

"APPROVED"

Rector of the "IUK"

prof E. Yu. Saychenko



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## Regulation

### on the valuation fund of Educational program

#### 1. General Provisions

1.1. The Regulation on the Valuation Fund of Educational program (hereinafter - VF) of the educational program (hereinafter - EP) establishes the procedure for the development, requirements for the structure, content and design, as well as the procedure for approving the Valuation fund of Educational program establish the compliance of the training level of students and graduates with the requirements state educational standards (hereinafter - the educational standard) and educational programs of higher education, implemented in the "IUK" (hereinafter - the University, "IUK").

1.2. This regulation (hereinafter referred to as the Regulation) was developed on the basis of

- The Law of the Kyrgyz Republic "On Education" dated April 30, 2003 No. 92 (As amended by the Laws of the Kyrgyz Republic dated December 28, 2006 No. 225, July 31, 2007 No. 111, July 31, 2007 No. 115, January 20, 2009 No. 10, 17 June 2009 No. 185, January 15, 2010 No. 2, June 13, 2011 No. 42, August 8, 2011 No. 150, December 29, 2011 No. 255, December 29, 2012 No. 206, July 4, 2013 No. 110, July 30 2013 No. 176, November 5, 2013 No. 199, December 16, 2013 No. 221, May 30, 2014 No. 82, July 18, 2014 No. 144, January 16, 2015 No. 15, April 15, 2015 No. 82, April 17, 2015 No. 84, August 3, 2015 No. 213, June 29, 2016 No. 92, February 22, 2017 No. 32, May 23, 2017 No. 84, June 8, 2017 No. 100);

- Regulations on ESTS, approved by order of the Ministry of Education and Science of the Kyrgyz Republic dated August 06, 2009 No. 824/14

- the Charter of the "International University of Kyrgyzstan" ("IUK"), approved by the Ministry of Justice of the Kyrgyz Republic on February 6, 2017;

- other normative local acts of the "IUK";

- the Mission of the "IUK", the purpose of which is to train professionals in their future activities by creating new knowledge and skills, contributing to the preservation, enhancement of scientific, cultural and moral values of society. Activation of the development and implementation of new organizational forms and teaching methods that maximally motivate the active creative work of both students and teachers.

- and other normative local acts of the "IUK".

1.3. VF EP - a complex of assessment tools, control and measuring and methodological materials designed to determine the quality of learning outcomes and the level of formation of the competencies of students in the course of mastering the EP in areas and profiles of training. VF EP is the central link in the system for assessing the quality of mastering the EP by students.

1.4. VF EP is developed for various stages of assessing the student's educational achievements and includes

- VF AMC of academic disciplines (modules);

- VF for all types of practices;

-VF state final certification of graduates (hereinafter SFC).

1.5. The regulation is mandatory for execution by all structural subdivisions of the university that ensure the implementation of educational programs.

## **2. The purpose and objectives of the VF EP**

2.1. The purpose of creating the VF of the educational program is to establish the correspondence of the level of training of students and graduates the requirements of the State Educational Standard and EP in the implemented areas and profiles of training, specialties.

2.2. The purpose of creating a VF for a discipline (module), for all types of practices is to assess knowledge, abilities, skills and the level of mastering by students competencies of the relevant discipline (module), practice.

2.3. The purpose of creating the VF SFC is to assess the personal achievements of the graduate for the correspondence of knowledge, skills, skills and mastering the competencies of the EP.

2.4. The tasks of the VF EP are to control and manage the process of acquiring the necessary knowledge, abilities, skills and the process of the formation of competencies defined by the EP for each discipline (module), practice, through the current, intermediate and final certification.

### 3. Requirements for VF

3.1. VF is formed on the basis of key assessment principles, which are:

- validity (the objects of assessment must correspond to the stated learning objectives);
- reliability (when assessing the achievements of students, uniform standards and criteria should be used);
- fairness (providing equal opportunities to all students);
- developmental character (fixing the personal achievements of students and the proposed measures to improve the results);
- timeliness (maintaining feedback with students in the development of training materials);
- efficiency (compliance of the performance results with the set goals and objectives).

3.2. VF is designed to identify learning outcomes that differ in three levels:

- 1) basic (as mandatory for all students upon completion of the EP development);
- 2) advanced (exceeding the minimum characteristics of the formation of competencies for a graduate);
- 3) high (excellent) level (the maximum possible expression of competences).

### 4. Structure of VF

4.1 VF of the educational program must comply with:

- educational standard in the relevant direction and profile of training, specialty;
- curriculum in the direction and profile of training;
- the program of the discipline (module), practice, implemented according to the corresponding EP;

4.2. VF EP consists of FOS for intermediate certification of students and FOS for State Attestation (GA).

4.3. VF for intermediate certification of students in a discipline (module) or practice, which is a part of the educational discipline (module) or practice program, respectively, includes:

- mastering the educational program;
- description of indicators and criteria for assessing competencies at various stages of their formation, description of assessment scales;
- typical control tasks, tests or other materials necessary to assess knowledge, abilities, skills and / or experience of activities, characterizing the stages of the formation of competencies in the process of mastering the educational program;
- methodological materials defining the procedures for assessing knowledge, abilities, skills and / or experience of activities that characterize the stages of the formation of competencies.

4.4. For each result of training in a discipline (module) or practice in the teaching and learning method of a discipline or a practice program, respectively, indicators and criteria for assessing the formation of competencies at various stages of their formation, scales and assessment procedures should be determined.

4.5. The feasibility of developing VF of the same disciplines (modules), profiled for various areas of training, is determined by the department that provides the teaching of this discipline (module), in agreement with the heads of the EP in the direction and profile of training.

4.6. VF for State Attestation (SA) includes:

- a list of competencies that students must master as a result of mastering the educational program;
- description of indicators and criteria for assessing competencies, as well as assessment scales;
- typical control tasks, test or other materials necessary to assess the results of mastering the educational program;
- methodological materials that determine the procedures for evaluating the results of mastering the educational program.

4.7. VF discipline (module) and practice is approved by the department and the head of the EP, as an integral part of the teaching materials of the discipline (module) and practice. VF SFA is approved by the Vice-Rector for Academic Affairs. VF EP is approved by the Academic Council of the "IUK", as an integral part of the EP.

## 5. Procedure for the development of VF EP

5.1. The formation of the VF of the educational program goes through the following main stages:

### 1) preliminary stage:

- an analysis of assessment tools is carried out that can be used in the implementation of certification of students and graduates for compliance with the requirements of the educational standard and educational program;
- matrices of evaluative means of intermediate and final control of the level of mastering the competencies of students and graduates are compiled. Requirements for the levels of competence formation contained in standard, supplemented by the requirements of the university.

### 2) main stage:

- the structure of the VF is formed by disciplines (modules), practices in accordance with the requirements of the EP;
- the structure of the VF is being formed for the state final attestation.

### 3) final stage:

- discussion, revision and decision making on the possibility of its use.

- registration and systematization of all control and assessment tools, included in the VF of the educational program;

5.2. Formation of the VF discipline (module), practice goes through the following stages:

- a system of indicators is being formed that characterize the state and dynamics of the development of competencies of students and graduates;

- assessment tools and procedures for assessing knowledge, abilities, skills, mastering the competencies of students and graduates are determined.

5.3. VF EP must pass the examination of the Department of Quality Control, industrial practice and communication with employers., "IUK".

5.4. The direct compiler of the teaching materials and the executor of the formation of the VF is appointed by the order of the head of the department from among the teaching staff of the department.

5.5. Assessment funds are developed for each discipline taught at the department. If within the framework of the direction of training (specialty) for various profiles, specializations, master's programs the same discipline is taught with the same requirements for its content, then a single VF is created for it. The feasibility of developing a unified VF in the discipline of the same name for

different areas of training (specialties) is determined by the decision of the department, which provides the teaching of this discipline.

5.6. VF EP can be developed and formed by a creative team in co-authorship.

## **6. Responsibility for the formation of the VF EP**

6.1. Responsibility for the timely development of the VF EP, included in it VF by disciplines, practices, SFA is the head of the EP, heads of the relevant departments, deans and teachers - developers of assessment tools.

6.2. The compilers of the assessment tool are responsible for the quality of its development, the correctness of its composition and design.

6.3. VF EP is formed in electronic and paper form, is kept by the head of the EP and one copy in electronic form is stored in the Department of Quality Control, industrial practice and communication with employers.

## **VII. The procedure for updating the VF**

7.1. The VF EP is subject to annual renewal taking into account the development of science, education, culture, economy, technology, technology and social sphere. As necessary, the compiler of the VF carries out its actualization (modification, cancellation, inclusion of new evaluation tools, etc.). All results of updating the VF are considered and approved at a meeting of the department that teaches the discipline.

7.2. The development of new VF OP is carried out:

- when approving new State educational standards for HPE;
- when making changes to the educational program.
- when approving a new curriculum in the direction and profile of training.

7.3. Formed competencies, as well as a list of planned learning outcomes in the discipline (module) (knowledge, skills), formulated in a competency-based format.

For example:

The discipline (module) is aimed at the formation of the following competencies:

- general scientific (GC) (code and content):  
• .....
- instrumental (IR) (code and content):  
• .....
- socio-personal and general cultural (SLC):  
• .....
- professional (PC) (code and content):  
• .....

As a result of mastering the discipline, the student must demonstrate the following educational results:

1. Know: \_\_\_\_\_ (number / index of competence)

2. Be able to: \_\_\_\_\_ (number / index of competence)

3. Own: \_\_\_\_\_ (number / index of competence)

Learning outcomes can be presented in the form of a table

For example:

<b>Competency codes</b>	<b>Content competences</b>	<b>of</b>	<b>List of planned learning outcomes for the discipline</b>
			<i>Know:</i> <i>Be able to:</i> <i>Own:</i>
			<i>Know:</i> <i>Be able to:</i> <i>Own:</i>

*Appendix # 1*

**Evaluation Criteria for Interim Assessment  
students in the discipline (module)**

<b>Grading scales</b>			<b>Criteria</b>
<b>Traditional</b>	<b>Points</b>	<b>ECTS</b>	
Excellent	85-100	A	The theoretical content of the discipline (module) is fully mastered, without gaps, the necessary practical skills for working with the acquired material are formed, all the educational tasks provided for by the working program of the discipline (module) are completed, the quality of their implementation is estimated by the number of points close to the maximum.
Good	70-84	C	The theoretical content of the discipline (module) is fully mastered, without gaps, some practical skills of working with the acquired material are not sufficiently formed, all the educational tasks provided for by the work program of the discipline (module) have been completed, the quality of performance of none of them



			is not assessed by the minimum number points, some types of tasks were completed with errors.
Satisfactorily	55-69	D	The theoretical content of the discipline (module) is partially mastered, but the gaps are not significant, the necessary practical skills for working with the mastered material are basically formed, most of the educational tasks provided for by the work program of the discipline (module) have been completed, some of the completed tasks may contain errors or the quality of performance is estimated by the number of points close to the minimum.
Unsatisfactory	0-54	FX	The theoretical content of the discipline (module) is not mastered. The necessary practical skills of work are not formed, all educational tasks provided for by the work program of the discipline executed with gross errors. Additional independent work on the material of the discipline (module) will not lead to any significant improvement in the quality of completing educational tasks

*Appendix # 2*

**Criteria for assessing graduates' responses to state exams**

<b>Evaluation</b>	<b>Creteria</b>
Excellent	<ul style="list-style-type: none"> <li>• The student shows a high level of competence, knowledge of the program material, educational, periodical and monographic literature, reveals the basic concepts and analyzes them based on the positions of various authors.</li> <li>• The student shows a high level of theoretical knowledge in the disciplines included in the final state exam by specialization, and sees interdisciplinary connections.</li> <li>• Professionally, competently, consistently, in good language clearly sets out the material, formulates conclusions with reasoned.</li> <li>• Knows, within the framework of the requirements for the specialty, the legislative, regulatory and practical base.</li> <li>• He answers the questions of the members of the commission briefly, reasoned, confidently, to the point.</li> </ul>

«Good»	<ul style="list-style-type: none"> <li>• The student shows a sufficient level of competence, knowledge of the lecture material, educational and methodological literature. Confidently and professionally, in competent language, clearly, clearly and understandably expresses the state and essence of the issue.</li> <li>• Knows the regulatory, legislative and practical framework, but makes insignificant errors in answering.</li> <li>• The student shows a sufficient level of professional knowledge, freely operates with concepts, methods of assessing decision-making, has an idea of interdisciplinary relationships, links the knowledge gained in the study of various disciplines, is able to analyze practical situations, but makes some errors.</li> <li>• The answer is structured logically, the material is presented in good language, informative and illustrative material is involved, but when answering, it allows some errors.</li> <li>• Questions asked by members of the examination committee do not cause significant difficulties.</li> </ul>
Satisfactorily	<ul style="list-style-type: none"> <li>• The student shows sufficient knowledge of the educational and lecture material, but when answering, there is no proper connection between analysis, argumentation and conclusions.</li> <li>• He answers the questions posed by the members of the commission not-confidently, admits errors.</li> <li>• The student has practical skills, uses illustrative material, but feels insecure when analyzing interdisciplinary connections.</li> <li>• In the answer, there is not always logic, not enough weighty arguments are used.</li> <li>• He finds it difficult to answer the questions raised by the commission, shows insufficient knowledge.</li> </ul>
Unsatisfactory	<ul style="list-style-type: none"> <li>• The student shows poor knowledge of the lecture material, educational literature, legislation and practice of its application, a low level of competence, uncertain presentation of the issue.</li> <li>• The student shows a weak level of professional knowledge, finds it difficult to analyze practical situations. Can't give examples from real practice.</li> <li>• Uncertainly and logically inconsistently expounds material.</li> <li>• He incorrectly answers the questions raised by the members of the commission or finds it difficult to answer.</li> </ul>