Descriptive study

| UZBEKISTAN

FOUR STEPS TO FOUNDATION OF INTERNAL QUALITY ASSURANCE IN UZBEK HIGHER EDUCATION INSTITUTIONS

DESCRIPTIVE STUDY – UZBEKISTAN: FOUR STEPS TO FOUNDATION OF INTERNAL QUALITY ASSURANCE IN UZBEK HIGHER EDUCATION INSTITUTIONS

Introduction

The general objective of the project IQAT was to enhance capacities in implementation of Bologna Process reforms at institutional level at higher education institutions (HEIs) in two partner countries (PaCs) in Central Asia region, Kazakhstan (KZ) and Uzbekistan (UZ). The IQAT project focused primarily on internal quality assurance and institutional typology.

To achieve this objective, it was necessary:
- To map and analyse the situation in the field of quality assurance (QA) in both partner countries.
- To provide partners from KZ and UZ HEIs with the training, which was focused on basic theory on QA in higher education, specification of institutional missions and profiles, identification of Bologna Process principles in QA relevant for the partner´s HEIs and on planning the work on internal QA systems.
- To develop the first version of the new/innovated/modified internal QA systems at HEIs in PaCs based on exploitation of European Standards and Guidelines for Quality Assurance (ESG), considering different missions of HEIs (typology), and to pilot it.
- To develop the final version of the internal QA systems in cooperation with expert teams from Programme Countries (PrCs) during the site visits and by on-line consultations.

The main aim of this descriptive study, which is a kind of road map of the IQAT project, should be the contribution to sharing and dissemination of the knowledge and experience with interested readers from outside of the IQAT project. The aim of the descriptive study is also practicality of experience: i.e. what is good to know if you would like to do similar project in different culture.

In the following text, the project activities and results concerning Uzbekistan will be described in detail. In principle, each of the presented four steps follows the work packages (WPs) in IQAT project.

1ST STEP: INSTITUTIONAL ANALYSIS

Institutional studies and national comparative study

The main aim of initial project activities was to acquire various necessary information about Uzbek HEIs. The first version of institutional studies was developed at the early stage of the project; nevertheless, modifications were done during all project timeline. For institutional studies we have used the same structure (see BOX 1) which allowed us easier comparison of all three participating HEIs:

• Tashkent Chemical-Technological Institute (TCTI),

• Samarkand Agricultural Institute (SAI),

• Andijan State University (ASU).

1.1 STRUCTURE OF INSTITUTIONAL STUDIES

Introduction

1. Brief history
2. Structure of HEI (faculties, departments)
3. Students, graduates and staff numbers and other basic figures
4. Management, leading bodies, role of students, relation university vs. faculty
5. Implementation of the Bologna process reforms (structure of studies, ECTS, diploma supplement, ISCED,...)
6. Degree programmes
7. Lifelong learning
8. Research (main areas, grants etc.)
9. International activities, student mobility, international services
10. Information systems
11. Students services, sport, culture
12. Quality assurance
    a) National accreditation
    b) International accreditation/quality assurance
    c) Internal quality assurance system
    d) Rankings
    e) Other essential information
13. Analysis of internal activities on quality assurance
    a) Typology
    b) Existing activities related internal quality assurance
    c) Implementation of ESG at internal quality assurance

Following national study about Uzbek HEIs, where we compared all three participating institutions, was focused mainly on two topics: 1) application of U-map methodology for Uzbek HEI[1] (BOX 2) and 2) discussion on possible implementation of internal quality assurance - generally into Uzbek HE system and specifically into participating HEIs (BOX 3). For illustration, we use excerpts and main findings from these national studies.

[1]The application of U-Map for three Uzbek HEIs had two main reasons: To formulate mission of a given HEI within this framework as a starting point for thinking about internal quality assurance and to allow active participation of Uzbek partners on aims of the IQAT project.

1.2 COMPARISON OF UZBEK HEIS ACCORDING TO U-MAP TYPOLOGY

U-Map as a tool for profiling of higher education institution allows identifying what is the focus of the particular HEI. Concerning our project, recognition of HEI´s focus enables inter alia[2] to start developing of institutional quality assurance system effectively.

U-Map methodology is methodologically transparent and that is why we used it also for institutional case studies (available at project web sites www.project-iqat.eu. U-Map provides overview of 6 different dimensions which illustrate HEI´s activities. (for more information about the methodology see: http://about.u-map.org/background/methodology/.)

Dimensions of U-Map:

> 1) teaching and learning = dark blue
>
> 2) student profile = green
>
> 3) research involvement = red
>
> 4) regional engagement = purple
>
> 5) involvement in knowledge exchange = light blue
>
> 6) international orientation = yellow

U-Map form is a picture of flower or solar disk with petals /rays of different length where longer ray/ petal means more activities within given indicator.[3]

> One flower = one HEI
>
> One colour = one dimension
>
> One ray/ petal = one indicator

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[2] The main message of U-Map profiling is to show diversity of focus and missions of HEIs.

[3] We used original categorization of indicators; there are usually four point scale for each indicator (none, some, substantial/predominant and major).

Picture 1: Examples of two different HEIs in U-Map profile
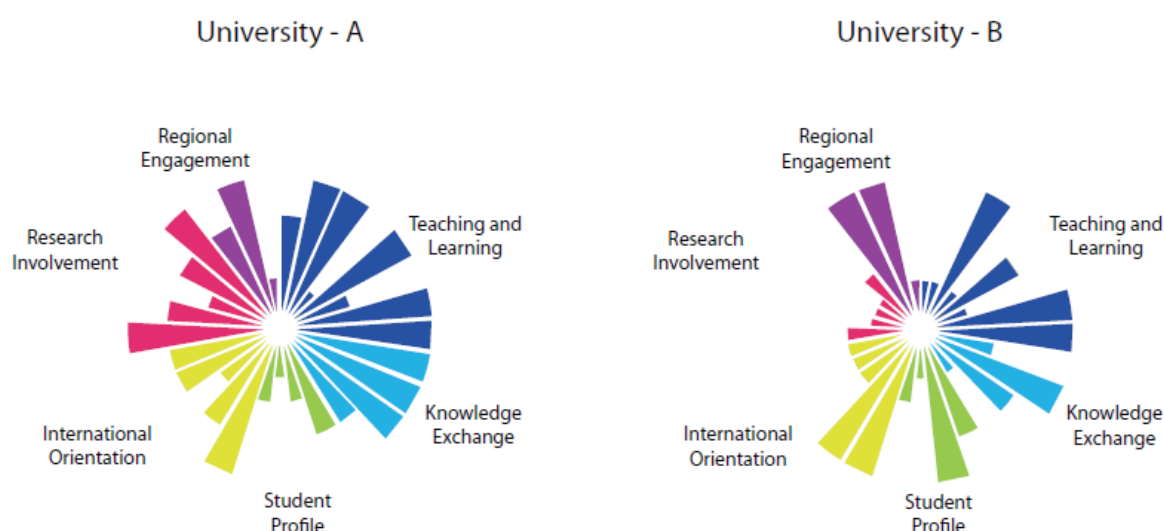
However, the application of U•Map for Uzbek HEIs has some limitations that must be taken into account. Two of the key features of the original U-Map is the transparency and reliability of data, which are included into profile "flower". This condition is crucial. It is better to have incomplete profile than to use unreliable data. Other prominent issues are definitions and understanding of indicators. In the case of Uzbek HEIs we were facing differences of HE systems – "cultures" of HEIs. Therefore, for this study we made some changes that have arisen from problems with availability and reliability of data. All changes to the original are explained in the next table.[4]

Source: http://about.u-map.org/wp-content/uploads/2012/09/U-Map_2011_update_report_print.pdf

Table 1: U-Map dimensions and indicators

Dimension	Indicators: original /modified	Indicators: availability
Teaching and learning	All indicators are original	Some data are available + expert estimation
Student profile	All indicators are original	All data are available
Research involvement	Most of indicators are modified	Not clear definition of indicators on publications (peer review, professional, other), as for academic publications we used number of articles and books, for professional publications – number of textbooks and methodical books

[4]List of indicators is attached in the end of document.

Dimension	Indicators: original /modified	Indicators: availability
Regional engagement	Some indicators are modified	Most of data are available
Involvement in knowledge exchange	All indicators are modified	Number of cultural activities is absolute/per one year Number of patents/per last three years
International orientation	All indicators are original	Most of data are available

Therefore, following pictures of U-Map (institutional "flower") respect all limitations we mentioned above. Nevertheless, even in this limited form it is possible to find out focus of the given institution.

Picture 2:
Samarkand Agricultural Institute

Picture 3:
Andijan State University

Picture 4:
Tashkent Chemical-Technological Institute

Source: National UZ study, modified/shortened by author for Descriptive study, available at https://www.project-iqat.eu/results

1.3 DISCUSSION ABOUT POSSIBLE IMPLEMENTATION OF INTERNAL QUALITY ASSURANCE WITHIN CONDITIONS IN UZBEKISTAN

"State of art" QA in three Uzbek HEIs: Existing activities related to internal quality assurance

Uzbek HEIs dispose of many developed individual procedures and processes for QA (e.g. monitoring quality of teachers, accreditations of programmes, students assessment etc.) however these elements are not interconnected in one institutional and managerial system which fits to the particular institution.

We have identified typical features of the current situation:
- Systems of QA at individual HEIs are the same because almost no institutional autonomy (i.e. where significant part of responsibility and academic freedom is put on HEI or a faculty) in a sense of European understanding exists at Uzbek HEIs.
- Systems are externally developed, i.e. central administration consisted of Cabinet of Ministers, Ministry of Higher and Secondary Specialized Education and its subordinate offices are the main policy makers for QA at national as well as institutional level.
- Systems or better procedures and processes are too complex – the monitoring of teachers´ quality could serve as an example:

Example: Teaching Quality Assessment System

Prior to the start of the academic year, each teacher in an HEI is required to develop an individual work plan that indicates activities to be performed and outcomes to be achieved during the academic year. The total normative annual workload should be 1,540 hours, which are distributed among five areas: (i) the delivery of training; (ii) the development of training materials; (iii) scientific research; (iv) organization and management activities; and (v) civics and the moral upbringing of students. The main part of the workload is devoted to teaching, and each category of teaching staff has a recommended distribution of contact teaching hours. On average, professors and associate professors are required to have approximately 20 hours weekly of contact teaching, while senior teachers and teachers are required to have approximately 25 contact hours per week. In comparison, the most active researchers at UZ universities teach one course a semester or have only three contact hours per week.

These individual plans are reported to the Department of Monitoring, which operates under the office of the Rector. During the academic year, the implementation of individual plans is monitored by the head of the department. The quality of the lectures is monitored and assessed using open lessons and peer reviews. The department head also prepares a plan for each faculty member to deliver open lessons with demonstrations of best practices and student research outcomes. Peer reviewers assess these open lessons in terms of their content, methodology, student performance, and compliance with the ESG. The reviews of the open lessons are then reviewed by the department head.

By the end of the academic year, each faculty member is required to prepare a report on the implementation of his or her individual plan. In parallel, the performance of every teacher is assessed through anonymous survey of students. The results of the implementation of annual plans are accumulated in a Teacher Rating System to produce a score for each faculty member. The threshold score of 1,540 determines if a faculty member will be recommended for promotion and a salary supplement or if the faculty members' contract will be terminated.

In addition, every three years academic staff goes for two-month retraining outside of institution (State testing centre), which is mandatory by law. Further, the staff is evaluated in terms of scientific publication activity, open lectures, foreign language skills, expertise, teaching abroad, and internationalisation. Cumulative score of academic staff can reach max. 100 points and it can be checked via electronic portfolio. The academic staff passes and is awarded with the certificate in case he or she receives more than 60 points. In case of failure the teacher is obliged to take retraining again and must cover it from own budget. If the failure is repeated, the job contract is terminated. The final attestation is held in front of the committee – rector and scientific board. The positions (assoc. prof., prof.) are elected by the Academic Council.

Challenges and opportunities for implementation of QA on the institutional level

Despite many developed individual procedures for QA at the institution, there is still possibility to implement at least some new elements of internal/institutional QA. Nevertheless, it is necessary to take into consideration some terms/conditions:

- Existing traditions of tertiary education in Uzbekistan (no autonomy of HEIs, close interconnections with employers and state, etc.).
- Current situation (still elite phase of HE, no membership in Bologna Process, central policy as a main stakeholder and limited activities of individual HEIs within this area as a consequence of centralized decision making).
- The process of adoption of institutional QA is relatively slow ("soft" quality assurance seems to be still a new concept for Uzbek partners; it relates to the definition of quality as "fit for purpose").

The main opportunities for implementation of institutional QA in relation to European Standards and Guidelines of QA:

1) All three Uzbek HEIs should clarify and define a general policy for internal QA (ESG 1.1. Policy for quality assurance). Even if it was found that the ESG were not explicitly mentioned in HEIs documents, the discussions approved that most of them were involved in some activities related the QA at institutional level. Nevertheless, none of the three institutions has its publically available Quality policy as required by the Standard 1.1.

2) The study programmes (Standard 1.2 Design and approval of programmes) in Uzbekistan should consider the national regulations, first of all the Law on education which includes the types (models of study programmes and national standards valid for accreditation. In fact, there is not too much space for QA at institutional level.

3) Considering teaching and learning processes, student-centred approach is not very developed in all three UZ HEIs. So, to obtain opinions of students on teachers´ methods (e.g. via students´ questionnaires) should be one of the possible ways, how to promote focus on student's point of view. Another possibility for students to enforce their views on various matters is connected with their rights and responsibilities via the students' organisations (at all UZ HEIs the Kamalot, youth movement has strong position).

4) In general, relatively high compliance with the ESG was found, but with the exception of the public data accessibility. It seems to be a quite severe problem for all who would like to receive detailed information' (clear, up-to date and readily accessible data in accordance with Standard 1.8 recommendations) about any UZ HEI. Only limited data are publically available.

5) On-going monitoring and periodic review of programmes and cyclical external quality assurance (Standard 1.9 and 1.10) is running externally, under the national legislative framework. The standards for institutional accreditation require verifying the effectiveness of internal QA systems with the aim to contribute to these processes development and to provide information about the quality of institutions' provision for public.

Recommendations for HEIs for the internal QA system development

- To complete the information about all involved units and persons, and make plan how to proceed effectively to establish convenient and helpful internal QA systems. It is also needed to know all requirements from the state level, to understand them properly and to consider their influence on the internal policies/activities,

- to find the way of an institutional "umbrella" body, which would harmonize and integrate (where possible) the QA activities,

- to bring together the responsible persons/teams under one department or into one team,

- to simplify the activities significantly to limit the needed workload of the responsible persons as well as the financial sources, and to make the system more "user-friendly",

- to include as many academics, non-academic employees and students as it would be possible into the internal quality evaluations so that they feel they can contribute and they take the system into their "ownership".

Recommendations for the IQAT project activities in developing the elements for the internal QA system

- To identify the responsible person for the QA activities and for the self-evaluation report (his/her team).
- To consider all above formulated recommendations and their feasible/viable level.
- To choose the areas of activities which will allow to implement the suitable internal QA concept of "fitness to purpose" leading to recommendation for the improvement.
- To identify the set of goals in the chosen area of activities.
- To decide about the methodology - how to verify if/to what extend the goals were met (questionnaire, focus groups, annual reports, etc.) and to exploit all which has been already developed (not to waste working load because it might lead to de-motivation of involved persons).
- To use the consultancy of the project EU partners and their visit at HEI.
- To write the self-evaluation report (responsible person).
- To describe the entire process with critical view on possible shortcomings.
- To use the gained experience to discuss about the possible changes of setting of goals, verifying their achievement, etc. leading to the improvement of QA activities.
- To develop the internal QA element (part) related the chosen area(s) of HEI' activities.

SUMMARY:

- In the start of this project, the project team had to cope with limited accessibility of relevant information about Uzbek HEIs in a sense of institutional transparency and language. I.e. not all/enough information is available in English; in the case of Central Asia the knowledge of Russian language is a big advantage. In addition, laws, regulations from governmental level are usually only in Uzbek language.
- Institutional transparency or better non-transparency is caused mainly by different systemic approach. The Uzbek HE system is currently strongly directed from the side of the president and the government and HEIs do not have autonomy, which is "normal" in European conditions. Uzbekistan and Uzbek higher education is now at the beginning of wider opening to international audience.
- It was necessary to add more and more reliable information into institutional and national studies during the whole project lifetime: to use direct ways of asking partners – via interviews, discussions etc. and questionnaires. Using only official or institutional documents could be quite misleading or insufficient.

2ND STEP: TRANSFERRING THE KNOWLEDGE ABOUT INTERNAL QUALITY ASSURANCE - THE TRAINING SEMINAR

Three main objectives of the seminar were 1) to give trainees an in-depth overview of how EU HEIs implement their internal QA procedures in line with ESG, 2) to provide trainees with a context for reflection on their challenges and opportunities and 3) to make a proposal for the design of a solid internal QA system at their HEIs considering the specific requirements.

We can distinguish three main parts of the seminar as well. Participants from Uzbek and Kazakh HEIs achieved theoretical knowledge on:

- Bologna Process priorities relevant for UZ and KZ and their HEIs, European University Association's activities;
- U-Map methodology and its possible adaption to the partners´ needs ;
- Standards and Guidelines for Quality Assurance in EHEA, Part 1 (ESG, revised version).

In addition, they had possibility to apply theoretical knowledge in practically oriented workshops, concretely:

- Specification (draft) of the UZ and HEIs profiles exploiting the U-Map methodology; (for more see previous chapter).
- Elements of innovation/modification of the existing systems or creation of the new ones, debates on strategies in internal QA exploiting HEIs typology and ESG.
- Practical pilot exercise for self-evaluation (internal evaluation). And finally, participants shared experience about QA with some of the Czech HEIs in form of visits at chosen HEIs.

SUMMARY:

- The training was another direct way of information exchange:
  1) European team members can transfer information about theoretical approaches/understandings towards quality, quality assurance and ESG; 2) UZ team members gave us important input into better understanding of UZ higher education systems and the role of individual institutions within it.
- Active participation of UZ partners in workshops and team discussions (always mixed EU and UZ members) during the training contributed to better mutual understanding and clarified what should be done during the project.

3RD STEP: PLANNING AND IMPLEMENTATION OF PILOT ACTIVITIES REPRESENTING ELEMENTS OF INTERNAL QUALITY ASSURANCE AND THEIR SELF-EVALUATION

This step consists of three sub-steps following WP4 plans, which were designed for IQAT proposal. Firstly, individual HEIs should come up with **the plan - what activities** (which can be considered as parts of internal QA) they would like to implement at their institutions. Planning was based on previous consultations, mainly during training seminar. Uzbek HEIs could use template for this planning and to specify what activities they will do, who will be the responsible person, the deadline for activity, indicators of activity. HEIs were asked to plan minimally 5 activities including one which was obligatory for all participants, i.e. self-evaluation report of these activities. Input of European partners into developing of WP4 plan was done in form of comments (as visible below in the chapter 3.1).

3.1 EXAMPLE OF PLAN OF THE INTERNAL SELF-EVALUATION SYSTEM OF SAMARKAND AGRICULTURAL INSTITUTE WITHIN WP4 OF THE IQAT PROJECT (WITH COMMENTS OF T2 TEAM)

Resources: 60 days of work
Coordinator: Samarkand Agricultural Institute
Deadline for WP4: 31.1.2017

Main specific outputs of the WP4:

Main output	Activity	Description	Responsible person	Deadline for activity	Indicator of achieved activity	Resources (no. of days)
1) Internal evaluation of teachers' activity by students	Elaboration questionnaire for the students	Questions will be developed for evaluation teachers' activity by using developed countries' experience	O. Murtazaev, R. Ruzikulov	01.12.2016	Questionnaire form	5
	Elaboration online questionnaire (by using web site)	Questionnaire will be elaborated and input on the University Web-page	O. Murtazaev, R. Ruzikulov A. Tadjiev	05.12.2016	Questionnaire form	5
	Implementation questionnaire for selected teachers	From each faculty about 5-10 teachers will be selected and evaluated by the students. Then the results will be discussed at the Faculty Council	O. Murtazaev, R. Ruzikulov F. Ahrorov	15.02.2016	Survey results	10
2) Evaluation of skills of the graduates by the external stakeholders and employers	Elaboration of questionnaire for employees	Questionnaire will be developed for evaluation of skills of the graduates	All project members	25.12.2016	Questionnaire forms	5
	Implementation of surveys of job market	The employers will be surveyed by project team	All project members	05.01.2017	Survey results	10

Main output	Activity	Description	Responsible person	Deadline for activity	Indicator of achieved activity	Resources (no. of days)
3) Internal evaluation of academic writings, textbooks or other materials of teachers that used for teaching	Elaboration of list of selected academic writings and textbooks	Academic writings and textbooks will be selected from the departments of the University	A. Elmurodov R. Ruzikulov O. Murtazaev	07.01.2017	List of subjects and literature	2
	Evaluation of materials by selected teachers	Academic writings and textbooks will be evaluated by selected teachers and results will be discussed at the University Council	A. Elmurodov R. Ruzikulov O. Murtazaev	12.01.2017	Evaluation results	5
4) Internal evaluation of administrative staffs' activities of the University by selected teachers	Elaboration of questionnaire for teachers	Questions will be developed for evaluation administrative staffs' activities by using developed countries' experience	A. Elmurodov R. Ruzikulov O. Murtazaev	17.01.2017	Questionnaire forms	5
	Implementation questionnaire for selected teachers	About 5-10 administrative staffs will be selected and evaluated by selected teachers. Then the results will be discussed at the University Council	All project members	21.01.2017	Survey results	5
5) Elaboration of the self-evaluation report	Elaboration of the self-evaluation report	Internal self-evaluation report will be developed including conclusions and recommendations	All project members	31.1.2017	Written self-evaluation report	8

Comments of EU team members: We have only general comments, which relate to the Self-evaluation report (main output n. 5): You should give very good description of activities. Your proposal is understandable and well prepared but more information about selection of respondents and concrete ways of evaluation should be included. Please, remember it when you will be writing self-evaluation report.

For example:

1) Internal evaluation of teachers' activity by students: in what faculty/ies, what courses, how many students (no names are needed, research should be anonymous), how many teachers will be evaluated, what way of teachers' selection for evaluation will be chosen.
2) Evaluation of skills of the graduates by the external stakeholders and employers: how employers will be chosen, how many, etc.
3) Internal evaluation of academic writings, textbooks or other materials of teachers that used for teaching: which method of evaluation you would like to use? (Criteria for evaluation?), which academic writings and textbooks will be chosen (what kind of selection will be used?)
4) Internal evaluation of administrative staffs' activities of the University by selected teachers: how selection of administrative staff and teachers (evaluators) will look like?

The most of planned and later **implemented activities** (as the second sub-step) were focused on evaluation of study programmes quality by students; and questionnaires for students were used as a main tool for evaluation. **The self-evaluation reports**, the third sub-step, illustrate this typical approach well. In addition, Uzbek partners also focused on increase in institutional transparency via better description of chosen study programs on institutional websites. They created not only the description in Uzbek language but in English as well to achieve more attention from the international audience. It seems that emphasis on international openness is starting to be the Uzbek national priority. Other activities, which were implemented during this project stage, were the evaluation of teacher's quality via "teacher by teacher" visits at lectures and the evaluation of employers on study programmes quality. Questionnaires for students and mainly mutual visits of teacher's lectures are methods which are quite popular in Uzbek HEIs but they are usually used in different context.

3.2 CONCLUSIONS FROM SELF-EVALUATION REPORT OF ANDIJAN STATE UNIVERSITY

Sociological study among students-graduates of one training programme shows that students are satisfied with the selected programme. However, it should be noted that the complexity of the programme was inadequate for a certain part of the students. To do this, it would be useful if the students pay more attention to extracurricular training. In addition, it is necessary to develop student mobility national as well as international.

Evaluation of the quality of teachers by other teachers showed that teachers conduct classes in accordance with the curriculum and their level of knowledge corresponds to teacher competencies, but at the same time, the teachers need to develop interactive communication, pedagogical motivation and extensive use of international best practices in the learning process.

In accordance with WP4 plan a brief description of the bachelor study direction/progr amme "Economics and sociology of labour" (in Uzbek and English) was prepared and it was published at website of ASU (www.adu.uz). The aim was to provide the relevant information about the direction/programme for interested public (future students). In addition, reference was made to the Ministry of Labour of the Republic of Uzbekistan (www.mehnat.uz), as the graduates of this programme may in the future work not only in the sphere of production as labour economists, but in the Ministry of Labour office as well.

Thus, the case study has shown that self-esteem should be carried out systematically and main results should be discussed at faculty meetings. Based on that the faculty assembly decisions are necessary to carry out the changes in the learning process. We think that it will help to improve the quality of teaching and increase the knowledge of the students.

Chosen and modified from Self-evaluation report of ASU

SUMMARY:

- Using of **templates** has proven to be an appropriate tool in order to simplify an aim and to make it more understandable.
- Although **questionnaires** are relatively known method of evaluation within Uzbek HEIs, their use should be modified in a sense of better formulation of the questionnaire aim (which is to support aims of internal quality assurance). It should be emphasized that findings from questionnaires have to be used as only one **small part of internal QA**, it must be followed by giving feedback to different actors (students, academic employees, management) or implementing small changes in the pedagogical processes or reformulation/clarification of QA institutional aims, etc.
- This part of the project was based mainly on high responsibility and contribution from Uzbek partners for implementation of IQAT aims but it also required constant communication between EU and Uzbek team members to follow schedule of the project

4TH STEP: DEVELOPMENT OF THE OWN SYSTEM OR ITS ELEMENTS IN THE FORM OF QA POLICY DOCUMENTS

For successful end of the project, i.e. achievement of results, the visits of European teams directly in 3 Uzbek HEIs have been crucial.

4.1 EXAMPLE OF QUALITY ASSURANCE POLICY DOCUMENT FROM TCTI

«APPROVED» by

T/A Rector Dr. Shukhrat Mutalov

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«_____»_____2017y.

QUALITY ASSURANCE POLICY
of the Tashkent chemical-technological institute

This document was adopted by:
Scientific council of Tashkent chemical-technological institute

Aims of Quality Assurance Policy:

• Improving of preparation of specialists in the field of chemistry and chemical engineering (oil and-gas, food chemistry and technology, ceramics, glass, building materials, rare and noble metals, polymers), biotechnology, mechanical engineering, as well as environment protection, materials sciences, and other chemistry-based fields of study for the national economy;
• Facilitating international cooperation especially with European universities;
• Increasing transparency and visibility for general national and international public;

These tasks come from Education Act and the National Programme for Personnel Training (NPPT), the Resolution of the President of Uzbekistan "On measures to strengthen the material and technical base of higher educational institutions and radically improve the quality of training highly qualified specialists", May 25, 2011 and the Resolution of President of Uzbekistan "On measures on further developing system of higher education", April 20, 2017, governmental policy.

This QA system will be based on EU experience using The European Standards and Guidelines for Quality Assurance (ESG) which fit in our country and institutional policy, in particular we will be modifying these parts:

- ESG 1.3 Student-centered learning, teaching and assessment;
- ESG 1.5 Teaching staff;
- ESG 1.8 Public information;
- ESG 1.9 On-going monitoring and periodic review of programmes.

All the departments involved in academic process will be also involved in QA, the main responsibility for the implementation will lie upon Academic department, monitoring will lie upon Internal control and monitoring department.

Listed processes will be described in the QA handbook of procedures and particular parts will be adopted within bylaws or orders of rector or decrees.

Head of educational methodical department

Prof. R.Sayfutdinov

Head of the department of internal control and monitoring

Dr. D.Khandamov

Head of the international relations department

A.Ismailov

The excerpt from QUALITY ASSURANCE POLICY of TCTI

The presented excerpt is the introductory part of Policy document. It is followed by **QA handbook of procedures** where individual activities are introduced. The activities are related to ESG and they are described in more detail here. The description includes methodological tools, frequency, etc. and responsible departments.

Summary:
- In the case of Uzbek HEIs it was effective to use same approach for all three participating HEIs to start development of institutionalized QA systems or its elements.
- In practice, it meant that EU team members used **template for QA policy document** as a relatively simple, short and comprehensible text, which should serve as a foundation/basis for a gradual development of institutional QA. Nevertheless, this template was open enough to allow individual demands and visions of HEIs.
- Interconnection of the policy document with ESG seems to be functional because ESG asa document was known (though rather formally) in Uzbekistan. The main benefit of the IQAT project was the creation of the specific content of ESG for Uzbek partners.
- For visits in Uzbekistan, again, the matter of language was crucial: for negotiation about QA implementation, it was important to use Russian language since English was not sufficient language for mutual communication.