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

MASTERS DEGREE IN MANAGEMENT IN EDUCATION AND PEDAGOGY

ARABAEV PEDAGOGIC STATE UNIVERSITY (KYRGYZSTAN)

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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 Arabaev Pedagogic State University (APSU).

The composition of the External Review Team is the following:

Academic and President of the committee:	Miguel Ángel Santos Rego (University of Santiago de Compostela)
Student Representative of the committee	Jesús García Álvarez (University of Santiago de Compostela)
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 a site visit is organised. During the visit they will verify the evidence supplied in the self-assessment report and will interview the various stakeholders with an interest in the qualification. With all this information, 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 APSU has written a good self-assessment report, including the information of the Master in Management in Education and Pedagogy: objectives of the program, number of new students and dropout data, description of the competences the students should acquire, teaching

methodologies, description of the material resources, information about the teaching staff, training courses organised in new methodologies, results of one survey made to the academic council members, etc.

The review team can conclude that the university made a really good and well coordinated job preparing the self assessment report, even more considering that the time available for doing this task was not so much.

Nevertheless, the review team saw that some information was not provided by the university in the self-assessment report, for example:
- Subjects included in the program.
- A clear structure of the study program.

These information had to be compiled during the site visit.

III. COMMENTS ABOUT THE EXTERNAL ASSESSMENT

1. SITE VISIT
The first issue to take into account regarding the site visits is that the final planning was decided with not too much time in advance and until the last moment we didn´t know really if we could travel to Central Asia (because of travel requirements). So, we want to give thanks especially to the project coordinators and to the universities for their effort to make possible our trip and to organize the travel arrangements and the visits very fast.

The 04/03/2015 the review team did the site visit to the APSU facilities. The initial planning was followed in a correct way and the duration of the visit was from 09:00 AM to 19:00 PM. Meetings were held with the governing body of the university, the students, the teaching staff and other stakeholders (mainly representatives of schools). The external committee reviewed also the main university facilities during a guided visit.

During the whole visit the attention and the coordination was really excellent and also the participation of the attendees.

2. POSITIVE REMARKS OF THE EXTERNAL EVALUATION
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 good self analysis made by the university to identify the areas for improvement regarding the EDUCA project.

- We consider positive the existence of incentives for the teachers who are implementing the new methodological system based on the individual work of the students.

- We really estimate that the teachers are interested in the implementation of the new European credit system: describing the competencies, new teaching methodologies and they are positively oriented to the educational innovation.

- The involvement of the students in the improving of the university.

- It is positive the development of satisfaction surveys for teachers and students. We suggest nevertheless to use the online tools available for making surveys to make easier filling them and to guarantee the anonymity.

- We observe that the university is working in an appropriate way with the stakeholders and we recommend to continue the feedback with them.

3. 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).

- To increase the use of new technologies in order make easier the independent work of the students and the control of it by the teachers: promotion the use of technological resources of the centre, intranet, blogs, forums, social media.

- The implementation of the new European credit system is a possibility to explore some educational research actions linked to the improvement of the educational system of the country.

-To improve the academic resources (books, laboratories, etc) in order to reinforce the student learning and the independent work of the students according to the Bologna process.

- In order to favour the relationship between theory and practice, it could be interesting to explore actions of service-learning (learning by doing).

- It is crucial to improve, in general, the English level at the university to make easier the international collaborations, the mobility and the interchanges with foreign universities.

- The university website has to be in permanent updating, with clear information oriented to the stakeholders (especially current and also future students). It is really important the accessibility to the website information because nowadays the websites are sometimes the unique contact between the stakeholders and the universities.