



Comparative analysis at institutional, national and regional level

Project reference Number 574099-EPP-1-2016-1-IT-EPPKA2-CBHE-JP
Grant Agreement 2016 – 3772 / 001 – 001

Deliverable Title	D3-2.5 Document a draft comparative analysis for each PCI
Deliverable Lead:	Middlesex University
Related Work package:	WP3
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Dissemination level:	International
Due submission date:	28/02/2018
Actual submission:	26/09/2018
Version	V 0.1
Project Number	574099
Instrument:	Specific Support Action (SSA)
Start date of Project:	15/10/2016
Duration:	36 months

Abstract	This document provides a draft comparative analysis at PCI, national and regional level.
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Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Versioning and Contribution History

Version	Date	Modification reason	Modified by
V 0.1	26/09/2018	Creation of document (synthesis from spreadsheets)	MU

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1. Executive Summary

This report builds on two other reports

- D3-2.1: Document credit recognition process in each PCI
- D3-2.1: Document grade conversion process in each PCI

The WP leader performed an in depth investigation of the current state of each institution. The analysis of the findings led to a number of concrete suggestions for each partner with respect to the harmonisation of credit recognition and grade conversion processes. The report provides a reflection on the current state at institution level, and subsequently the results of the analysis at national and regional levels.

2. Introduction

The scope of this report is to present the results from a synthesis exercise based on the analysis of current state for two key processes in each PAWER PCI. More specifically the report focuses on identifying what is required for the harmonisation of the credit recognition and grade conversion processes that are in place in each PCI. It is important to state that significant changes have been observed between different partners, from detailed processes with adequate administrative support to complete lack of documented processes.

The information sources used included the following:

- Presentations from key PCI staff members – the leader of each PCI delegation attending the training sessions in EU countries provided an overview of the processes currently in place at their institution. All PCIs were required to present a summary of their processes in each of the three EU training workshops, to help testing the accuracy of the information provided.
- Portfolio submissions from PCI trainees – each participant in the EU training workshops had to submit a portfolio of reflection with specific remarks for each training session. Trainees provided a reflection on good practice presented from Middlesex University and then an evaluation of their own processes with emphasis on comparing it against EU practice.
- Formal institutional response to survey on current processes – the WP leader (Middlesex University) requested the leader of the institutional leader to provide a formal description of the credit recognition and grade conversion processes their institution has in place. This response was required after the completion of the EU training workshops and in most cases while the PCI team was conducting or planning re-training activities. The rationale behind this decision was the need to ensure that the institutional response was a result of discussions of trained staff. It was critical reaching consensus in each institutional team to ensure the accuracy of the process descriptions.

The following sections provide a three-tier analysis. First the report focuses on each PCI by describing the two processes of credit recognition and grade conversion, with comments on positive and negative aspects following the evaluation of the current state of the institution. Second, the report attempts a draft comparative analysis between the PCIs of the same country, providing findings at national level. Finally the report is concerned with the comparative analysis of the two processes at regional level.

3. Benchmarking for analysis

The Middlesex University team provided a comprehensive training workshop to all participating PCIs, demonstrating good practice on a number of areas including (i) mobility support, (ii) credit

recognition process and (iii) grade conversion process. The Middlesex team provided the necessary sample materials used in internal procedures and also offered an ‘apply theory to practice’ session where trainees participated in role playing, as members of a grade conversion panel.

3.1 Mobility support

The current practice at Middlesex University includes a number of distinct steps. These are illustrated in Figure 1 leading to a well-documented workflow supported by the staff working on student exchanges. The enquiry stage involves discussions with students who receive guidance while searching for suitable institutions, programmes of study and specific modules (i.e. courses, units). The ‘before exchange’ stage involves preparation of learning agreements and other administrative tasks to ensure the exchange is appropriate and viable. The third stage focuses on the arrival at partner university and communication required to provide the student with necessary documentation required by the host institution administration, as well a first check about the student’s well being. The ‘on-going monitoring and support’ stage involves continuous exchanges of emails and even synchronous communication such as phone calls or video conference calls to ensure that the programme of study is as expected and that student progresses at acceptable level.

The ‘academic progress’ stage involves the credit recognition and grade conversion processes and may be repeated twice if the student opted for a two-term exchange. The next stage involves administration work upon student’s return to Middlesex University, to ensure that all paperwork is in place. This concludes the entire process, leading to the final stage that is the return of the student to the Middlesex programme of study with recognised grade and converted grades.

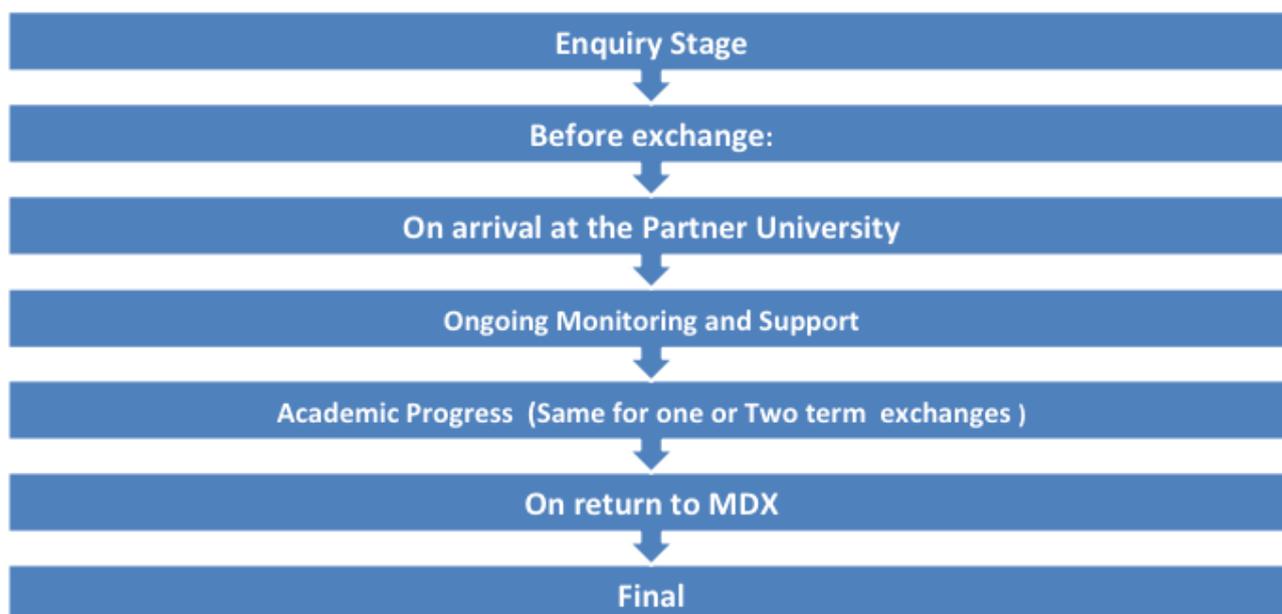


Figure 1: Credit mapping/recognition flowchart

As shown in figure 2, there are four key roles that are involved in the process and have specific responsibilities when it comes to the credit recognition and grade conversion processes. These roles are as follows:

- Student – it is obvious that the student is a core stakeholder of the process and his/her responsibilities are to ensure the exchange will be fulfilled successfully.
- Middlesex Erasmus Office – this unit is responsible for the administration and documentation of all processes, and to ensure that each student case undergoes the same process that was briefly described above.

- Host University – the host institution must ensure that detailed and accurate records are kept for the exchange and provide the necessary information in-time so student progress will not be affected after the completion of the exchange.
- Home Programme Leader – the academic in charge of the student’s programme at Middlesex has several responsibilities from guiding the student towards identifying and selecting a suitable set of modules, help the student clarifying whether the host institution and programme of study are appropriate and will not affect performance and progress once the student returns to Middlesex University. The programme leader may also serve as a point of reference and support during the exchange and certainly will have a role in assessing the appropriateness of the learning agreement, and offer input for the credit recognition and grade conversion processes.

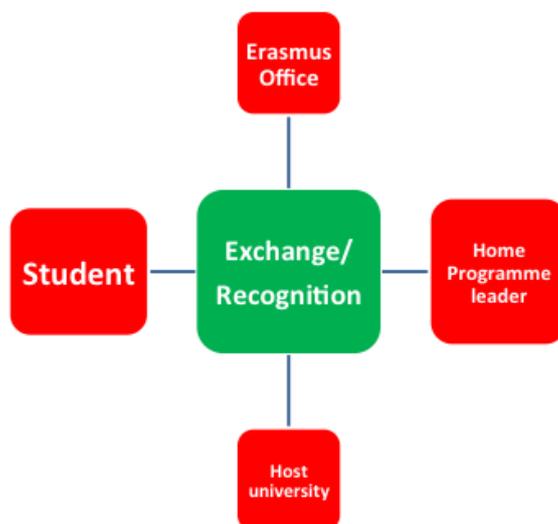


Figure 2: Key roles and responsibilities

3.2 Credit recognition process

The Middlesex Erasmus Office operates in line with The European Qualifications Framework (EQF) that is a Common European reference framework. The credit recognition process is strongly linked with each module’s learning outcomes. EQF also complements the European Employment Services (EURES) and the Europass initiative. The Erasmus office uses the main reference level descriptors including skills (the ability to apply knowledge to complete tasks and solve problems), and competences (the ability to use knowledge or skills in work or study situations) and knowledge. The framework offers eight reference levels describing what a learner knows, understands and is able to do, from level 1 (basic general knowledge) applying to someone with no training or education, to level 8 (most advanced knowledge) that would apply to someone with a Doctorate degree.

The Erasmus Office has a very clear picture of how the UK credit system compares to the European Credit Transfer System (ECTS) but also other systems outside of Europe. More specifically the UK credit system is based on the following:

- Two UK credits correspond to every ECTS credit (2 UK credits = 1 ECTS)
- UK undergraduate degrees consist of 360 UK credits, usually arranged over three years.
- The learning effort for 120 UK credits is equivalent to approximately 1,200 study hours.
- A learning agreement for 60 credits (30 ECTS) is approximately equivalent to:
 - Australia – 12 credits
 - Brazil – 40 credits
 - Norway – 30 ECTS

- USA – 15-18 credit hours
- China – 90 credits

A similar mapping exists for every country that Middlesex University has an exchange agreement with. It is important to note that not all ECTS credits are created equal. In theory a module or course with 10 ECTS credits has approximately twice the workload of a course with 5 ECTS. However, depending on the country, one ECTS credit point can equal on average between 25 and 30 study hours. For example:

- UK – 1 ECTS = 20 study hours
- Austria / Italy / Spain – 1 ECTS = 25 study hours
- Finland – 1 ECTS = 27 study hours
- The Netherlands / Portugal – 1 ECTS = 28 study hours
- Germany / Belgium / Romania / Hungary – 1 ECTS = 30 study hours

The credit transfer process that is in place at Middlesex University is illustrated in figure 3. Upon completion of the exchange and receipt of student transcripts the Erasmus Office prepares draft charts to be used for grade conversion. This process will confirm which modules each student passed and subsequently lead to the recognition of the equivalent number of UK credits. A grade conversion panel and analysis of each transcript against the learning agreement are used for the award of the converted grade based on the diploma supplement and transcript of host institution. The final stage involves the grade verification and update of student records with the published grades.

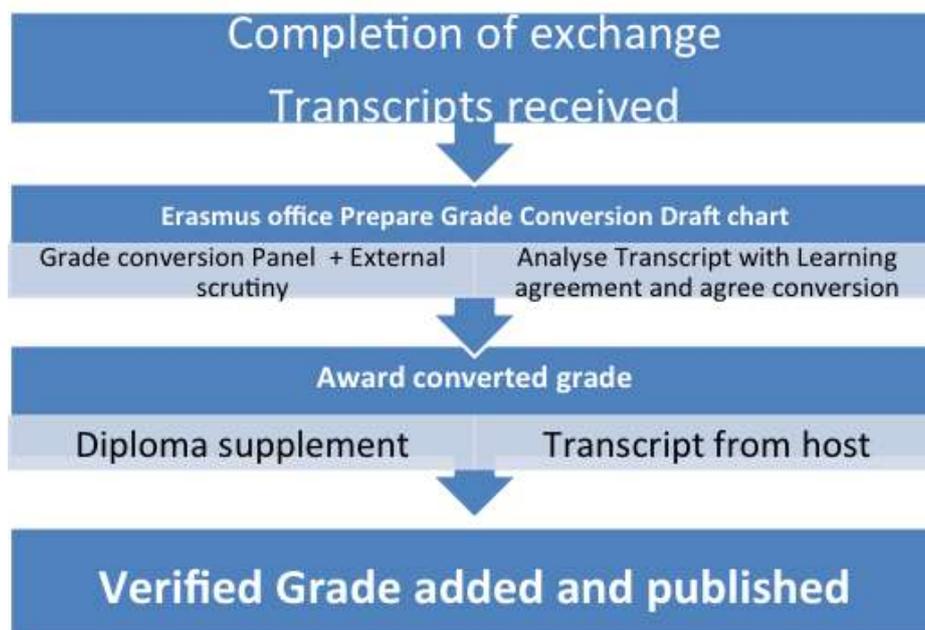


Figure 3: Credit transfer process

3.3 Grade conversion

Different grading systems vary considerably. For example Middlesex University uses a 20-point scale, where 1 is the highest grade awarded and 20 is equivalent of no submission. Other UK institutions use percentiles or letter-based systems (e.g. A+, A, B, C). The ECTS grading system is not meant for replacing the local grading systems, but instead for serving as a supplement to local grades, for example on a transcript of records. The ECTS is based on the class percentile. That means, that the grade shows how a student performed compared to the other students in the same class. During the training, participants were directed to the study portal website (available at

<https://www.mastersportal.com/articles/948/what-are-academic-credit-systems-benefits-for-international-students.html>) where the most well-known credit systems worldwide are described.

There are clear benefits from the use of academic credit systems such as

- Keeping track of student progress and determining when they have met study requirements.
- Estimating the workload of an academic programme.
- Supporting transferability to another university programme while keeping part or all previously earned credit points.
- Offering a mechanism for academic credits to be used and recognised internationally.
- Acting as proof of previous studies when looking for a job.
- (For some institutions) being used for setting degree costs.

Exchange Module	Local Credits	Local Grade	MU exchange module *	MU Credits	MU Grade	Notes
TOTAL CREDITS						

Figure 4: Grade conversion record

Figure 4 shows part of a grade conversion record used by the Middlesex University Erasmus Office. The information included in the record includes student name, student number, programme of study at Middlesex University, the name of the host university, the date of exchange and the level of study. As shown in the figure, the table includes the following fields (i) exchange module name, (ii) number of credits at host institution, (iii) grade at host institution, (iv) name and code of the Middlesex module that is mapped to the exchange module in the learning agreement, (v) number of Middlesex credits, (vi) Middlesex grade and (vii) any important notes that need to be considered by the grade conversion panel when finalising their decision.

4. Institutional Level Analysis

This section provides the analysis of the (i) credit recognition and (ii) grade conversion processes at institutional level.

4.1 Credit recognition process

P6 – BSU – Shota Rustaveli State University (Georgia)

- Process description

Credit Allocation	
Degree	Minimum ECTS
Bachelor	240
Master's	120
PhD studies	180
Medical Program	360

1 ECTS is equal to 25-30 hours

1 Academic Year contains 60 ECTS (max. 75 ECTS)

- Positive remarks
 - The institution is using ECTS so it is straightforward to compare.
 - There are specific guidelines for the mapping of study hours to each ECTS.
- Negative remarks
 - Students are allowed to take additional credit in any year, which may lead to inconsistent progression.

P7 – ATSU – Akaki Tsereteli State University

- Process description

Credit Allocation			
Degree	Level	Minimum ECTS	Duration
Bachelor (1st cycle)	8	240	4 years: 8 semesters
Master's (2nd cycle)	9	120	2 years: 4 semesters
PhD studies (3rd cycle)	10	180	3 years: 6 semesters

1 ECTS is equal to 25 hours

All academic programs are based on credit system
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- Positive remarks
 - The institution is using ECTS so it is straightforward to compare.
 - There are specific guidelines for the mapping of study hours to each ECTS.
- Negative remarks
 - Students are allowed to take additional credit in any year, which may lead to inconsistent progression.

P8 – ISU – Iliia State University

- Process description

Credit Allocation		
Degree	Minimum ECTS	Academic Years
Bachelor	240	4
Master's	120	2
PhD studies	≥ 180	3
Medical Program	360	5 / 6
Dental Program	300	

1 ECTS is equal to 25 hours
Typically credit distribution per course is 3 or 6 ECTS
Typically, a 15-week course carries out 6 ECTS
1 Academic Year contains 60 ECTS (max. 72 ECTS)

- Positive remarks
 - The institution is using ECTS so it is straightforward to compare.
 - There are specific guidelines for the mapping of study hours to each ECTS.
- Negative remarks
 - Students are allowed to take additional credit in any year, which may lead to inconsistent progression.

P10 – NUM – National University of Mongolia (Mongolia)

- Process description

All academic programmes are based on a credit system.	
1 credit	= 16 academic hours for lecture = 32 academics hours for seminar and practical work
University teachers work regulated and estimated by credits	
Certificate studies (Level 7):	70 credits
Undergraduate degree (1st cycle) (Level 8)	
4 years: 8 semesters:	120 credits = 216 ECTS
5 years 10 semesters:	150 credits =270 ECTS (for law and medicine)
Master degree (2nd cycle) (Level 9)	
2 year: 4 semesters:	30-32 credits = 54 - 57.6 ECTS
Doctorate degree (3rd cycle) (Level 10) min.	
3 year, 6 semesters	60 credits = 108 ECTS
Multiply by conversion factor 1.8 to convert national credits to ECTS (based on research of credit transfer)	

- Positive remarks
 - The institution is using ECTS so it is straightforward to compare.
 - There are specific guidelines for the mapping of study hours to each ECTS.
- Negative remarks
 - The ECTS numbers seem to be low for 4-year programmes, as well as aster degrees.

P11 – MUST – Mongolian University of S&T (Mongolia)

- Process description

Credit Allocation		
	Credits	Duration
Bachelor	Min 120	4 years
Master	Min 30	2 years
Doctor PhD	Max 60	3 years

All academic programmes are based on a credit system.	
1 credit	= 16 academic hours for lecture = 32 academics hours for seminar and practical work

- Positive remarks
 - The institution is using a credit system.
- Negative remarks
 - Clarification is needed for the mapping to ECTS.

P13 – SAI – Samarkand Agricultural University (Uzbekistan)

- Process description

Points in the assessment system	
Current assessment	30 points
Interim assessment	40 points
Final assessment	30 points
Point grading system for each subject	100 points

There is no implementation of ECTS
There is no information on progression rules at programme level

- Positive remarks
 - N/A
- Negative remarks
 - The institution has not provided any process description for credit recognition.
 - There seems to be lack of a credit system showing how students progress.
 - There is use of ECTS or another national credit recognition system.

P14 – AAI – Andijan Agricultural Institute (Uzbekistan)

- Process description

Credit Allocation			
Degree	ECTS	Duration	
Bachelor	200	4 years: 8 semesters	130 weeks – lectures, labs, etc.
			20 weeks – exams
			18 weeks – internship
			6 weeks – thesis

- Positive remarks
 - There is a mapping to ECTS for the bachelor degree.
 - There is an outline for the number of weeks required for each semester.
- Negative remarks
 - The Bachelor degree seem to have a small number of ECTS allocated (i.e. 200).
 - It is not specified how many study hours correspond to 1 ECTS.

P15 – TerSU – Termez State University (Uzbekistan)

- Process description

It is claimed that the Uzbek HEI system does not use ECTS.
The institution uses Rating system, were the academic workload of students shown in academic hours dividing in contact and independent hours.
The students, who study for one or more semester abroad, have to fulfil the curriculum requirements too.
Students, who were abroad for one and more semester on the basis bilateral academic or mobility agreements, solve the issue of credit transfer individually with approval of Ministry of Higher and secondary education of the Republic of Uzbekistan.
Each study field has its own curriculum, which consists of approximately over 50 subjects for bachelor level (4 years and 8 semester) and over 20 subjects for master's level (2 years or 4 semester).
The curriculum of each study field states exactly how many subjects must be fulfilled in each semester.

- Positive remarks
 - It appears that a process is in place regulating progression.
- Negative remarks
 - It is important to provide the specific rules for progressing to the next year of study.
 - There is no credit system in place at national level.
 - There is no specific mapping for study hours at year-level.

P17 – KulSU – Kulob State University (Tajikistan)

- Process description

Credit Allocation			
Degree	Level	ECTS Credits	Duration
Undergraduate (1 st cycle)	Level 8	240 credits	4 years: 8 semesters
		150 credits = 280 ECTS (for double specialty courses)	5 years 10 semesters
Master (2 nd cycle)	Level 9	120 credits	2 year: 4 semesters
Doctorate (3 rd cycle)	Level 10	180 credits	Min. 3 year, 6 semesters

All academic programs based on a credit system.
24 academic hours = 1 credit
Workload includes 4 hours for lectures, 4 hours for practical work, 8 hours for student work with the tutor and 8 hour for the student independent work.
1 academic hour equals to 50 minutes.
University teachers' work regulated and estimated by credits.

- Positive remarks
 - There is a clear mapping to ECTS.
 - There is a clear map between credits and study hours.
- Negative remarks
 - It is unclear what are the rules to progress from one year to the next in terms of credits achieved.
 - It is important to clarify further the double specialty credit value.

P18 – KhSU – Khujand State University (Tajikistan)

- Process description

Credit Allocation			
Degree	Level	Credits	Duration
Undergraduate (1 st cycle)	8	240	4 years: 8 semesters
		300	5 years: 10 semesters
Master degree (2 nd cycle)	9	120	2 years: 4 semesters
Doctorate degree (3 rd cycle)	10	180	Min. 3 years: 6 semesters

All academic programs based on a credit system.
24 academic hours = 1 credit
1 academic hour equals to 50 minutes.
32 academics hours for seminar and practical work = 1.5 credit.
University teachers' work regulated and estimated by credits.

- Positive remarks
 - There is a clear mapping to ECTS.
 - There is a clear map between credits and study hours.
- Negative remarks
 - It is unclear what are the rules to progress from one year to the next in terms of credits achieved.
 - It is important to clarify the two credit values for undergraduate courses.

P19 – TUT – Technological University of Tajikistan (Tajikistan)

- Process description

Credit Allocation		
Degree	ECTS	Duration
Bachelor degree	240	4 years
Master's degree	120	2 years
PhD studies	180	3 years

24 academic hours = 1 credit	
Lectures	8
Practical Classes (Active)	4
Practical Classes (Passive)	4
Individual Students Work	8

- Positive remarks
 - There is a clear mapping to ECTS.
 - There is a clear map between credits and study hours.
- Negative remarks
 - It is unclear what are the rules to progress from one year to the next in terms of credits achieved.

P20 – TSUC – Tajik State University of Commerce (Tajikistan)

- Process description –

The number of credit offered in the education programmes varies consequently from at least 256 credits for Bachelor, to 120 credits for Master and 120 credit for Doctorate (Ph.D.).
In the first cycle (BA) there are 24 academic hours per credit including the following, 8 hours of lecture, 8 independent hours with an instructor and 8 independent hours without an instructor.
In the first cycle (MA) there are 32 academic hours per credit including the following, 8 hours of lecture, 8 independent hours with an instructor and 16 independent hours without an instructor.
In the first cycle (Ph.D.) there are 40 academic hours per credit including the following, 8 hours of lecture, 8 independent hours with an instructor and 24 independent hours without an instructor.

- Positive remarks
 - There is a clear mapping to ECTS.
 - There is a clear map between credits and study hours.
- Negative remarks

- It is unclear what are the rules to progress from one year to the next in terms of credits achieved.
- There seems to be an additional 16 credits required for Bachelor degree fulfilment compared to other PCIs.
- There seem to be different mapping of study hours to credits between BA, MA and PhD degrees.

P22 – InEU – Innovative University of Eurasia (Kazakhstan)

- Process description

Parameters	ECTS	Kazakhstan Credit System
Total number of credits for the years of study	180 credits for 3 years 240 credits for 4 years	129 credits of theoretical training, total 146 credits for 4 years
Labour intensity of the school year	60 credits	24-36 credits
1 credit	25-30 hours for all kinds of work	45 hours - theoretical training
		15 hours - training practice
		30 hours - teaching practice
		75 hours - professional practice

Types of academic work	Value of conversion	
	Min	Max
Theoretical training (taking into account classroom activities and CPC)	1,5	1,8
Training Practice	0,5	0,6
Teaching practice	1,0	1,2
Production practice	2,5	3,0
Final attestation of the student	3,2	4,5

The conversion factor for different types of academic work	
Credits ECTS	Credits PK
1	1
2	1
3	2
4	2
5	3
6	4
7	4
8	5
9	5
10	6
11	7
12	7

13	8
14	8
15	9
16	10
17	10

- Positive remarks
 - A very detailed credit system is in place.
 - There is clear mapping to ECTS.
- Negative remarks
 - The conversion factor although it is useful it can become complex.
 - The study hours corresponding to each ECTS could be set to a specific number (e.g. 25 rather than a range from 25 to 30 hours per 1 ECTS).

P23 – KATU – Seifullin Kazakh Agrotechnical University (Kazakhstan)

- Process description

Credit transfer process				
Grade by ECTS	Grade by letter system	Digital equivalent of grades	% content	Grade according to the traditional system
A	A	4,0	100	«Excellent»
B	B+	3,33	85	«Good»
C	B	3,0	80	
D	C	2,0	65	«Satisfactory»
E	D	1,0	50	
FX, F	F	0	0	«Unsatisfactory»

The conversion factor for different types of academic work	
Credits ECTS	Credits PK
1	1
2	1
3	2
4	2
5	3
6	4
7	4
8	5
9	5
10	6
11	7
12	7
13	8
14	8

15	9
16	10
17	10

Credit transfer of ECTS into credits of the Republic of Kazakhstan is carried out by dividing ECTS credits, back, by multiplying by a conversion factor. At the same time, credits are formed in whole units

Credit transfer of the RK and ECTS is made taking into account the workload of the ECTS credit

- Positive remarks
 - A detailed credit system seems to be in place.
 - There is clear mapping to ECTS.
- Negative remarks
 - The conversion factor although it is useful it can become complex.
 - There is no information on the number of ECTS for each year of study.
 - There is no indication on how many credits must be passed for the student to progress to the next year.

P24 – KazNAU – Kazakh National Agrarian University (Kazakhstan)

- Process description

Credit transfer process		
Parameters	ECTS	Kazakhstan credit system
Total number of credit for academic years	180 credits for 3 years, 240 credits for 4 years	129 credits for theoretical training, total 146 credits for 4 years
Per academic year	60 credits	24 - 36 credits
1 credit	25 - 30 hours	45 hours - theoretical training 15 hours - practical training 30 hours - pedagogical practice 75 hours - professional practice

Credit transfer process		
Types of academic work	min	max
Theoretical training (including classroom and independent work)	1,5	1,8
Academic practice	0,5	0,6
Pedagogical practice	1,0	1,2
Industrial practice	2,5	3,0
Total attestation	3,2	4,5

- Positive remarks
 - A detailed credit system seems to be in place.
 - There is clear mapping to ECTS.
- Negative remarks
 - The conversion factor although it is useful it can become complex.

- There is no indication on how many credits must be passed for the student to progress to the next year.

P25 – KokSU – Shokan Ualikhanov Kokshetau University (Kazakhstan)

- Process description

Kazakhstan and ECTS credit transfer		
Types of academic work	Value of conversion factor	
	Min	Max
Theoretical training (taking into account classroom activities and ISW)	1,5	1,8
Training Practice	0,5	0,6
Pedagogical Practice	1,0	1,2
Field Practice	2,5	3,0
Final attestation of the student	3,2	4,5

1				
Type of work	Scientific and pedagogical (the duration of study is 2 years)		Profile (the term of study is 1 year)	
	KZ credits	ECTS credits	KZ credits	ECTS credits
Theoretical training	1	1,5	1	1,5
Scientific-research (experimental-research) work of master student	1	4	1	4
Final examination	1	3	1	3
Pedagogical practice	1	1	-	-
Research practice	1	4	-	-
Field Practice	-	-	1	2

The conversion factor for different types of academic work	
ECTS credits	KZ credits
1	1
2	1
3	2
4	2
5	3
6	4
7	4
8	5
9	5
10	6
11	7
12	7
13	8
14	8

15	9
16	10
17	10

- Positive remarks
 - A detailed credit system seems to be in place.
 - There is clear mapping to ECTS.
- Negative remarks
- The conversion factor although it is useful it can become complex.
- There is no conversion for undergraduate programmes.
- There is no summary table for the number of credits in each year of a Bachelor.
- There is no indication on how many credits must be passed for the student to progress to the next year.
- There is no set number of study hours for each ECTS and KZ credit.

P27 – KNU – Kyrgyz National University of Z.B. (Kyrgyzstan)

- Process description

Credit Allocation			
Degree	Level	Min ECTS	Duration
Bachelor degree	6	240 Credits	4 years: 8 semesters
Master's degree	7	120 Credits	2 years: 4 semesters
PhD studies	8	180 Credits	3 years: 6 semesters

The ECTS system is used.
To pass students need 30 credits per semester.
Credits are assigned as follows: Economic subjects 5 credits Languages 3-4 credits Non-profile subjects 2 credits (min)
1 ECTS = 30 educational working hours.
30 ECTS per semester.
There are a lot of additional courses, non-core subjects for 2-3 ECTS credits.

- Positive remarks
 - A detailed credit system seems to be in place.
 - Detailed description of how ECTS is used.
- Negative remarks
 - N/A

P28 – OSU – Osh State University (Kyrgyzstan)

- Process description – N/A
- Positive remarks – N/A
- Negative remarks – N/A

P29 – KNAU – Kyrgyz National Agrarian University (Kyrgyzstan)

- Process description

Credit allocation		
All academic programmes are based on ECTS.		
30 academic hours = 1 credit		
1 academic hour equals to 40 minutes		
University teachers' work is regulated and estimated by academic hours.		
Undergraduate degree (1st cycle) (Level 8)		
	4 years: 8 semesters	240 ECTS
	5 years 10 semesters	270 ECTS (for vet medicine)
Master degree (2nd cycle) (Level 9)		
	2 year: 4 semesters	120 ECTS
Doctorate degree (3rd cycle) (Level 10)		
	3 year (min: 6 semesters)	180 ECTS

- Positive remarks
 - A detailed credit system seems to be in place.
 - Detailed description of how ECTS is used.
- Negative remarks
 - N/A

P31 – SPSUT – St-Petersburg State University of Telecommunication (Russia)

- Process description – N/A
- Positive remarks – N/A
- Negative remarks – N/A

P32 – SibSUTIS – Siberian State University (Russia)

- Process description

Credit allocation		
Course:	Physics	Year 1
Cycle:	Bachelor's degree	Semester 1
Type of workload	Hours	Credits
Lectures	34	~1
Practical case	34	~1
Group work	18	0,5
Individual project, research activity	94	~2,5
Control (exam)	36	1
Total	216	6

- Positive remarks
 - A detailed credit system seems to be in place.
- Negative remarks
 - It is not clear whether the credits refer to own credits or ECTS.
 - More clarification is required for the number of credits required for each year of study.

P34 – BEU – Baku Engineering University (Azerbaijan)

- Process description

Credit Allocation		
Degree	ECTS	Duration

Bachelor	240	4 years: 8 semesters	15 weeks – lectures, labs, etc.
			5 weeks – exams
			14 weeks – internship
			6 weeks – thesis
Master's	120	2 years: 4 semesters	3 Semesters (15 weeks) – lectures, labs, etc.
			5 weeks – exams
			1 Semester for internship & MSc Thesis
			4 weeks – internship

State standards for each field (240 ECTS):

180 ECTS for subject area courses
30 ECTS for non-subject area courses
13 ECTS for foreign language
30 ECTS internship and thesis work

Each Semester = 30 ECTS credits

1 ECTS is equal to 30 hours

- Positive remarks
 - The institution is using ECTS so it is straightforward to compare.
 - There are specific state guidelines for the inclusion of certain credits towards different types of learning.
- Negative remarks
 - It appears that with the foreign language credits, students exceed the recommended 240 ECTS for a Bachelor degree.
 - There is no detailed state guideline for the credit split for Postgraduate studies.

P35 – KHAZAR – Khazar University (Azerbaijan)

- Process description

Contribution to the analysis of credits allocation and grades system			
Degree	ECTS	Duration	
Bachelor	256-264	4 years: 8 semesters	15 weeks – lectures, labs, etc.
			5 weeks – exams
			8-12 weeks – internship
Master	90-120	1.5-2 years: 3-4 semesters	15 weeks – lectures, labs, etc.
			5 weeks – exams
			15 weeks – Thesis
PhD		3-4 years: 6-8 semesters	
			Thesis

- Positive remarks
 - The institution is using ECTS so it is straightforward to compare.
- Negative remarks

- There are no credits confirmed for PhD studies.
- It appears that there are no set ECTS for each degree (256-264 for undergraduate and 90-120 for postgraduate).
- There is no indication on how many study hours correspond to each ECTS.
- Bachelor degree ECTS is higher than 240 without available justification.
- It is allowed to obtain a Master degree with only 90 ECTS.

4.2 Grade conversion process

P6 – BSU – Shota Rustaveli State University (Georgia)

- Process description

Points in the assessment system		
91 - 100	Excellent	A
81 - 90	Very good	B
71 - 80	Good	C
61 - 70	Satisfactory	D
51 - 60	Sufficient	E
41 - 50	Insufficient/failure with the right to retake the final exam	FX
0 - 40	Insufficient/failure without the right to retake the final exam	F

- Positive remarks
 - A detailed grade system is in place based 10-percentile classifications.
- Negative remarks
 - Students who may fail with the right to retake may not have the chance before the exchange finishes.
 - Students who gain grades above 70% are classified as C.

P7 – ATSU – Akaki Tsereteli State University

- Process description

Evaluation System		
91 - 100	A	Excellent
81 - 90	B	Very good
71 - 80	C	Good
61 - 70	D	Satisfactory
51 - 60	E	Sufficient
41 - 50	Fx	Not passed (<i>a student is in need of more working capacity and he/she is conferred a right to take additional exam with the help of independent work</i>)
0 - 40	F	Failed (<i>work provided by a student is not sufficient and he/she must study a subject again</i>)
<i>A student failing on final exam is entitled to take an additional exam in the same semester after 10 days from completion of basic exams.</i>		

- Positive remarks
 - A detailed grade system is in place based 10-percentile classifications.
- Negative remarks
 - Students who may fail with the right to retake may not have the chance before the exchange finishes.
 - Students who gain grades above 70% are classified as C.

P8 – ISU – Iliia State University

- Process description

Points in the assessment system

91 - 100	Excellent	A
81 - 90	Very good	B
71 - 80	Good	C
61 - 70	Satisfactory	D
51 - 60	Sufficient	E
41 - 50	Insufficient/failure with the right to retake the final exam	FX
0 - 40	Insufficient/failure without the right to retake the final exam	F

- Positive remarks
 - A detailed grade system is in place based 10-percentile classifications.
- Negative remarks
 - Students who may fail with the right to retake may not have the chance before the exchange finishes.
 - Students who gain grades above 70% are classified as C.

P10 – NUM – National University of Mongolia (Mongolia)

- Process description

Grade conversion process		
Grade points	Letter grades	GPA
95-100	A	4
90-94	A-	3.6
85-89	B	3.1
80-84	B-	2.7
75-79	C	2.3
70-74	C-	1.9
65-69	D	1.4
60-65	D-	1
<60	F	0

- Positive remarks
 - A detailed grade system is in place based percentile classifications.
 - Grades are mapped to the GPA and letter grades.
- Negative remarks
 - The pass grade is 60%.
 - Students who gain grades above 75% are classified as C.

P11 – MUST – Mongolian University of S&T (Mongolia)

- Process description

Grade conversion process				
Grade by letter system	Digital equivalent of grades	% content	Grade by ECTS	Grade according to the traditional system
A	4,0	96 - 100	A	«Excellent»
A-	3,7	91 - 95		
B+	3,4	88 - 90	B	«Very Good»
B	3,0	84 - 87		
B-	2,7	81 - 83		
C+	2,4	78 - 80	C	«Good»

C	2,0	74 - 77	D, E	«Satisfactory»
C-	1,7	71 - 73		
D+	1,3	68 - 70		
D	1,0	64 - 67		
D-	0,7	60 - 63		
F	0	0 - 59	FX, F	«Unsatisfactory»

- Positive remarks
 - A detailed grade system is in place based percentile classifications.
 - Grades are mapped to the GPA and letter grades.
- Negative remarks
 - The pass grade is 60%.
 - Students who gain grades above 75% are classified as C.

P13 – SAI – Samarkand Agricultural University (Uzbekistan)

- Process description

Grade	Scale	Description
5	86 - 100	Excellent
4	71 - 85	Good
3	55 - 70	Satisfactory
2	0 - 54	Unsatisfactory

- Positive remarks
 - A balanced percentile grading system is in place.
- Negative remarks
 - The pass rate is rather high at 55%.
 - There is no information whether students can retake failed courses.

P14 – AAI – Andijan Agricultural Institute (Uzbekistan)

- Process description

Evaluation System		
Grade system Andijan	Definition	ECTS
86 - 100	Excellent	Total hours of each subject to be divided to 30, which means to 1 credit. And we will have total possible credits for each subject or internship. Later according to share of evaluation grade of each student we can calculate mark transferred to ECTS.
71 - 85	Good	
56 - 70	Satisfactory	
0 - 55	Unsatisfactory	

- Positive remarks
 - A balanced percentile grading system is in place.
 - There is an attempt to use ECTS for progression at programme level.
- Negative remarks
 - The pass rate is rather high at 56%.
 - There is no information whether students can retake failed courses.

P15 – TerSU – Termez State University (Uzbekistan)

- Process description

Rating System	
86 - 100	Excellent
71 - 85	Good
55 - 70	Satisfactory
0 - 54	Unsatisfactory

Student-learning effort is measured with the Rating system, which is common for all HEIs in Uzbekistan. The rating system shows the student's academic achievements.

Student grades for each are written in the so called students record book.

- Positive remarks
 - A balanced percentile grading system is in place.
- Negative remarks
 - The pass rate is rather high at 55%.
 - There is no information whether students can retake failed courses.

P17 – KulSU – Kulob State University (Tajikistan)

- Process description

Grade Conversion		
Grade points	Letter grades	GPA
95-100	A	4,0
90-94	A-	3,67
85-89	B	3,33
80-84	B	3,0
75-79	B-	2,67
70-74	C+	2,33
65-69	C	2,0
60-64	C-	1,67
55-59	D	1,33
50-54	D-	1,0
45-49	FX	0
0-44	F	0

Student knowledge is marked by 100 points

The grading scales are A,B,C,D,FX,F, (American system) GPA-4

- Positive remarks
 - A detailed grading system is in place.
 - Mapping exists with ECTS, percentiles and GPA.
- Negative remarks
 - N/A

P18 – KhSU – Khujand State University (Tajikistan)

- Process description

Grade Conversion Process		
Grade points	Letter grades	GPA
95-100	A	4,0
90-94	A-	3,67
85-89	B	3,33
80-84	B	3,0
75-79	B-	2,67
70-74	C+	2,33
65-69	C	2,0
60-64	C-	1,67
55-59	D	1,33
50-54	D-	1,0
45-49	FX	0
0-44	F	0

- Positive remarks
 - A detailed grading system is in place.
 - Mapping exists with ECTS, percentiles and GPA.
- Negative remarks
 - N/A

P19 – TUT – Technological University of Tajikistan (Tajikistan)

- Process description

Evaluation System		
Grade system TUT	ECTS	Definition
100 - 95	A	Excellent
94 - 90	A-	
89 - 85	B+	Very Good
84 - 80	B	
79 - 75	B-	
74 - 70	C+	Satisfactory
69 - 65	C+	
64 - 60	C-	
59 - 55	D	
54 - 50	D-	
49 - 0	F	Failed

- Positive remarks
 - A detailed grading system is in place.
 - Mapping exists between ECTS and percentiles.
- Negative remarks
 - It is not clear whether certain fail grades allow students to retake the course.

P20 – TSUC – Tajik State University of Commerce (Tajikistan)

- Process description

Credit Conversion

10	A	A Excellent	95 – 100
9	A-	A- Very good	90 – 94
8	B+	B+ Good	85 – 89
7	B	B Good	80 – 84
6	B-	B - Good	75 - 79
5	C+	C +Satisfactory	70 – 74
4	C	C Satisfactory	65 – 69
3	C-	C- Satisfactory	60 – 64
2	D+	D+ Satisfactory	55 – 59
1	D	D Satisfactory	50 - 54
0	F	F Fail	0 - 49

- Positive remarks
 - A detailed grading system is in place.
 - Mapping exists between ECTS and percentiles.
- Negative remarks
 - It is not clear whether certain fail grades allow students to retake the course.

P22 – InEU – Innovative University of Eurasia (Kazakhstan)

- Process description

Grade conversion process				
Evaluation by ECTS	Evaluation by letter system	Digital equivalent of grades	% content	Evaluation according to the traditional system
A	A	4,0	100	Excellent
B	B+	3,33	85	Good
C	B	3,0	80	
D	C	2,0	65	Satisfactory
E	D	1,0	50	
FX, F	F	0	0	Unsatisfactory

- Positive remarks
 - A detailed grading system is in place.
 - Mapping exists between ECTS and percentiles.
- Negative remarks
 - It is not clear whether certain fail grades allow students to retake the course.
 - Students who obtain 70% get a C.

P23 – KATU – Seifullin Kazakh Agrotechnical University (Kazakhstan)

- Process description

Grade conversion process				
Grade by letter system	Digital equivalent of grades	% content	Grade by ECTS	Grade according to the traditional system
A	4,0	95-100	A	«Excellent»
A-	3,67	90-94		
B+	3,33	85-89	B	«Good»
B	3,0	80-84	C	«Good»
B-	2,67	75-79		

C+	2,33	70-74		«Satisfactory»
C	2,0	65-69	D	«Satisfactory»
C-	1,67	60-64		
D+	1,33	55-59		
D	1,0	50-54	E	«Satisfactory»
F	0	0-49	FX, F	«Unsatisfactory»

- Positive remarks
 - A detailed grading system is in place.
 - Mapping exists between ECTS and percentiles.
- Negative remarks
 - It is not clear whether certain fail grades allow students to retake the course.
 - Students who obtain 70% get a C.

P24 – KazNAU – Kazakh National Agrarian University (Kazakhstan)

- Process description

Grade conversion process				
Evaluation by ECTS	Evaluation by letter system	Digital equivalent of grades	% content	Evaluation according to the traditional system
A	A	4,0	95 - 100	Excellent
	A-	3.67	90 - 94	
B	B+	3,33	85 - 89	Good
C	B	3	80 - 84	
	B-	2.67	75 - 79	
D	C+	2.33	70 - 74	Satisfactory
	C	2,0	65 - 69	
	C-	1.67	60 - 64	
E	D	1,0	50 - 54	Unsatisfactory
FX, F	F	0	0 - 49	

- Positive remarks
 - A detailed grading system is in place.
 - Mapping exists between ECTS and percentiles.
- Negative remarks
 - It is not clear whether certain fail grades allow students to retake the course.
 - Students who obtain 70% get a C.

P25 – KokSU – Shokan Ualikhanov Kokshetau University (Kazakhstan)

- Process description – N/A
- Positive remarks – N/A
- Negative remarks – N/A

P27 – KNU – Kyrgyz National University of Z.B. (Kyrgyzstan)

- Process description

Evaluation System		
Grade system KNU (like in France)	ECTS	Definition
16 - 20	A, B	Excellent
12 - 15	C	Good
8 - 11	D	Pass
0 - 7	F	Fail

- Positive remarks
 - A detailed grading system is in place.
- Negative remarks
 - There is no mapping to percentiles.
 - It is not clear whether certain fail grades allow students to retake the course.

P28 – OSU – Osh State University (Kyrgyzstan)

- Process description – N/A
- Positive remarks – N/A
- Negative remarks – N/A

P29 – KNAU – Kyrgyz National Agrarian University (Kyrgyzstan)

- Process description

Grade points	Letter grades	Mark
85-100	A	5
70-84	B	4
55-69	C	3
Less than 55		2 did not pass

- Positive remarks
 - A detailed grading system is in place.
- Negative remarks
 - It is not clear whether certain fail grades allow students to retake the course.
 - Pass threshold is rather high at 55%.
 - It is not confirmed whether the grading system is mapped to ECTS.

P31 – SPSUT – St-Petersburg State University of Telecommunication (Russia)

- Process description – N/A
- Positive remarks – N/A
- Negative remarks – N/A

P32 – SibSUTIS – Siberian State University (Russia)

- Process description

Grade conversion

“5”	A	Excellent
“4”	B	Very good
	C	Good
“3”	D	Satisfactory
	E	Sufficient
“2”	FX	Fail
	F	Fail

- Positive remarks
 - A detailed grading system is in place.
- Negative remarks
 - It is not clear whether certain fail grades allow students to retake the course.
 - Mapping to percentiles and ECTS is not available.
 - It is not confirmed whether the grading system is mapped to ECTS.

P34 – BEU – Baku Engineering University (Azerbaijan)

- Process description

Evaluation System		
Grade system BEU	ECTS	Definition
91 - 100	A	Excellent
81 - 90	B	Very Good
71 - 80	C	Good
61 - 70	D	Satisfactory
51 - 60	E	Sufficient
50 <	F	Failed

- Positive remarks
 - A detailed grade system is in place based 10-percentile classifications.
 - There is a mapping between the institutional and ECTS grading.
- Negative remarks
 - Students who gain grades above 70% are classified as C.
 - There are no opportunities for retake courses, or they are not clarified.
 - Round grades are in the below classification (e.g. 90 is a B not an A).

P35 – KHAZAR – Khazar University (Azerbaijan)

- Process description

Grade System:		
Grade system	ECTS	Definition
90 - 100	A	Excellent
80 - 89	B	Good
70 - 79	C	Average
60 - 69	D	Low pass
0 - 59	F	Failure

- Positive remarks
 - A detailed grade system is in place based 10-percentile classifications.
 - There is a mapping between the institutional and ECTS grading.

- Negative remarks
 - Students who gain grades above 70% are classified as C.
 - Students with 59% fail.
 - There are no opportunities for retake courses, or they are not clarified.

5. National Level Analysis

This section provides an analysis of how the credit recognition and grade conversion processes are implemented at national level. The scope of the section is to compare institutional differences and also provide suggestions in the form of actions necessary for PCIs, Ministries and the PAWER consortium.

5.1 Credit recognition process

Georgia

PCI	Criteria				
	Dedicated process	Documentation / Admin support	(Credit / Study hours) mapping	ECTS used	(ECTS / Own Credit) mapping
BSU	X	X	X	X	N/A
ATSU	X	X	X	X	N/A
ISU	X	X	X	X	N/A

- PCI actions
 - Institutions need to reflect on the study hours mapped to each ECTS.
 - Students should be encouraged to follow a more consistent workload based on the same number of ECTS per year.
 - Institutions should harmonise the number of ECTS allowed extra in each year (e.g. 72 or 75).
 - Institutions should put in place a credit mapping with countries that are not using ECTS.
- Ministry actions
 - The country is fully aligned to the Bologna process and the use of ECTS but perhaps an exercise to reflect on the harmonisation of ECTS mapping to individual courses.
 - Guidance should be provided on establishing a national standard for the number of ECTS per course and the number of study hours per course.
- PAWER actions
 - Ask the PCIs to produce a credit recognition step-by-step description of the processes followed with emphasis on what is imposed by the Ministry and the areas they are allowed to have some flexibility on.
 - Ask the PCIs to agree on a credit recognition mapping based on ECTS that includes other credit systems as well.

Azerbaijan

PCI	Criteria				
	Dedicated process	Documentation / Admin support	(Credit / Study hours) mapping	ECTS used	(ECTS / Own Credit) mapping
BEU	X	X	X	X	N/A
KHAZAR	X	X		X	N/A

- PCI actions
 - Institutions need to reflect on the study hours mapped to each ECTS and harmonise them.
 - KHAZAR should consider having a set number of ECTS for each degree.
 -

- Institutions should put in place a credit mapping with countries that are not using ECTS.
- Ministry actions
 - The country is fully aligned to the Bologna process and the use of ECTS but perhaps an exercise to reflect on the harmonisation of ECTS mapping to individual courses.
 - Guidance should be provided on establishing a national standard for the number of ECTS per course and the number of study hours per course.
- PAWER actions
 - Ask the PCIs to produce a credit recognition step-by-step description of the processes followed with emphasis on what is imposed by the Ministry and the areas they are allowed to have some flexibility on.
 - Ask the PCIs to agree on a credit recognition mapping based on ECTS that includes other credit systems as well.

Uzbekistan

PCI	Criteria				
	Dedicated process	Documentation / Admin support	(Credit / Study hours) mapping	ECTS used	(ECTS / Own Credit) mapping
SAI	-	-	-	-	N/A
AAI	X	X	X	X	N/A
TerSU	X	X	-	-	N/A

- PCI actions
 - Institutions must consider the introduction of a credit system.
 - Institutions need to reflect on the study hours mapped to each credit.
 - Institutions need to provide specific information on how each student progresses from one year to the next.
 - Institutions should put in place a credit mapping with countries based on the use of credits or ECTS.
- Ministry actions
 - The country is not aligned to the Bologna process and the use of ECTS but and should consider the introduction of a credit system.
 - It appears that one institution is using credits (i.e. AAI), but not others, meaning that there is a need for a national credit recognition system.
 - Guidance should be provided on establishing a national standard for the number of credit per course and the number of study hours per course.
- PAWER actions
 - Ask the PCIs to produce a credit recognition step-by-step description of the processes followed with emphasis on whether the Ministry endorses the use of credits.
 - Ask the PCIs to agree on a credit recognition mapping based on ECTS that includes other credit systems as well.

Tajikistan

PCI	Criteria				
	Dedicated process	Documentation / Admin support	(Credit / Study hours) mapping	ECTS used	(ECTS / Own Credit) mapping
KulSU	X	X	X	X	N/A
KhSU	X	X	X	X	N/A
TUT	X	X	X	X	N/A

TSUC	X	X	X	X	N/A
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- PCI actions
 - Institutions must consider the number of credits required for a Bachelor.
 - Institutions need to reflect on the study hours mapped to each credit.
 - Institutions need to provide specific information on how each student progresses from one year to the next.
 - Institutions should put in place a credit mapping with countries based on the use of credits or ECTS.
- Ministry actions
 - Guidance should be provided on establishing a national standard for the number of credit per course and the number of study hours per course.
- PAWER actions
 - Ask the PCIs to produce a credit recognition step-by-step description of the processes followed with emphasis on whether the Ministry endorses the use of credits.
 - Ask the PCIs to agree on a credit recognition mapping based on ECTS that includes other credit systems as well.

Kazakhstan

PCI	Criteria				
	Dedicated process	Documentation / Admin support	(Credit / Study hours) mapping	ECTS used	(ECTS / Own Credit) mapping
InEU	X	X	X	X	X
KATU	X	X	X	X	-
KazNAU	X	X	X	X	X
KokSU	X	X	X	X	-

- PCI actions
 - Institutions must provide a breakdown of credits per year.
 - Institutions need to reflect on the study hours mapped to each credit.
 - Institutions need to provide specific information on how each student progresses from one year to the next.
 - Institutions should put in place a credit mapping with countries based on the use of credits or ECTS.
- Ministry actions
 - Guidance should be provided on establishing a national standard for the number of study hours per course.
- PAWER actions
 - Ask the PCIs to produce a credit recognition step-by-step description of the processes followed with emphasis on whether the Ministry endorses the use of credits.
 - Ask the PCIs to agree on a credit recognition mapping based on ECTS that includes other credit systems as well.

Kyrgyzstan

PCI	Criteria
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	Dedicated process	Documentation / Admin support	(Credit / Study hours) mapping	ECTS used	(ECTS / Own Credit) mapping
KNU	X	X	X	X	X
OSU	X	X	X	X	-
KNAU	X	X	X	X	X

- PCI actions
 - Institutions need to provide specific information on how each student progresses from one year to the next.
- Ministry actions
 - Guidance should be provided on establishing a national standard for the number of study hours per course.
- PAWER actions
 - Ask the PCIs to produce a credit recognition step-by-step description of the processes followed with emphasis on whether the Ministry endorses the use of credits.

Russia

PCI	Criteria				
	Dedicated process	Documentation / Admin support	(Credit / Study hours) mapping	ECTS used	(ECTS / Own Credit) mapping
SPSUT	-	-	-	-	-
SibSUTIS	X	X	X	-	-

- PCI actions
 - Institutions need to provide specific information on how each student progresses from one year to the next.
 - SPSUT needs to providing missing information.
- Ministry actions
 - Guidance should be provided on establishing a national standard for the number of study hours per course.
- PAWER actions
 - Ask the PCIs to produce a credit recognition step-by-step description of the processes followed with emphasis on whether the Ministry endorses the use of credits.

Mongolia

PCI	Criteria				
	Dedicated process	Documentation / Admin support	(Credit / Study hours) mapping	ECTS used	(ECTS / Own Credit) mapping
NUM	X	X	X	X	X
MUST	X	X	X	X	X

- PCI actions
 - Institutions need to provide specific information on how each student progresses from one year to the next.
- Ministry actions

- Guidance should be provided on establishing a national standard for the number of study hours per course.
- PAWER actions
 - Ask the PCIs to produce a credit recognition step-by-step description of the processes followed with emphasis on whether the Ministry endorses the use of credits.

5.2 Grade conversion process

Georgia

PCI	Criteria				
	Assessment system	Grade descriptors	Grade alignment to other systems	Grade conversion map	Grade conversion documentation
BSU	X	X	X	-	-
ATSU	X	X	X	-	-
ISU	X	X	X	-	-

- PCI actions
 - Institutions need to consider how to align their letter-based grading with other systems, including the use of certain assessment criteria and rubrics.
 - Each PCI needs to consider creating a grading map.
 - Evidence should be provided on the guidance given to assessors with criteria for awarding each grade to student (e.g. the difference between satisfactory and sufficient).
- Ministry actions
 - Georgia seems to have a standardised grading system but it is unknown the level of guidance provided for awarding different grades. It is necessary to consider providing guidelines on the assessment criteria to be used for awarding different grades.
 - Considering the creation of a national grading map to align grades of Georgian institutions with the grades of international institutions.
- PAWER actions
 - Ask the PCIs to produce a grade conversion step-by-step description of the processes followed with emphasis on what criteria will be used to align their grades with those of other institutions.
 - Ask the PCIs to prepare draft grade conversion maps for a number of established grading systems (e.g. GPAs).

Azerbaijan

PCI	Criteria				
	Assessment system	Grade descriptors	Grade alignment to other systems	Grade conversion map	Grade conversion documentation
BEU	X	X	X	-	-
KHAZAR	X	X	X	-	-

- PCI actions
 - Institutions need to consider how to align their letter-based grading with other systems, including the use of certain assessment criteria and rubrics.
 - Each PCI needs to consider creating a grading map.
 - Evidence should be provided on the guidance given to assessors with criteria for awarding each grade to student.
 - Institutions should revise their grade classification with respect to the grades that correspond to each ECTS class and the pass grade.
- Ministry actions
 - Azerbaijan seems to have a standardised grading system but it is unknown the level of guidance provided for awarding different grades. It is necessary to consider

providing guidelines on the assessment criteria to be used for awarding different grades.

- Considering the creation of a national grading map to align grades of Azeri institutions with the grades of international institutions.
- PAWER actions
 - Ask the PCIs to produce a grade conversion step-by-step description of the processes followed with emphasis on what criteria will be used to align their grades with those of other institutions.
 - Ask the PCIs to prepare draft grade conversion maps for a number of established grading systems (e.g. GPAs).

Uzbekistan

PCI	Criteria				
	Assessment system	Grade descriptors	Grade alignment to other systems	Grade conversion map	Grade conversion documentation
SAI	X	X	-	-	-
AAI	X	X	-	-	-
TerSU	X	X	-	-	-

- PCI actions
 - Institutions need to consider how to align their national grading system with other systems, including the use of certain assessment criteria and rubrics.
 - Each PCI needs to consider creating a grading map.
 - Evidence should be provided on the guidance given to assessors with criteria for awarding each grade to student (e.g. the difference between satisfactory and sufficient).
 - There seems to be a discrepancy as one institution has a 1% difference in the pass/fail grade.
- Ministry actions
 - Uzbekistan seems to have a national grading system but it is unknown the level of guidance provided for awarding different grades. It is necessary to consider providing guidelines on the assessment criteria to be used for awarding different grades.
 - Considering the creation of a national grading map to align grades of Uzbek institutions with the grades of international institutions.
- PAWER actions
 - Ask the PCIs to produce a grade conversion step-by-step description of the processes followed with emphasis on what criteria will be used to align their grades with those of other institutions.
 - Ask the PCIs to prepare draft grade conversion maps for a number of established grading systems (e.g. GPAs).

Tajikistan

PCI	Criteria				
	Assessment system	Grade descriptors	Grade alignment to other systems	Grade conversion map	Grade conversion documentation
KulSU	X	X	X	X	-
KhSU	X	X	X	X	-
TUT	X	X	X	X	-
TSUC	X	X	X	X	-

- PCI actions
 - Institutions need to consider how to harmonise their grading systems as some include GPA mapping.
 - Evidence should be provided on the guidance given to assessors with criteria for awarding each grade to student.
- Ministry actions
 - Tajikistan seems to have a standardised grading system but it is unknown the level of guidance provided for awarding different grades. It is necessary to consider providing guidelines on the assessment criteria to be used for awarding different grades.
 - It is important to reflect whether all institutions will implement GPA mapping.
- PAWER actions
 - Ask the PCIs to produce a grade conversion step-by-step description of the processes followed with emphasis on what criteria will be used to align their grades with those of other institutions.
 - Ask the PCIs to agree on a common draft grade conversion maps for a number of established grading systems (e.g. GPAs).

Kazakhstan

PCI	Criteria				
	Assessment system	Grade descriptors	Grade alignment to other systems	Grade conversion map	Grade conversion documentation
InEU	X	X	X	X	-
KATU	X	X	X	X	-
KazNAU	X	X	X	X	-
KokSU	-	-	-	-	-

- PCI actions
 - Evidence should be provided on the guidance given to assessors with criteria for awarding each grade to student.
 - KokSU needs to provide the required information.
- Ministry actions
 - Kazakhstan seems to have a standardised grading system but it is unknown the level of guidance provided for awarding different grades. It is necessary to consider providing guidelines on the assessment criteria to be used for awarding different grades.
- PAWER actions
 - Ask the PCIs to produce a grade conversion step-by-step description of the processes followed with emphasis on what criteria will be used to align their grades with those of other institutions.

Kyrgyzstan

PCI	Criteria				
	Assessment system	Grade descriptors	Grade alignment to other systems	Grade conversion map	Grade conversion documentation

KNU	X	X	X	X	-
OSU	-	-	-	-	-
KNAU	X	X	X	-	-

- PCI actions
 - Evidence should be provided on the guidance given to assessors with criteria for awarding each grade to student.
 - OSU needs to provide the required information.
 - Institutions to agree on the mapping with ECTS grades.
- Ministry actions
 - Tajikistan seems to have a standardised grading system and alignment to ECTS but it is unknown the level of guidance provided for awarding different grades. It is necessary to consider providing guidelines on the assessment criteria to be used for awarding different grades.
- PAWER actions
 - Ask the PCIs to produce a grade conversion step-by-step description of the processes followed with emphasis on what criteria will be used to align their grades with those of other institutions.

Russia

PCI	Criteria				
	Assessment system	Grade descriptors	Grade alignment to other systems	Grade conversion map	Grade conversion documentation
SPSUT	X	X	X	X	-
SibSUTIS	-	-	-	-	-

- PCI actions
 - Evidence should be provided on the guidance given to assessors with criteria for awarding each grade to student.
 - SPSUT needs to provide the required information.
 - Institutions to agree on the mapping with ECTS grades.
- Ministry actions
 - Russia seems to have a standardised grading system but alignment to ECTS must be confirmed. It is unknown the level of guidance provided for awarding different grades. It is necessary to consider providing guidelines on the assessment criteria to be used for awarding different grades.
- PAWER actions
 - Ask the PCIs to produce a grade conversion step-by-step description of the processes followed with emphasis on what criteria will be used to align their grades with those of other institutions.

Mongolia

PCI	Criteria				
	Assessment system	Grade descriptors	Grade alignment to other systems	Grade conversion map	Grade conversion documentation

NUM	X	X	X	X	-
MUST	X	X	X	X	-

- PCI actions
 - Evidence should be provided on the guidance given to assessors with criteria for awarding each grade to student.
 - Institutions to agree on the mapping with ECTS grades.
- Ministry actions
 - Mongolia seems to have a standardised grading system and alignment to ECTS but it is unknown the level of guidance provided for awarding different grades. It is necessary to consider providing guidelines on the assessment criteria to be used for awarding different grades.
- PAWER actions
 - Ask the PCIs to produce a grade conversion step-by-step description of the processes followed with emphasis on what criteria will be used to align their grades with those of other institutions.

6. Regional Level Analysis

This section provides an analysis of how the credit recognition and grade conversion processes can be harmonised at regional level. The scope of the section is to focus on the differences between institutions from different countries and come up with suggestions for the regional conferences.

The regional conferences are as follows:

- Central Asia
- Caucasus
- Russia
- Mongolia

6.1 Credit recognition process

Central Asia

Partners	Actions
Uzbekistan	<ul style="list-style-type: none"> • Ministry to consider the introduction of a national credit recognition system and perhaps the use of ECTS.
SAI	<ul style="list-style-type: none"> • Confirm whether there is a student exchange process in place. • Consider the introduction of credits and calculation of study hours. • Provide a graph and one-page supporting documentation for the credit recognition process.
AAI	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process. • Consider increasing the number of ECTS for a Bachelor degree to 240.
TerSU	<ul style="list-style-type: none"> • Consider the introduction of credits and calculation of study hours. • Provide a graph and one-page supporting documentation for the credit recognition process.
Tajikistan	<ul style="list-style-type: none"> • Ministry to outline possible amendments to the national guidelines provided for the number of ECTS per degree and the number of study hours corresponding to each credit.
KulSU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process. • Clarify the double specialty course credits.
KhSU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.
TUT	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.
TSUC	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process. • Reflect on the credits required for undergraduate courses. • Reflect on number of study hours corresponding to each credit, as they vary significantly between different degrees.
Kazakhstan	<ul style="list-style-type: none"> • Ministry to outline possible amendments to the national guidelines provided for the number of ECTS per year of degree and the number of study hours corresponding to each credit.
InEU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.

KATU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process. • Provide the number of credits for each programme of study. • Provide the number of hours for each credit.
KazNAU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.
KokSU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process. • Provide the number of credits for each programme of study. • Provide the number of hours for each credit.
Kyrgyzstan	<ul style="list-style-type: none"> • Ministry to outline possible amendments to the national guidelines provided for the number of ECTS per year of degree and the number of study hours corresponding to each credit.
KNU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.
OSU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process. • Provide the missing information.
KNAU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.

Recommendations for harmonisation (agenda items for regional conference):

- Identify the stages for a common credit recognition process.
- Provide a graph and brief description for the agreed credit recognition process.
- Agree consistent number of ECTS for each course.
- Agree consistent number of ECTS per year of study and degree.
- Agree consistent number of study hours per ECTS.
- Determine policy changes required at institutional, national and international level.

Caucasus

Partners	Actions
Georgia	<ul style="list-style-type: none"> • Ministry to outline possible amendments to the national guidelines provided for the use of ECTS.
BSU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.
ATSU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.
ISU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.
Azerbaijan	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.
BEU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.

KHAZAR	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process. • Consider using a fixed number of ECTS for each degree. • Consider increasing the minimum ECTS for postgraduate courses to 120. • Consider reducing the ECTS for undergraduate courses to 240.
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Recommendations for harmonisation (agenda items for regional conference):

- Identify the stages for a common credit recognition process.
- Provide a graph and brief description for the agreed credit recognition process.
- Agree consistent number of ECTS for each course.
- Agree consistent number of ECTS per year of study and degree.
- Agree consistent number of study hours per ECTS.
- Determine policy changes required at institutional, national and international level.

Russia

Partners	Actions
Russia	<ul style="list-style-type: none"> • Ministry to outline possible amendments to the national guidelines provided for the use of ECTS.
SPSUT	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process. • Provide the missing information.
SibSUTIS	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.

Recommendations for harmonisation (agenda items for regional conference):

- Identify the stages for a common credit recognition process.
- Provide a graph and brief description for the agreed credit recognition process.
- Agree consistent number of ECTS for each course.
- Agree consistent number of ECTS per year of study and degree.
- Agree consistent number of study hours per ECTS.
- Determine policy changes required at institutional, national and international level.

Mongolia

Partners	Actions
Mongolia	<ul style="list-style-type: none"> • Ministry to outline possible amendments to the national guidelines provided for the use of ECTS.
NUM	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the credit recognition process.

MUST	<ul style="list-style-type: none">• Provide a graph and one-page supporting documentation for the credit recognition process.
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Recommendations for harmonisation (agenda items for regional conference):

- Identify the stages for a common credit recognition process.
- Provide a graph and brief description for the agreed credit recognition process.
- Agree consistent number of ECTS for each course.
- Agree consistent number of ECTS per year of study and degree.
- Agree consistent number of study hours per ECTS.
- Determine policy changes required at institutional, national and international level.

6.2 Grade conversion process

Central Asia

Partners	Actions
Uzbekistan	<ul style="list-style-type: none"> Outline possible amendments to the national guidelines provided for the use of grading classifications. Review the high threshold for pass (e.g. 55% is a fail).
SAI	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process. Attempt to map the current grade system to ECTS grades.
AAI	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process. Review the pass grade, as it is different from the other institutions. Attempt to map the current grade system to ECTS grades.
TerSU	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process. Attempt to map the current grade system to ECTS grades.
Tajikistan	<ul style="list-style-type: none"> Reflect on the current mapping of percentile grades to ECTS and GPA grades at national level.
KulSU	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.
KhSU	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.
TUT	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process. Consider extending the grade mapping to GPA.
TSUC	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process. Consider extending the grade mapping to GPA.
Kazakhstan	<ul style="list-style-type: none"> Outline possible amendments to the national guidelines provided for the use of grading classifications.
InEU	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.
KATU	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.
KazNAU	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.
KokSU	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process. Provide the missing information, as currently there is no data for the grading system that is in place.
Kyrgyzstan	<ul style="list-style-type: none"> Outline possible amendments to the national guidelines provided for the use of grading classifications.
KNU	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.
OSU	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.

	<ul style="list-style-type: none"> • Provide the missing information, as currently there is no data for the grading system that is in place.
KNAU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the grade conversion process.

Recommendations for harmonisation (agenda items for regional conference):

- Identify the stages for a common grade conversion process.
- Provide a graph and brief description for the agreed grade conversion process.
- Agree consistent grade classifications (i.e. percentiles corresponding to each ECTS grade).
- Agree consistent set of criteria to be used for mapping grade classifications (e.g. what makes 80-89% equivalent to B).
- Determine policy changes required at institutional, national and international level.

Caucasus

Partners	Actions
Georgia	<ul style="list-style-type: none"> • Outline possible amendments to the national guidelines provided for the use of grading classifications.
BSU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the grade conversion process.
ATSU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the grade conversion process.
ISU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the grade conversion process.
Azerbaijan	<ul style="list-style-type: none"> • Reflect on the current mapping of percentile grades to ECTS grades at national level.
BEU	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the grade conversion process. • Review the minimum grade for each classification (e.g. 80% equals to C).
KHAZAR	<ul style="list-style-type: none"> • Provide a graph and one-page supporting documentation for the grade conversion process. • Review the high threshold for pass (e.g. 59% is a fail).

Recommendations for harmonisation (agenda items for regional conference):

- Identify the stages for a common grade conversion process.
- Provide a graph and brief description for the agreed grade conversion process.
- Agree consistent grade classifications (i.e. percentiles corresponding to each ECTS grade).
- Agree consistent set of criteria to be used for mapping grade classifications (e.g. what makes 80-89% equivalent to B).
- Determine policy changes required at institutional, national and international level.

Russia

Partners	Actions
Russia	<ul style="list-style-type: none"> Outline possible amendments to the national guidelines provided for the use of grading classifications.
SPSUT	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process. Providing the missing information
SibSUTIS	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.

Recommendations for harmonisation (agenda items for regional conference):

- Identify the stages for a common grade conversion process.
- Provide a graph and brief description for the agreed grade conversion process.
- Agree consistent grade classifications (i.e. percentiles corresponding to each ECTS grade).
- Determine policy changes required at institutional, national and international level.

Mongolia

Partners	Actions
Mongolia	<ul style="list-style-type: none"> Outline possible amendments to the national guidelines provided for the use of grading classifications.
NUM	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.
MUST	<ul style="list-style-type: none"> Provide a graph and one-page supporting documentation for the grade conversion process.

Recommendations for harmonisation (agenda items for regional conference):

- Identify the stages for a common grade conversion process.
- Provide a graph and brief description for the agreed grade conversion process.
- Agree consistent grade classifications (i.e. percentiles corresponding to each ECTS grade).
- Determine policy changes required at institutional, national and international level.

7. Recommendations

Middlesex University suggests the following actions for the PAWER partners:

- [1] Each partner should reflect on its own Institutional Level Analysis for the two processes and possibly provide further evidence to ensure that the current state is described accurately in the PAWER reports.
- [2] The PAWER consortium should attempt to follow up the actions identified in the National Level Analysis and request a response from each PCI and Ministry so it can be documented.
- [3] The regional conference coordinators should follow the suggested agenda items (recommendations for harmonisation identified in the Regional Level Analysis during the regional conferences and minute their decisions.
- [4] All PCIs to perform and document the recommended actions in the Regional Level Analysis or provide a response in writing with the rationale for no-action.