

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

MASTER IN PSYCHOLOGY AND PEDAGOGY

TAJIK PEDAGOGIC STATE UNIVERSITY
(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 Tajik Pedagogic State University (TPSU).

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 TPSU has written a self-assessment report, including the basic information of the Master in Psychology and Pedagogy: number of credits (120), structure of the study program (4 periods

in two years), subjects and distribution of credits in the study plan, responsible of the master implementation, brief description of the teaching staff, etc.

Nevertheless, other information was not provided by the university in the self-assessment report, for example:

- Description of the competences the students should acquire.
- Teaching coordination mechanisms.
- Material resources.
- Indicators.

The review team is aware that the university didn't have so much time to prepare the self assessment report and during the site visit the questions were mainly directed to solve these questions and to obtain the additional information not included in the self-assessment report.

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 02/03/2015 the review team did the site visit to the TPSU. The initial planning was partially followed and the duration of the visit was from 09:00 AM to 19:00 PM. During the visit, some meetings were held with the governing body of the university, the students, and the teaching staff. The external committee reviewed also the main university facilities during a guided visit. The meeting with the employers and other stakeholders was not finally celebrated.

In the meeting with the teaching staff we have to emphasize the great number of attendees (more presence of senior teachers than young professors). Some teachers didn't know really the aim of the review team visit, and because of that, some misunderstandings arose at the beginning of the meeting. To solve this problem we had to explain that our objective was to check the implementation of the European Credit System and to make recommendations for improving the teaching-learning process.

The visit ended with a brief meeting with some of the university representatives and after that the review team had an internal meeting to make a summary of the strong points and recommendations. We have to highlight that we had prepared an oral report but really the final meeting with the university representatives to explain this information was not celebrated.

2. POSITIVE REMARKS OF THE EXTERNAL EVALUATION

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

- **The interest of the university to change the teaching methodology according to the European credit system.**
- **The self analysis made by the university to identify the areas for improvement regarding the EDUCA project.**
- **We consider positive the existence of continuous training programs for the university teachers, and we think that it is necessary to continue with the training, although it would be recommendable to establish the specific fields with more priority for the future.**

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 analyze internally the resistance to the change in relation with the European credit system.**
- **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.**
- **It is recommendable that the teachers promote the use of new teaching methodologies to make possible a more active participation of the students in the classroom work.**
- **The implementation of the new European credit system is a possibility to explore some educational research actions and national and international collaborations.**

- We recommend to increase the feedback between the university and the society stakeholders.

- 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.

- 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.