574099-EPP-1-2016-1-IT-EPPKA2-CBHE-SP

PAWER

PAVING THE WAY TO INTERREGIONAL MOBILITY AND ENSURING RELEVANCE, QUALITY AND EQUITY OF ACCESS

Questionnaire on Impact and Sustainability at Institutional level

Project Coordinator:
University of L'Aquila - UNIVAQ

Purpose of the questionnaire:

The aim of the questionnaire is to assist the participants and the organisers in reporting on the impact of the project, the dissemination activities, the lessons learned, the challenges faced and the recommendations for future improvements.

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.

Background information of the project

Project reference: *574099-EPP-1-2016-1-IT-EPPKA2-CBHE-SP*
Project Title: *Paving the way to interregional mobility and ensuring relevance, quality and equity of access - PAWER*
Countries involved: *Italy, Great Britain, Kazakhstan, Kyrgyzstan, Russia, Uzbekistan, Georgia, Azerbaijan, Mongolia, Hungary, Bulgaria, Poland*
Years of activity: *15.10.2016 – 14.03.2020 (was 14.10.2019)*
Website address: http://pawer.univaq.it/

Your Institution: Samarkand Institute of Veterinary Medicine (former Samarkand Agricultural Institute)

A. IMPACT OF THE PROJECT AT LOCAL LEVEL

Describe the impact of the project at **institutional and individual level** in your Institution and on individuals (staff members and students) participating in the project at any level;

Better information, improved knowledge and mutual understanding, enhancement of competencies and skills on the 8 different Framework of Qualifications, on the credit system, and on application of ECTS system of 29 teachers and 5 administrative staff.

Improved competence of staff pilot group of 5 teachers and administrative staff of IRO for knowledge, skills and competence enhancement in recognition methods, Learning Outcome approach, ECTS allocation and student mobility support at EU partner universities.

Improved competence of 29 teachers by concrete allocation of ECTS to each Module in 7 pilot degree courses at re-training courses. 7 pilot degree courses described according to ECTS and Learning Outcomes. Mobility with EU partners increased from 3 to 11.

Synoptic scheme of grade systems and Manual for the correct transfer of grades between the involved institutions has been developed and adapted. The transparent recognition methodology represents a motivation for students for going abroad for a short or long period. Established cooperation provide the successful exchange of practical information and data and foster the inbound and outbound mobility.

The cooperation with Partner Institutions continued through Credit Mobility Programme and bilateral agreements. The Erasmus+ CBHE project proposal Development of a multi-region Network of Innovation, Creativity and Entrepreneurship through Education 4.0 - (NICE-Edu4.0) 619403-EPP-1-2020-1-EL-EPPKA2-CBHE-JP with the consortium members has been developed and applied for 2020 call.

B. DISSEMINATION OF THE PROJECT

Explain the **commitment taken by your Institution** as regards dissemination and the concrete measures taken for ensuring the visibility of the project at all levels (i.e. department and faculty, institution, local, regional, national, international);

3 seminars and workshops for staff of the Institute with participation of students' representative.
Banners at educational fairs in Tashkent (2018) and Samarkand (2019).
Article about project methodology at annual Erasmus+ Uzbekistan compendium 2018 and about project results at Erasmus+ Uzbekistan compendium 2019.
Pictures and reports at university webpage.
Regional conference of PAWER (2019) has been introduced at TV news (Diyor).
Guide on credit recognition and transfer has been disseminated via Ministry of Higher and secondary specialized education for other HEIs.

C. LIST OF OUTPUTS/OUTCOMES

Describe the main tangible and intangible project deliverables and their use. Intangible results should be also considered in relation to each product.

List the **material produced** aimed at promoting the project and its results (i.e. leaflets, brochures, web site, banners, etc.);

List all the **local and national events** you have organized in the framework of PAWER.

List all the **local events organized by other bodies** in which you have participating presenting PAWER project

List all the **written reports** done in the framework of PAWER

List all **articles** about PAWER or in which PAWER is mentioned. Please, provide links and/or pictures

Publication of **surveys, studies, reports, newsletters, etc**… and information about the project is given on the websites of the university
Please, mention the direct link to the page.

List **any other result** you can mention.

THE LINK TO SHARE PICTURES AND REPORTS IS
https://drive.google.com/drive/u/2/folders/1Di00OHS7uPOuOjEgrR8-s0V-1QDIpsaE

Material produced:
The quality of higher education is assured by the State Educational Standards (SES) which set the minimum requirements for each educational level, describe the main features, structure, content and implementation of curricula, ensure the quality control of personnel training and set the compulsory (core) components (list of academic subjects). The fulfilment of those standards is controlled by the regular (re)accreditation of a study programme which is necessary every 5 years.
Each study programme is provided with an identification number (=code), e.g:
5420100 = "Economics (in agriculture)" on Bachelor level
5 - education program stage code - Bachelor
4 - education sphere code – Social sphere and law
2 - training sphere code – Economics (in agriculture)
01 - discipline code - Economics
00 - specific code - for master program

Allocation of ECTS to each Module.

After implementation of ECTS in Uzbekistan allocation of credits will be for:
5420100 = "Economics (in agriculture)"- total hours during the module -9330, in credits- 311
5420100 = "Book keeping and audit"- total hours during the module -9390, in credits- 313

Data on Students' performances for these modules in the last 3 years.

Data of students performance in last 3 years:
 # Modules Average grade
1 510400-Selection and seed-growing of agricultural plants10-12 % -Excellent, 26-28 % -Good (4), 63-65 % -Satisfactory (3)
2 5410200-Agronomy 15-16 % -Excellent, 28-29 % -Good (4), 56-57 % -Satisfactory (3)
3 5420100 = "Management in agriculture" 8-9 % -Excellent, 23-24 % -Good (4), 67-68 % -Satisfactory (3)

Synoptic scheme of grade systems and Manual for the correct transfer of grades.

Comparative comparison of student assessment systems in higher education

The new system of Uzbekistan**	Russian system (Moscow state university)	ECTS — European Credit Transfer System	US system (A- F)	UK system (%)	Japan system (%)	Korean system (%)	Uzbekistan rating system*** (%)
«5»	«5»	«A»	«A+»	70 — 100	80 — 100	90 — 100	90 — 100
			«A»				
			«A-»	65 — 69			
«4»	«4»	«B»	«B+»	60 — 64	70 — 79	80 — 89	70 — 89,9
		«C»	«B»	50 — 59			
			«B-»				
«3»	«3»	«D»	«C+»	45 — 49	60 — 69	70 — 79	60 — 69,9
		«E»	«C»	40 — 44			
			«C-»				
			«D+»			60 — 69	
			«D»				
			«D-»				
«2»	«2»	«FX»	«F»	0 — 39	0 — 59	0 — 59	0 — 59,9
		«F»					

Students from "Daily Assessment" collect points criteria
No. Indicator "Daily Assessment" Points
maximum 1-"Daily Assessment" 2-JN 2-"Daily Assessment"
1 level of participation in classes and nutrition. Practical activity, the implementation of practical training books and status. Written exams or answers to questions 0-4, 0-1, 0-1, 0-2,
2 oral or test questions and answers
the level of development. 0-20, 0-7, 0-7, 0-6,
3 independent educational quality and timely completion of tasks. Topics on household tasks and nutrition level 0-6, 0-2, 0-2, 0-2.
Total JN Points 30. 0-10, 0-10, 0-10.
Students gather "Midterm assessment" points criteria
Indicator "Midterm assessment" Points

maximum 1-“Midterm assessment” 2-“Midterm assessment”
1 level of participation in lessons. Activity of lectures, notes books and the completion of the operation. 2. 0-1, 0-1
2 students' independent learning tasks in a timely and high-quality performance and development. 10. 0-5, 0-5
3 oral questions and answers, colloquiums and other types of control on the results of 28. 0-14, 0-14
Total “Midterm assessment” Points 40. 0-20, 0-20.
The final exam, "written exam" in the form of established, it is the control of the final 30 points, "written exam" carried out on the basis of the options.
If the final is the control centre was established on the basis of the test on the subject of the final control, "written exam" in the form of established, it is the final control is carried out in accordance with the following table.
No. Indicators “Final exam” Points
The range of maximum change in
1 written on the subject of the final control 6. 0-6
2 Final test Exam Question 1 points 30. 0-30. 30.
Total: 30. 0-30.

Management in agriculture BA program courses developed:
1. Agrarian policy and food security
150 study hours equal to 5 ECTS
Number of students 688 (in last three years)
2. Animal Breeding and Sericulture Basics
180 study hours equal to 6 ECTS
Number of students 440 (in last 2 years)
5410200-Agronomy BA program courses developed:
3. Agricultural Biotechnology and Microbiology
180 study hours equal to 6 ECTS
Number of students 572 (in last 2 years)
510400-Selection and seed-growing of agricultural plants BA program courses developed:
4. Soil Science and Agrochemistry
270 study hours equal to 9 ECTS
Number of students 347 (in last 2 years)
5. Agricultural products quality and marketing
210 study hours equal to 7 ECTS
Number of students 448 (in last 2 years)
MA program courses developed:
6. Impact of disasters on public health, economy and development
150 study hours equal to 5 ECTS
Number of students 17 (in last year)
BA program courses developed:
7.Ecology
90 study hours equal to 3 ECTS
Number of students 380 (in last year)

Local and national events organized (what, where, when):
Seminar for faculty and administrative staff of SAI (February, 2018)
Regional conference of PAWER (June, 2019)

Events organized by others in which you participated (what, where, when):
Educational fair in Tashkent (October, 2018)
Educational fair in Samarkand (May, 2019).

Reports:

#	EHEA	
	Key documents	**Definition of Works**
1	Course Catalogue.	The Course Catalogue includes detailed, user-friendly and up-to-date information on the institution's learning environment that should be available to students before entering and throughout their studies to enable them to make the right choices and use their time most efficiently.
2	Student Application Form.	Students who intend to complete their studies at another institution should enroll according to the regular procedures of the institution concerned and will fill in other types of application forms.
3	Learning Agreement	Learning agreement for courses contain list of educational components the student is planning to take at the other institution, together with the code numbers and the ECTS credits allocated to the components.
4	Transcript of Records.	Many institutions produce a transcript of records for each student at the end of each semester or year. This is an important document for the student and institution. It ensures that students have an accurate and up-to-date record of their progress, the educational components they have taken, the number of ECTS credits they have achieved and the grades they have been awarded.
5	ECTS Recognition Sheet.	In addition to the Learning Agreement, it is recommended that home institutions sign a "Recognition Sheet" for each

#	Uzbekistan	
	Key documents	**Definition of Works**
1	"State educational standard for the direction of bachelor's education 5420100-Management in agriculture"	In standard courses divided by following blocks: - humanitarian and social-economic subjects; - mathematic and natural-scientific subjects; - general professional subjects; - specialization subjects. The standard defines Learning outcomes for blocks and subjects. Before mobility Learning Outcome of courses will compare by vice dean.
	Work plan of the course	Work plan contain: - themes lecture and practice; - contact hours of lecture and practice; - hours of independent works; - draft themes for independent works; - draft themes for course works(if there is); - list of main and supporting literatures.
	Learning Agreement	By using Course catalog of host university and State educational standard of home university Learning agreement for mobility will complete by vice dean. There workload and learning outcomes of the courses will compare and included to learning agreement.
	Transcript of Records.	List of subjects received, ECTS credits and qualification grades during Student mobility, are submitted to deans office. Vice dean is compared with subjects, which the students are studying and transferred to rating book.
	Decree of Ministry of High and secondary specialized	Grade conversion process provided on the basis of decree of Ministry of High and secondary specialized

		outgoing student stating from which course units or modules he/she will be exempt at the home institution after successful completion of the study abroad. In this way it is clear from the start that the study abroad replaces a comparable period of study at home.		education of the Republic of Uzbekistan about "Grading and control system of HEI students"	education of the Republic of Uzbekistan. In the decree, a comparative table of student knowledge assessment systems is provided in higher education. By this table grades of mobility students compared and recorded to rating book.

Articles:
Ahrorov F. Tursunov O. PAWER: минтақалараро мобилликка ўтишни йўлга қўйиш ва имкониятларнинг аҳамиятлилиги, сифат ва тенглигини кафолатлаш-(PAWER: international mobile administration and guarantee of opportunities, quality and equity). Collection of articles of Erasmus + Uzbekistan. Tashkent. 2018
http://www.erasmusplus.uz/images/shared/file/NEO%20publication%202018%20_%20updated_11_12_2018_WEB_NEW%202.pdf

Link to PAWER page in your website:
http://samvmi.uz/site/erasmus

Newsletter, surveys and any other result:

D. LIST OF AGREEMENTS

Please, list all the cooperation agreements and other activities generated with PAWER partners, such as bilateral agreements, double degrees, other cooperation projects (Erasmus+ or others), mentioning the partner institutions and countries.
Add at the end any other agreement signed in the last 3 years that could have benefitted by PAWER activities (for example, thanks to the training activities you have been more ready to sign new bilateral agreements with third institutions)

Agreements and any other activities within PAWER partners:
Shokan Ualikhanov Kokshetau State University,
Kazakh National Agrarian University,
Seifullin Kazakh Agro Technical University,
Wroclaw University of Environmental and Life Sciences –Erasmus+ International Credit Mobility agreement, Erasmus+CBHE project TOPAS.
Termez state university
University of L'Aquilla Erasmus+ International Credit Mobility agreement
Technological University of Tajikistan - Bilateral agreement on student mobility
Osh State University

Agreements and any other activities with other institutions:

E. UNEXPECTED OUTCOMES/ SPIN-OFF EFFECTS

Did the project's implementation produce any unexpected outcomes or spin-off effects, (either positive or negative) and/or opportunities that are being created beyond the specific objectives in particular, in relation to graduate employability and/or increased cooperation between universities and the non-academic sector (i.e. future cooperation between beneficiaries)? If yes, please describe them;
If applicable describe any synergy established with other CBHE projects and other national /regional initiatives.

The Ministry of Higher and secondary specialized education of Uzbekistan announced a “Roadmap” of implementation of ECST based Credit-Module system of organization of educational process for all programs from 2020/2021 academic year.

F. ANY OTHER COMMENT ON IMPACT AND DISSEMINATION

Thank you for completing the questionnaire!