



FINAL INTERNAL QUALITY REPORT

CBHE project number 574099-EPP-1-2016-1-IT-EPPKA2-CBHE-SP - Paving the way to interregional mobility and ensuring relevance, quality and equity of access - PAWER

In order to properly monitor and evaluate the activities and outputs within the project, the Quality Plan was prepared.

It contained the general plan, questionnaires templates, the methodology of assessment, etc. The Quality Plan was presented to the Steering Committee and received the official approval.

It was also agreed that the Quality Monitoring Team will consist of the Steering Committee members. The team was responsible for the evaluation of the staff and students mobility preparation and implementation, of the staff training workshops, of the dissemination meetings and tools, of the official SC and regional meetings.

The leading organisation for the Quality Assurance was assigned to the Wroclaw University of Environmental and Life Sciences.

Two mechanisms of control were selected:

- Internal, which is comprised of such activities as the approval of the quality reports by SC members, questionnaires evaluation, peer reviews, assessment of the training sessions by European experts and assessment and approval of specialised courses by institutional authorities, monitoring visits;
- External, which is comprised of such activities as the evaluation of project activities, methodology and outputs/outcomes by external experts; feedback and approval of specialised courses dedicated to the laboratory practice by the certification bodies; feedback and approval of specialised courses dedicated to the laboratory practice by relevant ministries.

Each Work Package within the Quality Plan was allocated with the methodology and tools for the monitoring and evaluation of activities with the assigned timeframe.

A major component of the Quality Plan involved collecting and analysing feedback from participants in order to evaluate progress and satisfaction with various elements of the project. A set of templates of questionnaires was developed at the beginning of the project and approved by the SC. Each consortium meeting has been evaluated. In order to ensure high response rate the WP leader decided to distribute the documents in paper-based version after each meeting.

The objectives of the quality control were as following:

- To control the conformity of the project implementation with the program approved by the EC;
- To check the quality of the productions and services provided;
- To evaluate the efficaciousness of the procedures for the general and financial management, the decision making process among the partners;
- To assess and monitor the quality of the consortium cooperation
- To define qualitative and quantitative means to assess and monitor the quality of the activities in the project.

STEERING COMMITTEE MEETINGS EVALUATION:

The SC questionnaires objectives were as follows:

- To collect information from partners;
- To monitor the correctness of actions taken;
- To modify actions if needed;
- To verify the satisfaction level of partners in regard to the project aims;
- To evaluate meetings.

Due to internal quality control requirements, all the SC meetings held within the life of the project were evaluated. Each consortium meeting was followed by distribution of questionnaires among the participants. The aim of this activity was to monitor and evaluate consortium assemblies.

Questionnaires consisted of set of multiple choice questions in relation to:

- preparation of the meetings,
- objectives and methodology,
- communication among the partners,
- project documents,
- location,
- social aspects.

The questionnaires also contained a set of open questions in relation to the strong and weak points of meeting, as well as, effectiveness and advice for improvement of consortium assemblies. All the consortium members had a chance to fully express their opinion in an anonymous way. The replies helped the consortium to evaluate and improve the organisation of work among the partners.

After collection of the questionnaires of each meeting a summary was prepared and the results shared among the consortium members, which was especially helpful for those who were responsible for organisation of the following consortium gathering.

Overall the satisfaction level of the project meetings was very high. There were minor shortcomings indicated in the questionnaires. The coordinator and the SC team was working regularly to address the problems and introduce improvements. The results of evaluation of activities were regularly shared among the SC members by electronic means of

communication. Each SC meeting was followed by report with summary, tasks allocation and deadlines for all the partners.

SC meetings evaluation:

Strong points:

- Possibility to meet and discuss the key issues of the project
- Explanations of financial rules
- Explanations about the Work Packages and planning
- Demo of MUSKET software
- Possibility of asking questions
- Participation of all partners
- No WiFi.

Areas for improvement:

- Communication among partners
- Financial aspects
- Time management
- Not enough engagement of all partners
- Improvement of reporting and coherence with PAWER documentation
- Lack of participation of some partners
- Better WiFi connection.

PROGRESS REPORTS EVALUATION:

Partner universities filled in 2 sets of questionnaires regarding 2 progress reports. The 1st progress report was delivered at 8th October 2018 in Astana. The 2nd progress report was delivered at 25th February 2020.

Progress reports objectives:

- To collect information from partners;
- To monitor the indicator of progress;
- To monitor state of the art of the project implementation;
- To introduce corrective actions if needed.

The questionnaires monitored several areas crucial for the project:

- Trainings in EU
- Re-trainings in partner countries
- Pilot degree courses adaptation
- Dissemination
- Sustainability
- Equipment
- Impact achieved at institutional level
- Impact achieved at regional and national level.

Results after 2 progress reports were as follows:

1) Trainings in EU:

Topics of the training seminars and workshops in EU:

- European Credit Transfer System;
- Grade conversion;
- Strategy of internationalization;
- Credit transfer and credit recognition procedure;
- Bologna Qualifications Framework;
- Learning Outcomes;
- Mobility agreements;
- Internal policies – strengths and weaknesses;
- Mobility support;
- Portfolios of participants.

TOTAL – over 110 trained participants.

2) Re-trainings in partner countries:

Re-training workshops and seminars:

- Selected thematic issues from trainings in the EU;
- 1 to 6 seminars held by Partner Institution;
- Various stakeholders (management boards, faculties, institutes etc.);
- Internal and external stakeholders (HEIs outside the consortium, ministries, others);
- Very good platform for the dissemination of the project.

TOTAL - almost 1000 re-trained participants.

TOTAL – over 120 participants at regional conferences.

3) Pilot degree courses adaptation:

Organisation of pilot courses adaptation:

- Selected pilot courses
- Allocations of ECTS points
- Grade Conversion
- Fair mobility recognition.

Out of 23 universities from partner countries:

- 10 universities selected 5 pilot courses
- 3 universities selected 4 pilot courses
- 5 universities selected 3 pilot courses
- 1 university selected 2 pilot courses
- 4 universities were in the process of selection pilot courses.

Participants involved in the selection process:

- Heads of the departments
- Teachers
- Academic affairs department
- Methodical commission
- International affairs department

- Training department staff and project team
- Vice rector for Academic Affairs
- Vice-Deans of the relevant faculties
- Administrative staff
- Students.

4) Dissemination:

Dissemination – activities, materials:

- Meetings with university's staff;
- Workshops and trainings;
- Round tables with the National Accreditation and Ranking Agencies;
- Universities' websites, facebook;
- Reports, faculty meetings, senat gatherings;
- Erasmus+ days;
- Conferences, exhibitions, roll-ups, guides;
- Regional and national TV;
- Publications;
- Articles in newspapers ;
- Newsletters, manuals;
- Leaflets, brochures, pens, bags, magnets, cups;
- Banners, information bulletins.

TOTAL - people reached approx.:

- 8200 (internally),
- 13 000 (externally) + Tajik State TV.

5) Sustainability:

- Signing new Bilateral Agreements;
- Plans of future cooperation with the consortium members;
- Application for common project in the future, especially Erasmus+ KA1 and KA2 projects;
- Academic and student mobility among the consortium HEIs;
- Implementation of Bologna principles by Ministries of Partner Countries;
- Competences acquired during trainings and workshops will be used on a daily basis at partner HEIs;
- MUSKET software to be used in the future.

6) Equipment:

Equipment bought:

- Computers and printers, Multimedia digital podium;
- Software, Lingaphone equipment;
- Cameras, Video conference system;
- Projectors;
- Multifunctional devices.

Use of the equipment:

- Lectures, conferences, workshops;
- Administrative work;
- Distance learning;
- Trainings.

7) Impact achieved at institutional level:

- Staff engagement in the project (from administrative to management level);
- Updated internationalisation strategy;
- Improvement of the staff knowledge, skills and qualifications (training and retraining);
- Adoption of new grade conversion;
- Implementation of credit system;
- Improvement of credit allocation system;
- Revision of policies related to mobility of students;
- Better understanding of Bologna process and Erasmus+ programme principles.

8) Impact achieved at regional and national level:

- Beginning of internal mobility of Kazakh students within 5 fields of study;
- Extension of international cooperation;
- Improvement of the use of ECTS;
- Improvement of academic mobility within the country and region;
- Revision of the credit recognition, grade conversion processes by Ministries;
- Better understanding of the Higher Education systems in Central Asia;
- Intention to develop double degree programme.

MONITORING VISITS EVALUATION:

The purposes of the monitoring visits:

- Evaluate progress of the project
- Support project team at each university
- Ensure quality of the project implementation
- Highlight areas for improvement and guide the project team members
- Observe and verify strengths and weaknesses
- Assess understanding of the project stages.

Monitoring visits – the venues:

- Astana 8/10/2018 (WUELS)
- Dushanbe 10/10/2018 (WUELS+UNIVAQ)
- Sankt Petersburg 24/10/2018 (UNIVAQ)
- Baku 01/03/2019 (WUELS)
- Ulaanbaatar 15-16/04/2019 (WUELS)
- Bishkek 20/05/2019 (UNIVAQ).



Monitoring visits - strong points:

- Authorities involvement - authorities showed strong understanding of the project objectives and expressed their full support; they have a deep knowledge of Bologna Principles and are engaged in its full implementation at the university level
- Re-training seminars and workshops – allowed the earlier trained staff to share knowledge and experiences gained during study visits in EU
- Reports about project sent to National Erasmus Offices
- The aims and objectives of the project are integrated with the universities’ strategies and policies
- Regional conferences – during brainstorming many good ideas appeared, like a proposal of building a common structure of credit system and grade conversion within Central Asia that would be presented to all Ministries of Higher Education in the region
- Updates about project implementation reported to Ministries of Education
- Project PAWER is a good platform for PCs for further collaboration within other international mobility programmes and other projects
- The project teams supported by the university authorities show satisfactory involvement in the project and consequently implement its principles
- Project awareness is high among university staff members
- Student mobility policies have been developed together with electronic system for student and staff
- Good dissemination - universities promote and spread project ideals and results as well as contribute to impact creation.

Monitoring visits - recommendations:

- Ministries of Education would be grateful for more guidelines from project coordinators and more updates about the project

- Representatives of all Ministries of Education should participate in all project meetings
- Equipment should be purchased as soon as possible.

RE-TRAININGS EVALUATION:

23 partner universities answered questions regarding re-trainings evaluation:

Number of re-training sessions:

- 26% partner universities performed 2 re-training sessions
- 26% partner universities performed 3 re-training sessions
- 22% partner universities performed 1 re-training sessions
- 17% partner universities performed 4 re-training sessions
- 9% partner universities performed 6 re-training sessions.

Sessions open for outside staff:

- 57% partner universities replied that re-training sessions were open for outside staff.

External participants within 13 universities open for outside staff:

- Staff from partner universities within consortium;
- Staff from universities outside consortium;
- Employees from Independent Agency for Accreditation Rating;
- Representatives from Ministry of Education and Science;
- Representatives from National Erasmus Office.

Who took part in re-training sessions:

- Rectors
- Vice-rectors (for Research and International Relations, for Academic Affairs)
- Deans
- Vice-deans for academic affairs
- Directors for the Academic Affairs Office
- Heads of the Quality Assurance
- Heads of the Foreign Language Center
- Heads of Youth innovative center
- Vice-directors of departments
- Vice-presidents for Academic and Students Affairs
- Quality Service administrative staff
- Foreign Affairs and Development Office management staff
- Quality Assurance Office administrative staff
- Department of International Cooperation staff
- Education department staff
- Department of Academic Policy for Accreditation and Ranking center staff
- Legal office staff
- Coordinators for internationalization of students
- Academic supervisors

- Programme leaders
- Teachers (also responsible for the mobility of students)
- Researchers
- Students
- Representatives from National Erasmus Office
- Representatives from the Ministry of Education and Science.

List of re-training topics:

Internationalization of HEIs – strategy, policies, curricula, EU countries examples:

- Internationalization strategy and future action plan for HEIs
- Higher education system in EU countries
- Features for applying for Capacity Building (Erasmus+ projects)
- Dissemination of the European experience of interregional mobility
- Opportunities and challenges of learning in Europe (for students)
- Scientific data bases and their role in internationalization of research (for academics and researchers)
- The need of cooperation of HEIs on student's mobility policy and its role on improvement of education field
- Policy of development of fruitful mechanism for student mobility, learning results recognition, decisions and resolutions between the HEIs
- Identifying procedural and policy gaps
- Internationalization of education and the role of Erasmus + in the educational integration
- International transparency of curricula quality and recognition and alignment

Bologna system – ECTS, credits transfer, grade conversion, recognition methods, LA:

- Bologna Qualification Framework (International transparency of curricula quality, recognition and alignment)
- Methods for recognition and transfer of credits and grades (in EU and PCs)
- The knowledge, skills and competences of staff in recognition methods
- Grade conversion process (demonstration)
- ECTS distribution
- Implementation of credit system of education considering the national characteristics
- Learning Agreement (the process involving student support, mobility logistics and documentation)

International student mobility - learning outcomes, procedures, support, applications:

- Methodology of learning outcomes and course mapping
- The role of learning outcomes in curricula creation
- Learning load and tuning methodology
- The purposeful use of the modern teaching tools in credit system of education during the globalization of education
- Methodology for the attribution of ECTS and learning outcomes to selected pilot courses

- International mobility policy (procedures before, during and after mobility)
- Practices on implementation of students' mobilities
- Benefits of mobility at different levels
- Exchange program administration (mobility support, student advice, application, selection procedures, documentation)
- Good practice in introducing a student mobility policy at institutional level
- Student academic mobility as a tool for improving the quality of education
- Ways of strengthening academic mobility using best practices of European HEIs.

What was the re-training impact for participants and the institution?

Students:

- Raised their awareness on the cornerstones of participation in the mobility and developed the skills of writing the certain academic documents including an effective CV, and a motivation letter
- Became more skillful and confident for acting in line with the correct procedures of getting the Learning Agreement, the Credit Recognition and possibilities of obtaining scholarships for the MA Educational Programmes at the European Universities.

Staff:

- Benefited from the re-training sessions designed for them with the aim to raise their awareness on the effective networking amongst the administrative as well as the academic staff to ensure establishment of proper mobility policy implementation at the institutional level
- Received the instructions and guidelines to properly implement the process of Credit Recognition, plan the learning outcomes in the educational programme as well as provide full support to make the process of mobility easier and flexible for the students
- Re-training helped to assess the compliance of the PCs education system with the European system of education. This enabled to identify the potential of the mobility, related obstacles and challenges
- Reinforced cooperation with partners from other countries
- Better understanding of Bologna Principles, International Mobility administration issues
- The knowledge, skills and competences of staff in credits transfer, recognition methods, grade conversion, learning outcomes, ECTS distribution have been enhanced
- Staff got opportunities to explore and share different teaching ideas
- Improved competence of teachers by concrete allocation of ECTS to each Module in 7 pilot degree courses at re-training courses
- Academic and administrative staff became more involved into the internationalization process
- Staff increased opportunities for professional and career development and improved management skills

- Level of teaching has been improved due to implementation of the credit distribution methodology in line with the Bologna process
- Staff understood connections between formal and non-formal education, vocational training and the labor market
- Lecturers have reviewed their syllabuses and departments organized monitoring on syllabuses.

Institution:

- Thanks to the project universities from PCs revised the internal regulations for dissemination
- During the project implementation, based on the gained knowledge and experience, the rule of credit recognition of other higher educational institutions have been studied followed by the draft of the changes (the changes were initiated by the PAWER project teams)
- University got trained staff in all departments
- Developed methodology of learning outcomes
- Had insight into MUSKET software
- The decisions were made to create a unified assessment transfer system to expand student mobility
- International mobility policies at universities developed and are used
- Internationalization development strategy has been modernized
- Re-training has facilitated interregional integration and cooperation, developing robust collaborative tools to improve the international measurement of HIS system and compatibility between Central Asian HEIs and HEIs Europeans on the modernization of higher education through Education
- Competence-based quality tools for planning, enhance regional higher education systems, create a platform for sharing knowledge and elaborating quality tools across the region and in each country
- The project helped to sign agreements among PCs to organize the exchange of students and teachers
- Integration of the international dimension in the educational process and establishment of the international environment in the universities
- The process of the establishment of the International Offices as a structure was launched
- Some universities developed pilot degree courses for further adaptation
- The project provided a way of measuring and comparing academic merits and transferring them from one institution to another
- The experience gained in the project helped some universities passed successfully an international accreditation of rating
- Participation in the project helped to increase the organisation's output quality with the research evidencing the introduction of new practices and/or innovative approaches
- New student and academic mobility road map have been developed to support staff and students.

How partner universities rated the re-training sessions:

- 48% rated: 5,0
- 43% rated: 4,0
- 9% rated: 4,5.

RESULTS – overall:

- Comprehensive training sessions carried out in the EU Universities
- Re-training seminars and workshops – allowed the earlier trained staff to share knowledge and experiences gained during study visits in EU
- Upgraded competences of partner staff
- Revised and upgraded policies, strategies, procedures enhancing mobilities in the PC institutions
- Revision of the credit recognition, grade conversion processes by Ministries
- Adoption of Bologna process and Erasmus+ programme principles
- Engagement of universities' authorities, National Erasmus+ Offices and Ministries as a guarantee for sustainability of the projects aims
- Project visibility – around 20 000 people reached
- International network established among the consortium partners.

RECOMMENDATIONS – overall:

- The equipment should be purchased as soon as possible so it can be used within the project lifetime
- Improvement of communication process, information flow
- Big consortium equals big impact but it is quite difficult to manage
- The PAWER project may be a strong platform for future development of common projects and activities among project partners
- Engagement of good, reliable partners is a key for success
- Engagement of HEI Ministries is crucial as it implies policy changes at national level.