysis of the labour market, partnership building, raising awareness about the functions of the Council/Board of Trustees among all stakeholders and through different channels of communication, working with mass media etc.)

13. Develop a clear set of measurable targets and a process for monitoring and evaluating outcomes. This should involve surveys of both students and graduates, course monitoring information including feedback from employers, staff and students. This will allow the Council/Board of Trustees to assist in the development of the employment strategy and assure itself as to its effectiveness.

RECOMMENDATIONS FOR PROFESSORS AND TEACHERS

1. Integrate employability skills into your teaching

While designing a course or a lesson ensure that your learning objectives and outcomes focus on developing graduate employability skills. Keep in mind that employers expect graduates to have not only discipline competences from their degrees but also to demonstrate job-related skills such as critical thinking, team-working, negotiating, leadership, adaptability, problem solving and organising. It is important that

students clearly understand the link between course and employability activities that employers will value. They need to have the language, skills and confidence to demonstrate what they have learned on their CVs, in job applications, in interviews and in meetings with future employers at job markets, conferences and etc.

2. Align assessment with professional graduate outcomes

Know the most likely work destinations of your graduates. Analyse what types of work they will be doing and align your assessment accordingly. For example, if your assessment items are in the form of paper or computer-based multiple-choice tests, it is useful to ask yourself whether your graduates will be required to recall regularly fact-based information in their future workplaces. Very often students are required to write long, academic essays as part of an assessment profile which may be very useful for those who are planning to conduct a research, but not all graduates can equally benefit from such an approach to assessment, hence the importance of a range of assessment tools designed to support various types of graduate outcomes.Design assessment so that students demonstrate different skills - their skills of applying the knowledge they gained as well as such important skills as critical and analytical thinking skills, problem-solving, time management and other skills which are necessary for future employment. The examples of such forms of assessment can be case studies, project work, placements, real-life working situations etc. depending on the subject area. Engage students in designing their own assessment criteria and self-review/peer-review forms. This will help institutions to give students ownership of their study and outcomes. Embed the assessment of practical skills from the start of the course.

3. Talk with students about employability

In the era of technology and information employment is constantly changing and new opportunities are emerging. To adapt curriculum and teaching methods accordingly, it is important to stay informed and connected to the field. Remember to share this information with students and engage them in reflective conversation about graduate employability. In order to get students better prepared to enter the labour market, it is important to discuss these matters fully and openly. Students must have a true picture of where they are going and what kind of work they will be doing. Have conversations with students about employability throughout the academic year.

4. Provide opportunities for student work experience

Employability skills of most students, along with traditional academic ones, are best gained and developed by experiencing them directly in the real world of work. Accordingly, you can build exposure to workplaces into your course or programme in the form of work placements, internships, site visits, professional mentoring, entrepreneurship initiatives, etc. Help students who optimise their education experience through work experience, placement and internship opportunities so that they are not disadvantaged by missing required subjects or exams.

5. Involve employers into the educational process

Ask employers to review your syllabus and assessment and get their feedback on when and how they use this knowledge and these skills in their careers. Invite employers to dissertation assessment boards and to provide feedback on submitted student assessment. For example, if you are assessing a project proposal, ask a panel of employers to share which one they would choose and why. Arrange regular meetings with employers to link institution with industry and

provide opportunities on both sides for discussion and staying updated about the changes in places. Also, ask employers to answer students' questions about their future workplaces and duties

6. Involve graduates into the educational process

Be in contact with your graduates. Invite them to come to the campus and share their work experiences with your current students. Also, this kind of meeting can be organised in the form of online forum. Prior to the meeting ask your students to brainstorm the questions they would like to ask from graduates. Tell your graduates to be open and honest while answering the questions. Success or failure stories told by graduates and practical advice given by them help to increase students' awareness of the importance of developing employability skills and motivate them to study harder.

RECOMMENDATIONS ON EDUCATION QUALITY EVALUATION AND CONTROL IN HIGHER EDUCATION INSTITUTIONS

The quality of education includes both evaluation of the study process and the result in order to optimally plan the strategy of its development with the goal to ensure competitive studies in the space of world.

The central element of education is the study process, its organization, not denying the importance of other elements. Therefore, when assessing the activities of a higher education institution, special attention is paid to the quality analysis of the study process (scientific, study work, its management and organization, study technologies, etc.) during the current stage.

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Education quality assurance policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such Education quality assurance policy supports

- ✓ the organization of the quality assurance system;
- ✓ departments, schools, faculties and other organizational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality
- ✓ assurance;
- ✓ the involvement of external stakeholders in quality assurance.

The aim of the implementation of assessment of study quality and control system is to ensure the planning and placement of university resources (academic staff, infrastructure, finance) in order to develop competitive education, including lifelong learning.

The quality of education is a set of educational parameters that characterizes the conformity of educational process implemented at the higher education institutions with the principles of the state education policy and development strategy of the higher education institutions.

The quality of studies is the state of the study system, which reflects the correspondence of the process of study activities with the educational objectives.

Quality indicators are units of information (statistics, statements) that characterize the level of achievement of higher education institutions quality characteristics or requirements.

The results of the study quality assessment are reflected in the regular reports and used to ensure the development of the higher education institutions.

Areas and indicators of quality assessment:

	Quality assessment areas	Quality assessment indicators
1.	Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers. Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes. *(Standards and Guidelines for Quality Assurance in the European Higher Education Area*, http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)	1) Clarity and accessibility of the goal of the study programme and study outcomes. 2) Conformity of study content with state-determined professional standards and other regulatory enactments. 3) Adherence to the principles of consistency in the development, management and implementation of the curriculum, i.e. involvement of students, academic staff, employers in the development of the programme and quality assessment. 4) Provision of methodological (including the study course programme and calendar thematic plans), informative, material and technical support for the study programme. 5) Annual quality assessment of study programmes, discussion of weaknesses and strengths of the study programmes, changes, development opportunities and plans for improvement of programmes
2.	**The quality of the academic staff** The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing. Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. *(Standards and Guidelines for Quality Assurance in the European Higher Education Area*, http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)	1) Percentage of Doctors 2) Professional and academic work experience 3) Pedagogical mastery courses, other qualification upgrading courses 4) Scientific publications 5) Scientific Inventions 6) Patents 7) Participation in conferences 8) Project management, participation 9) Cooperation with other higher education institutions 10) Work with foreign students 11) Textbooks and other teaching materials developed by lecturers 12) Professional activities in the field 13) Contribution to the development of the region / field / university 14) Lecturers' awards 15) Observance of discipline and ethics 16) Lecturers' assessment and motivation system
3.	**Quality of cooperation with students** The information about the syllabi should be available to students. This information must be objective, sufficiently transparent and widely available to the public	1) Co-operation with secondary education establishments in order to form a focused and motivated group of students 2) Discussions with students about study opportunities and demand in the labor market, informative programmes and articles in the media, career days, etc.
4.	**Quality of cooperation with graduates** In order to make responsible decisions it is important to provide information on the progress of the graduates, as well as regular feedback from the graduates of the programme.	1) Provision of graduates (%) with employment opportunities; 2) the proportion of the graduates that continue their studies; 3) graduates' competitiveness.
5.	**The quality of the study process** Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification. Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems. *(Standards and Guidelines for Quality Assurance in the European Higher Education Area*, http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)	1) The methods of innovative study process and clear outline of the expected outcomes. 2) Consultation for students, raising the motivation of studying. 3) Objectivity of the assessment of knowledge and skills, and the use of these results for the improvement of the study process. 4) Involvement of students in scientific research work (topicality of the chosen topic and its relation to the content of the study programme), competitions of students' scientific work (awards, bonuses, special scholarships). 5) International cooperation, students exchange with other universities, opportunities for student placement abroad. 6) Recognition of learning outcomes acquired in mobility. 7) Study load, organization of independent work - plan, scope, types of examination, etc.; consultation opportunities; access to information; the content of the study course, the structure

	Quality assessment areas	Quality assessment indicators
		of the placement of study courses and their succession, flexibility and novelty. 8) The place of the higher education institution in national and international ratings. 9) Meetings with potential and current employers (types and frequency of visits) 10) Students' feelings at the higher education institution: a. satisfaction with the acquired knowledge, skills, relationships, social contacts; b. scope (possibilities) of the use of student's social status (social roles) c. respect for the individual interests and needs of the subjects of pedagogical process (students); d. the level of student's self-realization and self-determination. (Annex 5 *Sample of students questionnaire, Annex 6 Sample of the 1st year students questionnaire*)
6.	**Information resources and quality of infrastructure** It is necessary to provide students and academic staff with qualitative information resources and infrastructure that are appropriate for the study programme.	1) The existence of a study quality assurance department. 2) Study process information system (student register, programme register, personnel register, etc.). 3) The quality of the study process and research infrastructure (premises, their arrangement, library services, availability of information, Internet access, computers, all kinds of equipment, etc.). 4) Quantitative indicators characterizing working and study environment (m^2 per employee or student, the ratio of computers or other equipment to a staff unit). 5) The quality of supporting infrastructure (hotel services, cafe services, sports center, cultural events, etc.).

An essential condition for the study process and quality of education is to inform the society about the management and course of the study process, as well as regular external evaluation of the study quality.

Information on higher education institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information. *(Standards and Guidelines for Quality Assurance in the European Higher Education Area*, http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

There are several ways of informing the public and informing different target groups:

1) potential students;
2) existing students;
3) potential and existing employers;
4) state institutions;
5) and others.

In order to ensure quality, it is important to ensure the availability of objective and comprehensive information in the public space, such as web pages, etc.

External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities. Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organizational levels (such as programme, faculty or institution). Quality assurance is a continuous

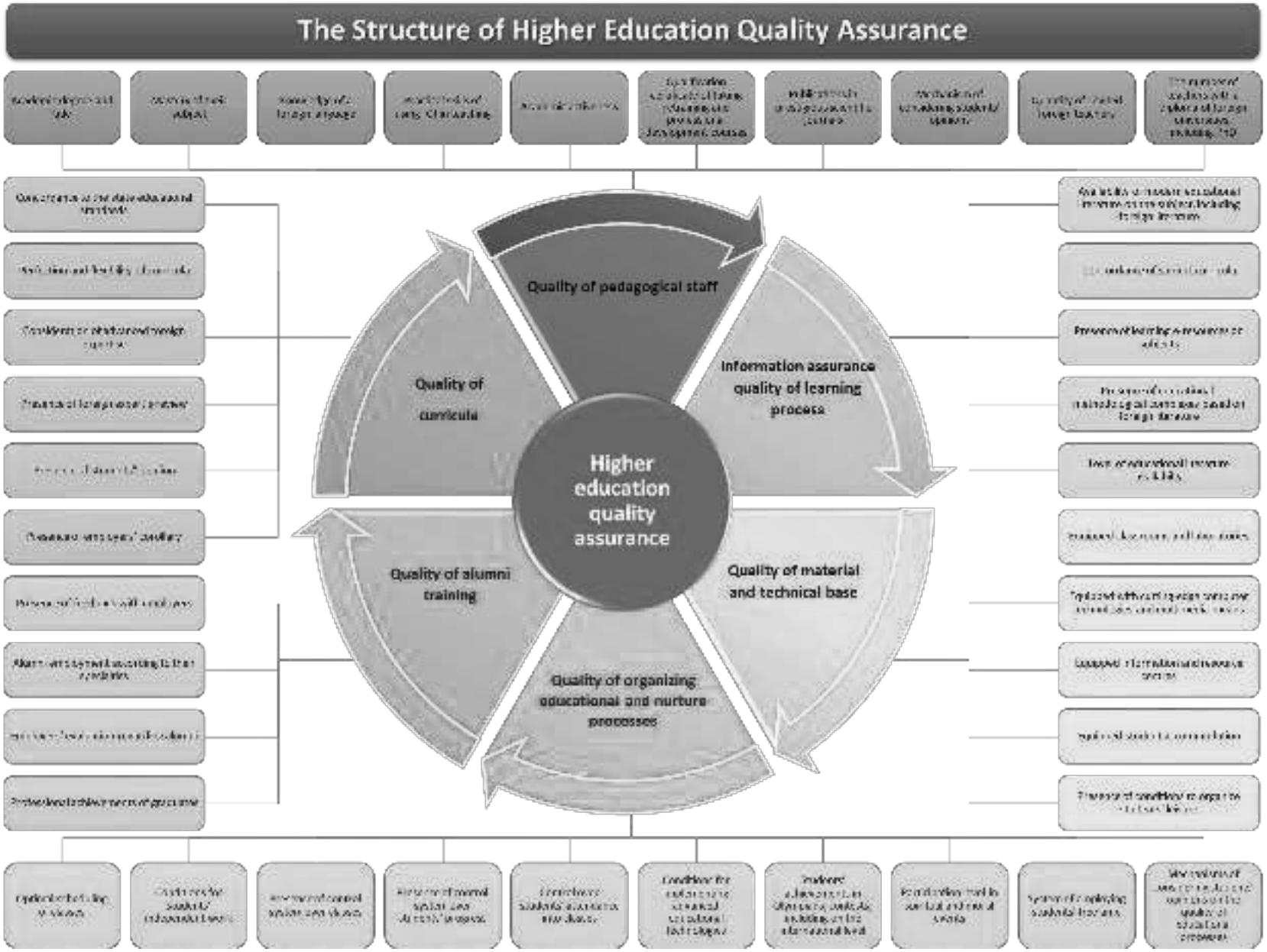
process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

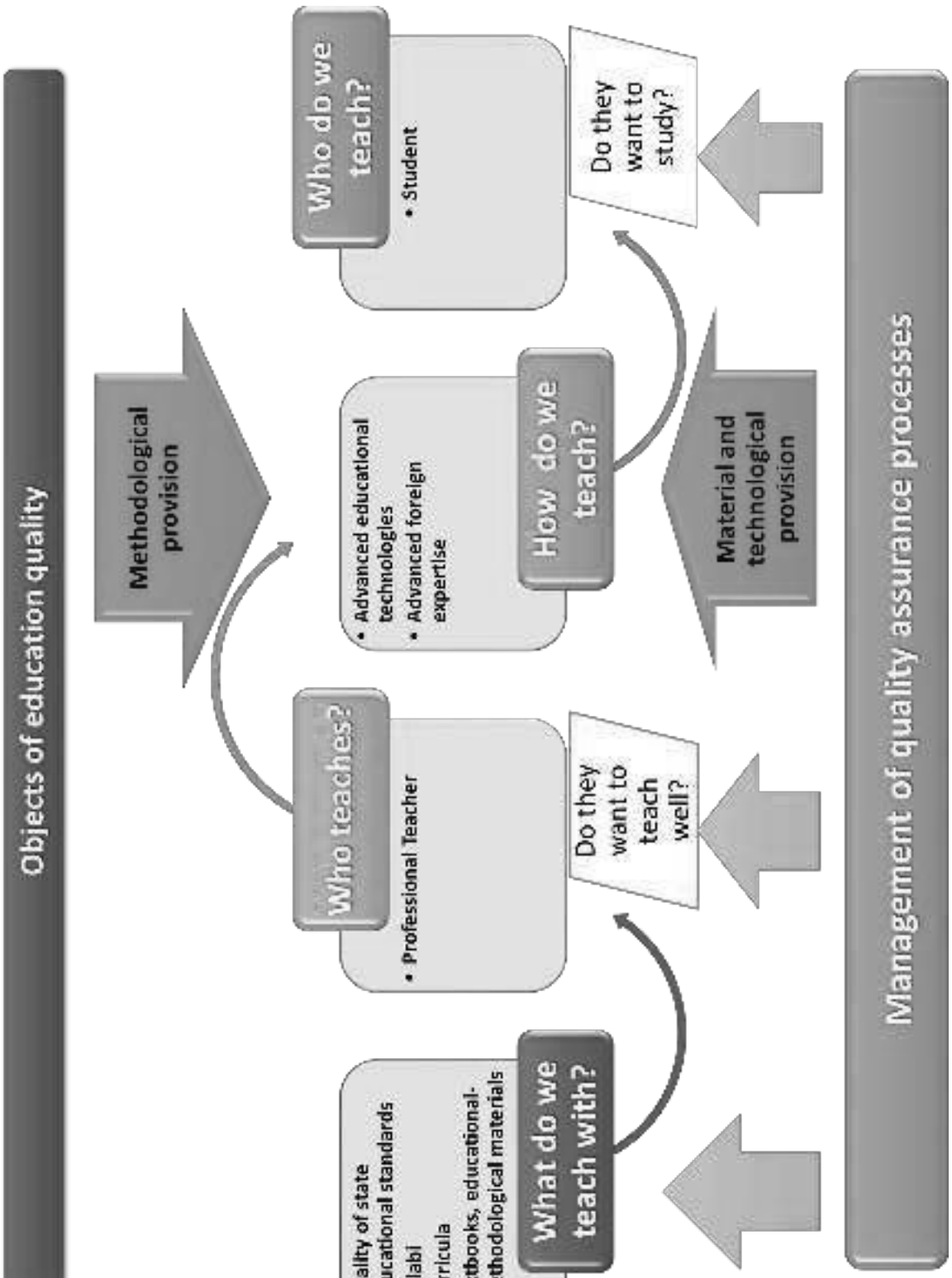
The evaluation of external quality is the responsibility taken by the education sector of each country. One of the most essential aspects is to ensure the quality assessment function to be separated from the education policy-making function. The circulation of information on the World Wide Web also create a precedent for national higher education institutions to become international and compete not only at the national level, but also in the world space of higher education. Consequently, the objective and international evaluation of universities is inevitable, which certainly contributes to the quality of education.

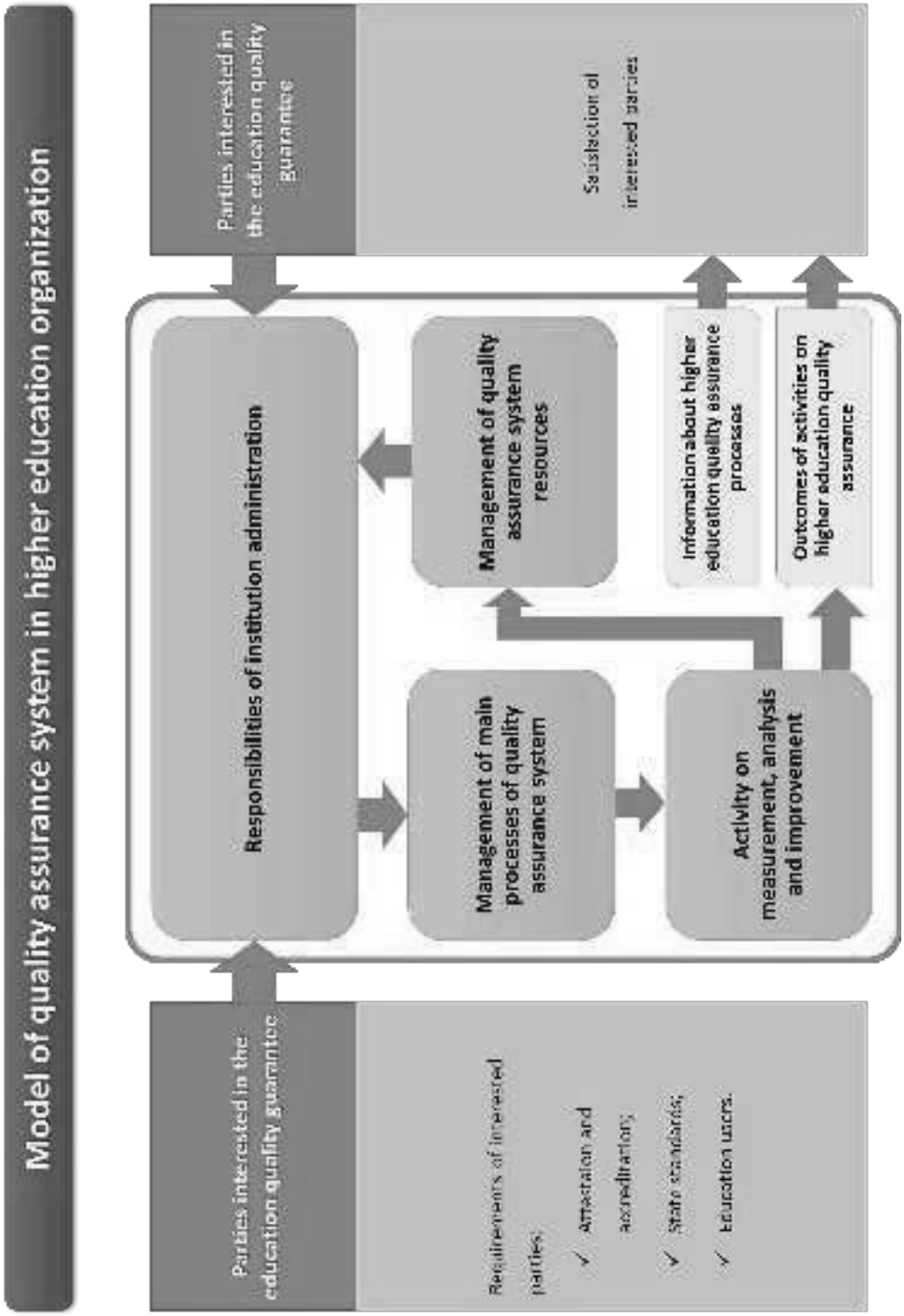
The **purpose** of quality management departments is coordination of establishment and development of an effective quality management system, and integration of quality management processes in a higher education institution (HEI) in order to promote continuous increase of efficiency and quality of the HEI functioning at each unit level, implementation of strategic tasks and performance indicators defined in the strategy of the HEI, as well as to raise the awareness of all the HEI employees of their role in the formation of the HEI's quality culture and engagement in the improvement of their work and study and research processes at the HEI.

Key objectives of quality management departments:

- Development of an institutional quality management system of the HEI (if applicable and if such has not yet been established).
- Ensurance of the HEI quality management system's maintenance, regular assessment and development.
- Ensurance of the participation of the HEI in national and international rating systems.
- Organization of surveys and ensurance of their assessment in accordance with the internal and external assessment procedures.
- Ensurance of compilation and assessment of statistical indicators of the HEI's performance.
- Provision of methodological support for the ensurance of internal assessment of the HEI's study programmes.


The Structure of Higher Education Quality Assurance
Quality of pedagogical staff
Information assurance quality of learning process
Quality of material and technical base
Quality of organizing educational and nurture processes
Quality of alumni training
Quality of curricula
Higher education quality assurance


Objects of education quality
Methodological provision
Material and technological provision
Management of quality assurance processes
What do we teach with?
Quality of state educational standards
Syllabi
Curricula
Textbooks, educational-methodological materials
Who teaches?
Professional Teacher
How do we teach?
Advanced educational technologies
Advanced foreign expertise
Who do we teach?
Student
Do they want to teach well?
Do they want to study?


Model of quality assurance system in higher education organization
Parties interested in the education quality guarantee
Requirements of interested parties:
✓ Attestation and accreditation;
✓ State standards;
✓ Education users.
Responsibilities of institution administration
Management of main processes of quality assurance system
Activity on measurement, analysis and improvement
Management of quality assurance system resources
Information about higher education quality assurance processes
Outcomes of activities on higher education quality assurance
Parties interested in the education quality guarantee
Satisfaction of interested parties

Functional tasks of organizational structures on quality assurance of higher education

Department

- The quality assurance of the educational process in accordance with educational programs;
- The information support development for the subjects of the department;
- The quality assurance of the preparedness level of teaching staff;
- The working capacity assurance of technical means of training, educational laboratories;
- The organization the monitoring of students' progress;
- The organization of spiritual and educational activities through supervision;
- The introduction of advanced foreign experience;
- The organization and implementation of measures on the introduce advanced educational technologies;
- The supervision of students' scientific research works.

Faculty

- The quality assurance of the educational process in accordance with state educational standards;
- Ensuring the qualitative organization of the educational process on the basis of modern curricula;
- Creation of high-quality information support for the educational process in the areas of education;
- Organization of a qualitative material and technical base for the educational work;
- Organization of the warm cooperation among pedagogical staff;
- Organization of systemic involvement of employers in the quality assurance process;
- Creation of conditions for independent work of students;
- Systematic organization of spiritual and educational work;
- Establishment of international cooperation with specialized foreign universities;
- Organization of control over the progress, attendance of students;
- Planning, organization and continuous improvement of scientific research works;
- Organization, recording and monitoring of the individual plans of teachers.

Higher education institution

- Ensuring the correspondence of curricula and programs to state educational standards;
- Information and methodical support of the educational fields;
- Organization of work and selection of faculty members;
- Organization of material, technical, financial support of the university;
- Provision of educational process in accordance with the needs of students;
- Conduct on a regular quality assessment of the education;
- Establishment of international cooperation with specialized foreign universities;
- Organization of control over the process, attendance of students;
- Organization of systematic work with employers;
- Study of employers' demands for the quality of graduates;
- Planning, management, maintenance, improvement, quality assessment;
- Planning and implementation of a quality assurance system;
- Ensuring the integration of education, science and production;
- Forming a culture of quality assurance;
- Organization of monitoring over the quality assurance processes.

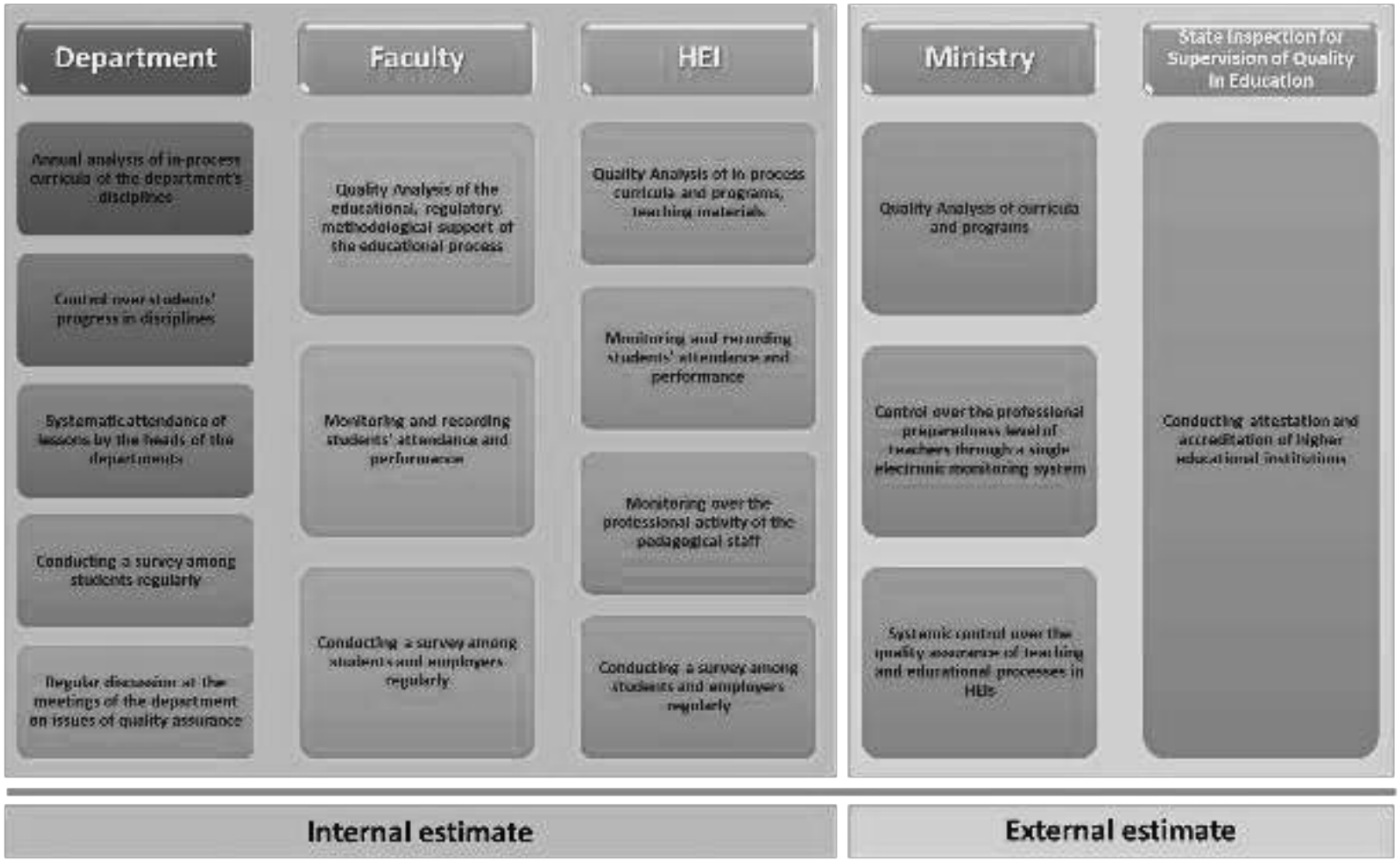
Ministry

- Implementation of a single state policy in the field of quality assurance of higher education;
- Development and improvement of the quality assurance system of higher education;
- Realization of educational and pedagogical and scientific methodological guidance and coordination of quality assurance processes in higher education;
- Study of employers' demands for the quality of graduates;
- Introduction of advanced foreign practices in quality assurance;
- Organization of modern information support of the educational process;
- Organization and increase in the effectiveness of research at higher education institutions;
- Introduction of progressive forms of spiritual and educational work at higher education institutions;
- Organization of retraining and professional development courses for pedagogical and administrative staff, including internships and in service training abroad;
- Organization of monitoring over the quality assurance processes in higher education.

State Inspection for Supervision of Quality in Education

- Organization of inspections and control over the quality assurance of higher education;
- Organizing and conducting attestation and state accreditation of higher educational institutions;
- Development and implementation of the monitoring system in the quality of training;
- Higher education quality assessment on the basis of analysis;
- Systematic preparation of experts' opinions on the issues of quality assurance level in HEIs.

Structure of the monitoring system over the quality assurance processes in higher education



CONCLUSION

To summarize all the earlier-mentioned points, it can be certainly said that the project “IMEP: Internationalization and Modernisation of Education and Processes in the Higher Education of Uzbekistan” launched within the program of Erasmus+ represents the specific requirements of modern educational standards and accommodate the diverse needs specifically of the higher education of Uzbekistan. The project IMEP has had a huge contribution to the modernisation processes of higher education institutions, the integration of continuous professional development, students and employers’ engagement in teaching and learning with the purpose of quality enhancement. Clearly, this integration and holistic approach in addressing the aforementioned aspects are the main targets which have been set in the proposed project. Besides, the IMEP project brings along the innovative message which outlines the significance of the integration in the contemporary higher education system worldwide.

Within the project IMEP, there have been developed new approaches in continuous professional development of teachers and administrative staff of higher educational institutions, professional development courses have been piloted successfully in partner higher education institutions. The implementation of the developed Recommendations on Quality Assurance and Enhancement Procedures across all subjects in the higher education system, Guidelines for Student Engagement and Employer Engagement will benefit the higher education institutions of Uzbekistan.