

**EXTERNAL ASSESSMENT REPORT REGARDING
THE "EDUCA TEMPUS PROJECT" OF THE:**

**New Elective Course "The basics for
Pedagogical Assessment"**

For BA level students

**Kulob State University named after
Abuabdulloh Rudaki
(Tajikistan)**

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I. INTRODUCTION OF THE PROCESS

The aim of the evaluation process is to assess compliance with previously established minimum criteria, and to identify the **strengths and weaknesses** of a programme. The process culminates with the setting out of **improvement recommendations** which should be implemented in order to improve the teaching concerned about the EDUCA tempus project and the implementation of the European Credit System (ECTS) in the Kulob State University named after Abuabdulloh Rudaki (KuISU).

The composition of the External Review Team is the following:

Academic and President of the committee:	Miguel Ángel Zabalza Beraza (University of Santiago de Compostela)
Student Representative of the committee	Alfredo Blanco Martínez (University of A Coruña)
Secretary of the Committee:	Luis Carlos Velón Sixto (ACSUG Quality Manager)

The **evaluation process** is organised into two stages:

1. SELF-ASSESSMENT

Self-assessment is a process whereby the education programme under assessment must reflect on, describe, analyse and evaluate its situation, basing its conclusions on objective facts.

2. EXTERNAL ASSESSMENT

The external assessment panel is appointed by ACSUG. The members of the panel analyse the self-assessment report and then the panel issues a report, in which the strong and weak points detected during the evaluation process are outlined, and also proposals for improvement for any aspects judged to require it, while highlighting any elements they consider to be critical or fundamental for quality assurance.

II. COMMENTS ABOUT THE SELF-ASSESSMENT OF THE UNIVERSITY

The KuISU has written a self-assessment report, including the basic information of the BA of Foreign Philology specialist on English language: name of qualification, objectives of the program, language used for teaching the course, description of the competences the students should acquire, basic structure of the study programme, teaching normative and methodologies, information about possible labour insertion of the students.

The review team can conclude that the university made a good job preparing the self assessment report, but on the other hand, the review team saw that some information was not provided by the university in the self-assessment report, for example:

- Distribution of the subjects during the academic years and description of each subject.
- More information about the teaching staff.
- More information about the student mobility.
- Possibility of other teaching methods different from the in-person training (blended, online, etc)
- Number of minimum and maximum credits to study yearly.
- Access and enrolment student profile.
- Information about the participation of the students in the university (fulfilment of evaluation questionnaires, etc)
- Number of new students

III. COMMENTS ABOUT THE EXTERNAL ASSESSMENT

1. POSITIVE REMARKS

We want to emphasize some positive remarks detected during the external evaluation.

- The interest of the governing of the university to change the teaching methodology according the European credit system. We consider in positive terms the pilot project carried out before the implementation of the new credit system in all the degrees.

- The self analysis made by the university to identify the areas for improvement regarding the EDUCA project.

- The information provided about the teaching staff normative is considered in a positive way because of the promotion of the PhD and the participation of teachers with professional experience in the field of knowledge of the subjects.

We encourage the university to put in practice the normative and to work with the teachers in the implementation of the new European credit system: describing the competencies, with new teaching methodologies and with a positive orientation to the educational innovation.

2. RECOMMENDATIONS

We want to make also recommendations and opportunities for improvement, even more, taking into account the recent implementation of the new credit system (2012) and that some actions are still starting to initiate.

STUDY PROGRAMME

- The information provided about the name of the degree and its objectives is confusing in some parts of the self assessment report, sometimes it seems an English philology and sometimes it seems a bachelor in teaching with the specialization in languages. The review team is going to consider this last option and to think that there was some confusion during the redaction of the university report.

- It would have been necessary the information of the distribution of the subjects during the academic years and description of each subject to analyze deeply the study program and to make specific recommendations, but, in spite of this, in the general structure of the study programme we couldn't see general training in pedagogy or psychology.

- We consider that the number of credits assigned to the practice (8 credits) should be revised in order to improve the practical knowledge of the students.

- The review team make the recommendation to the university that in future evaluation procedures the information about the study program would be improve, including more organised and full information of the timetable of the study program, distribution and brief content of the subjects, etc.

- In the self assessment report there is not information about the elective characteristics of the degree. The review team recommends to include some elective modules, especially in the last academic year of the degree to make possible the elective and more specific training of the students according to the new training approaches that emphasize the need to strengthen the autonomy of students.

- Regarding the languages used for teaching the course, it is strange that considering the field of knowledge of the degree (foreign languages teachers) it is not included English and also Russian among them. It is important also to improve in general the English level of all the groups of interest at the university to make easier the

international collaborations, the interchanges with foreign universities, the student mobility and their future labour insertion.

STUDENTS

- The involvement of the students in the university is crucial to the continuous quality improvement, so we recommend to the university to work in this field.
- It is necessary the development of satisfaction surveys for teachers, students and administrative staff. We suggest using the online tools available for making surveys to make easier filling them and to guarantee the anonymity.
- It is important to establish tools to make the monitoring of the graduates and their labour insertion: Data base of graduates, labour insertion studies, implementation of a job listing, etc.

RESOURCES

- To increase the use of new technologies in order to make easier the independent work of students and the control of it by the teachers (virtual networks, intranet, blogs, forums, and social media).
- It is really important to improve the public information of the degree, especially through the website.
- The review team considers that the participation of the university in the EDUCA project (and other similar collaboration projects) is a great possibility to impulse the interchange of information between the countries of the region and the European Higher Education Area and it could boost the mobility.
- To continue improving the academic resources (books, computers, laboratories, etc) in order to reinforce the student learning.