



Erasmus+ Programme  
Capacity Building in Higher Education

## Quality Assurance for Reform and Transformation of HEIs in Uzbekistan (QUARTZ)

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### REPORT ON QA STRATEGY IMPLEMENTATION WORKSHOPS

## “From Strategy to Practice: Implementing Quality Assurance Processes in Higher Education Institutions”

WP5. Piloting and Implementation  
Deliverable 5.2

2026



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## 1. INTRODUCTION

Within the framework of the Erasmus+ CBHE project QUARTZ, a series of workshops on quality assurance strategy implementation was organized under the title “From Strategy to Practice: Implementing Quality Assurance (QA) Processes in Higher Education Institutions.” The main purpose of these events was to support higher education institutions in moving from the development of quality assurance strategies to their practical implementation at the institutional level.

The workshop series brought together European and Uzbek experts, university managers, quality assurance specialists, and academic staff to discuss practical aspects of quality assurance systems and share experiences from different institutional contexts.

The first workshop was hosted by Urgench State University and conducted by experts from Varna University of Management (Bulgaria). The second workshop took place at Silk Road International University of Tourism and Cultural Heritage in Samarkand with the participation of experts from the University of L’Aquila (Italy). The final event was organized as an open workshop at Kimyo International University in Tashkent. It was jointly delivered by experts from both European partner universities and attended by representatives of the National Agency for Quality Assurance in Education, as well as participants from a number of higher education institutions across Uzbekistan.

In total, the three workshops attracted more than 114 participants. The discussions focused on practical approaches to implementing quality assurance policies, strengthening internal quality assurance mechanisms, using evidence for decision-making, and promoting a quality culture within universities.

The workshops provided an opportunity not only to learn from European experience but also to exchange views on the challenges faced by Uzbek universities in implementing quality assurance processes. Participants actively contributed to discussions, shared institutional practices, and identified areas for further development.

The workshop series contributed to the objectives of the QUARTZ project by strengthening institutional capacities in quality assurance, encouraging cooperation between partner universities, and promoting wider dissemination of project results at the national level. The events also highlighted the growing interest of higher education institutions in developing effective and sustainable quality assurance systems that support continuous improvement.

## 2. RATIONALE

### 2.1 QUARTZ Project Overview

The workshop series was organized within the framework of the Erasmus+ Capacity Building in Higher Education (CBHE) project QUARTZ – Improving Quality Assurance Systems in Higher Education Institutions of Uzbekistan.

The project aims to strengthen institutional quality assurance systems in Uzbek universities by supporting the development of quality assurance policies, procedures, and governance mechanisms in line with international and European good practices. A key objective of QUARTZ is to assist higher education institutions in establishing sustainable quality assurance systems that contribute to continuous improvement of teaching, learning, research, and university management.

An important component of the project is the development of institutional capacity for implementing internal quality assurance processes and fostering a quality culture across participating universities. To

achieve this, the project combines policy development, capacity-building activities, exchange of experience with European partners, and the introduction of practical tools for quality management.

The workshop series on QA Strategy Implementation formed part of the project's capacity-building and dissemination activities. It was designed to support partner universities in translating strategic quality assurance objectives into concrete institutional practices and to facilitate the sharing of experience between European and Uzbek higher education institutions.

## 2.2 Rationale for the Workshop Series

The 3 workshops on QA strategy implementation were organized at a critical stage of the QUARTZ project when partner universities had already completed several important project milestones and were entering the implementation phase of their institutional quality assurance reforms.

During the first phase of the project, partner universities conducted a comprehensive analysis of their existing quality assurance systems, institutional capacities, and development needs. The findings highlighted a number of challenges related to the practical implementation of quality assurance processes, including the need for stronger quality assurance units, clearer operational procedures, enhanced staff competencies, and more systematic approaches to monitoring and continuous improvement. Building on these findings, the project consortium developed training programmes on quality assurance and digital skills, organized study visits and capacity-building activities with European partners, and supported Uzbek universities in developing institutional Quality Assurance Strategies, regulatory documents, and operational procedures within the framework of WP4 "Developing Strategic, Operative and Supporting Processes for Quality Assurance".

By 2025–2026, partner universities had successfully adopted their updated quality assurance strategies and established or strengthened quality assurance units. As a result, the project entered the piloting and implementation phase (WP5), which focuses on testing the developed strategies, procedures, and quality assurance tools in institutional practice. At consortium meetings, training events, and consultations with partner institutions, university representatives repeatedly emphasized that the next challenge was not the development of strategic documents, but their effective implementation. Participants expressed a strong need for practical guidance on how quality assurance strategies could be translated into day-to-day institutional processes, governance structures, performance monitoring systems, and evidence-based decision-making practices.

The need for implementation-focused support was further reinforced during the QUARTZ training activities held at the University of L'Aquila on March 11-13, 2026 (<https://quartzuz.uz/en/meeting/7/detail>), where participants studied European approaches to quality governance, resource management, enhancement of teaching and learning, and planning and implementation of quality assurance strategies. These activities demonstrated the importance of connecting strategic planning with practical institutional mechanisms for quality enhancement.

In response to these identified needs, the workshop series "From Strategy to Practice: Implementing Quality Assurance (QA) Processes in Higher Education Institutions" were organized and held in Urgench, Samarkand and Tashkent. The workshops were conceived as a practical follow-up to the strategy development phase of the project and as a direct contribution to WP5 activities on piloting, implementation, and multiplication of training. The events provided an opportunity for European experts from the University of L'Aquila and Varna University of Management to share practical examples of quality assurance implementation and to support Uzbek universities in applying the developed QA strategies within their institutional contexts. The workshops also supported the broader objectives of QUARTZ, namely the modernization of university governance, strengthening of quality assurance units,

development of a sustainable quality culture, and dissemination of project results beyond the consortium through engagement with representatives of other higher education institutions and national stakeholders.

This rationale clearly demonstrates that the workshops were not stand-alone events, but a logical continuation of the work already accomplished within QUARTZ and an important step in moving from quality assurance strategy development towards practical institutional transformation.

### **3. WORKSHOPS' OBJECTIVES**

The 3 workshop “From Strategy to Practice: Implementing Quality Assurance (QA) Processes in Higher Education Institutions” were designed to support partner universities in strengthening their capacity to implement quality assurance strategies and translate institutional commitments into effective practices.

The specific objectives of the workshop series were:

- To strengthen the institutional capacity of partner universities in the planning, implementation, monitoring, and continuous improvement of internal quality assurance processes.
- To provide participants with practical insights into European approaches and experiences in implementing quality assurance systems and integrating quality management into university governance.
- To support partner universities in the implementation of their institutional quality assurance strategies developed within the framework of the QUARTZ project.
- To facilitate the exchange of knowledge and good practices between European and Uzbek higher education institutions, encouraging peer learning and professional dialogue.
- To promote the development of a quality culture by increasing awareness of the role of quality assurance in institutional development and continuous improvement.
- To enhance the use of evidence-based approaches in decision-making, performance monitoring, and quality enhancement activities.
- To strengthen cooperation and communication between higher education institutions, quality assurance professionals, university leadership, and national stakeholders involved in higher education development.
- To contribute to the wider dissemination of the QUARTZ project results and encourage the adoption of effective quality assurance practices beyond the project consortium.

Through these objectives, the workshop series aimed to bridge the gap between strategic planning and practical implementation, enabling universities to develop more effective and sustainable quality assurance systems that support institutional excellence and continuous development.

### **4. METHODOLOGY**

#### **4.1 Capacity Building Approach**

The three workshops were designed as a capacity-building activity aimed at strengthening the ability of higher education institutions to implement and sustain effective internal quality assurance systems. The approach combined the expertise of European partner universities with the practical needs and experiences of Uzbek higher education institutions.

Particular attention was given to supporting universities in moving beyond the development of quality assurance policies and strategies towards their practical implementation. The seminars encouraged participants to reflect on their own institutional practices and identify opportunities for further improvement.

#### 4.2 Learning Methodology

The seminars were based on an interactive learning model that combined expert presentations, case studies, practical examples, and open discussions. European experts shared experiences from their institutions and presented approaches that have proven effective in supporting quality assurance processes within the European Higher Education Area.

Participants were encouraged to actively contribute to discussions, share institutional experiences, and discuss challenges related to the implementation of quality assurance systems. This approach created opportunities for mutual learning and exchange of ideas among participating institutions.

#### 4.3 Multi-Level Stakeholder Engagement

The workshops brought together representatives from different levels of the higher education system, including university leadership, quality assurance specialists, academic staff, administrative personnel, and external stakeholders.

The open seminar organized in Tashkent also involved representatives of the National Agency for Quality Assurance in Education and other higher education institutions outside the project consortium. Such participation helped broaden the discussion and encouraged cooperation between universities and national stakeholders involved in higher education quality development.

#### 4.4 Dissemination-Oriented Approach

To maximize outreach and impact, the seminars were organized in different regions of Uzbekistan and hosted by partner universities. This approach enabled a wider audience to participate in project activities and facilitated the dissemination of project results beyond the immediate consortium.

The final open seminar in Tashkent served as a national platform for sharing knowledge and experiences gained through the QUARTZ project. It also provided an opportunity to engage institutions that were not directly involved in the project and promote broader discussion on quality assurance in higher education.

#### 4.5 Focus on Practical Implementation

The methodology placed particular emphasis on practical implementation rather than theoretical discussion. Seminar sessions focused on real examples of how quality assurance strategies can be translated into institutional procedures, monitoring mechanisms, and management practices.

Topics included the organization of internal quality assurance processes, the use of performance indicators, stakeholder involvement, evidence-based decision-making, and continuous improvement mechanisms. Participants were encouraged to consider how the presented approaches could be adapted to their own institutional contexts.

#### 4.6 Evaluation Methodology

The effectiveness of the workshops was assessed through participant registration data, attendance records, feedback questionnaires, and discussions held during the events. Participants were invited to evaluate the relevance of the topics, the quality of presentations, and the usefulness of the knowledge and practices shared by the experts.

Feedback collected during the seminars provided valuable information on participants' expectations, perceived benefits, and areas requiring further support. The evaluation results will contribute to future

capacity-building activities within the QUARTZ project and support the continuous improvement of project interventions.

## 5. OVERVIEW OF IMPLEMENTED ACTIVITIES

WS #	Venue	Host Institution	EU Experts	Participants	Date
WS 1	Urgench	Urgench State University	VUM	58	13/05/2026
WS 2	Samarkand	Silk Road University	UNIVAQ	20	13/05/2026
WS 3	Tashkent	Kimyo International University (with participation of CAU representatives)	VUM + UNIVAQ	36	14/05/2026

## 6. WORKSHOP 1 – URGENCH STATE UNIVERSITY

### 6.1. Description of the Event

The workshop on Quality Assurance Strategy Implementation in Uzbekistan took place on 13 May 2026 at the main campus of Urgench State University. It was delivered by two key QUARTZ project team members from Varna University of Management in Bulgaria and was attended by a total of 56 participants and trainees. These included 49 representatives of Urgench State University from senior management, the academic staff, and administrative staff members involved in quality assurance processes at both faculty and institutional levels, as well as 7 staff members from 5 other universities based in Urgench, namely Mamun University, Urgench State Medical Institute, Urgench Innovation University, Urgench RANCH University of Technology, and Al-Khwarizmi University. The training agenda included a presentation of the QUARTZ project progress, followed by training sessions to support the practical implementation of the QUARZT project by first reaffirming a shared understanding of quality and quality assurance in higher education, and then translating this foundation into a practical methodology, covering indicators, evidence, responsibilities, information management, and follow-up actions. The overall purpose was to help Uzbekistan State University move beyond formal quality assurance documentation towards a culture of evidence-based quality enhancement embedded in everyday institutional practice.

### 6.2. Topics

#### **Topic Session 1: Defining Quality and Quality Assurance Purposes in Higher Education**

**Trainer:** Christina Armutlieva, Director of Internationalisation and Global Engagement at Varna University of Management, Bulgaria

#### **Training objectives and scope. Delivery and key discussions**

The presentation introduced participants to the main ways in which quality in higher education can be understood and discussed. It explained quality as a multi-dimensional and dynamic concept, linked to institutional mission, academic standards, programme context and the wider expectations placed on higher education institutions. The session covered different interpretations of quality, including quality as excellence, consistency, fitness for purpose, value for money and transformation. It also clarified the distinction between quality and standards, and between quality itself and quality assurance as a set of policies, procedures, systems and practices used to achieve, maintain and enhance quality. A central point of the session was that quality assurance should serve more than one purpose: accountability, control, compliance and improvement. This helped to reaffirm and consolidate a common language for

the workshop and prepared the ground for the more practical discussion of indicators, evidence, measurement methods and follow-up action in the second presentation.

**Topic Session 2: Indicators and Measurement Methods for Quality Assurance of Teaching and Learning**

**Trainer:** Vanina Valcheva, Vice President of Varna University of Management, Bulgaria

**Training objectives and scope. Delivery and key discussions**

The second presentation built on the conceptual discussion by focusing on how quality assurance can be made operational through indicators and evidence. It encouraged participants to move from simple indicator lists to evidence-based QA judgement, using baselines, targets, thresholds, benchmarks and trends as triggers for discussion and action. The session placed strong emphasis on triangulation: quantitative data may identify a signal, but qualitative feedback, documentary evidence, external judgement and follow-up evidence are needed to understand what the signal means and what action is appropriate. The presentation also addressed the importance of clear responsibility by distinguishing between data collectors, data or indicator owners, review bodies, action owners and the coordinating role of the QA department. Examples were provided for taught programmes, doctoral education and institutional QA information management. These included indicator profiles, KPI implementation matrices, annual programme review questions, doctoral progress monitoring, QA reporting calendars, dashboards and corrective action tracking. The practical message was that indicators do not create quality by themselves; they support improvement only when they are reliable, interpreted in context, reviewed by the right people and followed by concrete measures whose impact is checked afterwards.

**6.3. Key Discussions and Outcomes (Key takeaways, Questions from participants; Recommendations from experts, etc.)**

The two VUM presentations formed a coherent contribution to the workshops. The first presentation clarified the meaning and purposes of quality assurance, while the second showed how this understanding can be translated into practical QA work at programme, doctoral and institutional level. Their main value was the direct link between quality assurance concepts and tools that partner universities can adapt in their own settings, particularly for programme review, doctoral monitoring, internal reporting, evidence-based decision-making and preparation for external evaluation. In this respect, the sessions supported the wider QUARTZ objective of strengthening institutional capacity for quality assurance reform and transformation in Uzbek higher education institutions.

**6.4. Photos and Evidence**

Workshop evidence available at:

[https://drive.google.com/drive/folders/1NPHtRp2f5inSvP5jKZjaf87Pja6REWua?usp=drive\\_link](https://drive.google.com/drive/folders/1NPHtRp2f5inSvP5jKZjaf87Pja6REWua?usp=drive_link)



## 7. WORKSHOP 1 – SILK ROAD INTERNATIONAL UNIVERSITY OF TOURISM AND CULTURAL HERITAGE

### 7.1. Description of the Event

On 12 May 2026, the “Silk Road” International University of Tourism and Cultural Heritage (SRIUTCH) in Samarkand successfully hosted a one-day workshop titled “QA Strategy Implementation” within the framework of the Erasmus+ Capacity Building in Higher Education project “Quality Assurance for Reform and Transformation of HEIs in Uzbekistan (QUARTZ)”. The event took place at SRIUTCH premises in Samarkand. It was organized by SRIUTCH’s institutional QUARTZ team and coordinated by Bobir Ergashev, Institutional Project Coordinator. The workshop was supported by international expertise from Prof. Anna Tozzi, Rector’s Consultant for Internationalization at the University of L’Aquila, Italy.

A total of 20 participants attended the workshop, including university leadership, academic staff, quality assurance specialists, and other stakeholders. The event combined expert presentations with interactive practical sessions.

### 7.2. Topics.

The workshop has been focused on the analysis of the model of Quality Assurance developed by SRIUTCH and approved by the university’s governance, in the perspective of the new role and responsibilities of the universities in their territories for a sustainable and global development of society. This proved to be very important in a city and a country undergoing rapid and profound transformation.

For this reason, the presentation of the expert was divided into three main parts.

#### Part I – The relation between the internal and external QA system

The seminar took place shortly after the government established the National Agency for Higher Education Institutions and the Higher Education System (NQAA), that changed and completed the vision of QUARTZ project.

Thus, it was necessary to revise and analyse the approved institutional QA Plan in compliance with the NQAA directives. For this aim it was fundamental to stress the importance to look at the Quality in a global perspective that means considering the different missions of a university with equal importance and role, that cannot be achieved if the focus is concentrated only on the quality of Teaching/Learning. Thus, the first part of the Workshop was dedicated to sharing the concept that the perception of the quality of an institution or even of a system is led by several variables that describe the four dimensions of Higher Education: *Teaching, Research, Third Mission, Stewardship (Institution’s structures, infrastructures, regulations allowing the implementation of the missions)*

1. **Teaching:** the capacity to prepare professionals with updated competences in a specific field of study as well as transversal and soft skills. This implies different types of teaching and learning (as well as assessment) methods for which academic staff and the whole academic community need up-dating training (**New contents, tools and methods**).

2. **Research:** the capacity to produce scientific work able to tackle the present societal challenges and problems. This implies to be aware of the different approach the RRI – Responsible Research and Innovation, the organization of Doctoral studies, focused on multidisciplinary subjects, for which cooperation with universities from EU and other countries is fundamental (**Networking**).

3. **Third Mission:** the capacity to work with and within the local society in order to understand the needs and problems of the companies, governments and citizens. This approach needs a preparation of all the components of the academic community: students, academic staff, administrative staff (**New environment and perspective**).

4. **Institution:** the capacity to create infrastructures and regulatory framework enabling the transformation. This means that the governance of the institutions must understand what is needed and

provide financial and technological resources, as well as knowledge and competences (**New skills and tasks**).

This change of perspective produced a change also in the QUARTZ's vision, initially focused more on building capacities of the QA units' staff.

## **Part II - Objects of Quality Assessment and main indicators (WHAT and HOW)**

In the second part the expert presented the main tools and indicators used by the National Agency of some EU countries, that could fit better with the Uzbek institutions, dividing them in 5 Areas, and proposing, for each Area What and How to measure the university's performance, and including the correct use of the Deming Cycle PDCA.

### **Area A: Strategy, Planning and Organization**

*A.1 - Quality of teaching, research, third mission/social impact and institutional and management activities in the policies and strategies of the University*

*A.2 - Architecture of the University's Governance and **Quality Assurance System***

*A.3 - Monitoring system for policies, strategies, processes and results*

*A.4 - Review of the functioning of the University's Governance and Quality Assurance system*

*A.5 - Role attributed to students (student-centered approach)*

### **Area B - Resource management**

#### **B.1 Human Resources**

*B.1.1 - Recruitment, qualification and management of teaching and research staff*

*B.1.2 - Recruitment, qualification and management of technical-administrative staff*

*B.1.3 - Provision of personnel and services for administration and to support teaching, research and the third mission/social impact*

#### **B.2 Financial resources**

*B.2.1 - Planning and management of financial resources*

#### **B.3 Structures**

*B.3.1 - Planning and management of building structures and infrastructures*

*B.3.2 - Adequacy of building structures and infrastructures for teaching, research and the third mission/social impact*

#### **B.4 Equipment**

*B.4.1 - Planning and management of equipment and technologies*

*B.4.2 - Adequacy of equipment and technologies*

*B.4.3 - Infrastructures and support services for entirely or mainly distance learning*

#### **B.5 Information and knowledge management**

*B.5.1 - Information and knowledge*

### **Area C – Quality Assurance**

*C.1 - Self-assessment, evaluation and review of the Degree Courses, Research PhDs, Faculties and Departments with the support of the Quality Assurance and Assessment team*

*C.2 - Monitoring of the University Quality Assurance system*

*C.3 - Evaluation of the Quality Assurance System and Processes of teaching, research and the third mission/social impact by the Quality Assurance and Assessment team*

### **Area D – Quality of teaching and student services**

*D.1 - Programming of the training offer*

*D.2 - Design and updating of student-centered Masters and Research PhDs*

*D.3 - Admission and student career*

### **Area E – Quality of research and third mission/social impact**

*E.1 - Definition of the strategic lines of the Departments/Faculties*

*E.2 - Evaluation strategy of the results achieved by the Departments/Faculties and Research Doctorates and of the **improvement actions***

*E.3 - Definition and publicization of resource distribution criteria*

### **Area D – Quality of teaching and student services**

### Part III – The third mission and the social commitment

The third part of the Workshop was dedicated to the new role of the universities in the society. In recent years, the so called 'Third Mission' has expanded its sphere of action, starting from technology transfer and the exploitation of research results to emphasise the «valorisation», «sharing» and «co-generation» of knowledge with businesses and society. The resulting model is an open, permeable, inclusive university that is attentive to quality of life (and solving real life problems).

### Area E – Quality of research and third mission/social impact

Concerning Research, the self assessment is carried out at two levels:

- *The responsible/coordinator of each degree course/PhD programme, who provides an evaluation according to the approved (by governance) strategic aims*
- *The Quality Assessment team, that provides an evaluation of each single reports of the coordinators at Faculty/Department level, analysing also the efficiency of the improvement actions suggested and/or planned.*

Several indicators were proposed and discussed.

The Third Mission is typically assessed by using the following indicators in the areas:

#### Technology Transfer & Innovation:

- Intellectual Property (IP): Number of patents filed, granted, or maintained.
- Academic Entrepreneurship: Number of active spin-offs and start-ups.
- Industrial Collaboration: Income from research contracts, consultancy, and joint projects with external stakeholders.
- Technology intermediation and transfer structures (e.g., technology transfer offices, incubators, science and technology parks, etc.);
- Training activities to promote a culture of innovation (e.g., technologies, digital transformation for knowledge dissemination, etc.).

#### Social commitment and education:

##### Continuing Education (CE):

- Program Volume: Number of active CE programs (e.g., masters, specialized courses).
- Lifelong Learning: Participation rates and number of (ECTS) credits from CE programs.
- Partnerships: Number of projects with public/private businesses.

##### Social Engagement & Cultural Impact:

- Public Engagement: Organization of public events, scientific dissemination, and open days.
- Cultural Heritage: Management of museums, archaeological sites, and libraries.
- Third Sector Collaboration: Partnerships with NGOs and non-profit organizations
- Targeted projects

### 7.3. Key Discussions and Outcomes

The workshop opened with welcome remarks by Dilmurod Nasimov, 1st Vice Rector of SRIUTCH, who emphasized the university's commitment to excellence and the importance of robust quality assurance systems.

Prof. Anna Tozzi (UNIVAQ) delivered two high-impact presentations providing practical guidance on building effective QA systems and assessing the third mission with real-world examples. These sessions were highly appreciated for their clarity and relevance to the Uzbek higher education context.

Following the presentations, participants engaged in an interactive workshop session where they analyzed current practices at SRIUTCH, identified strengths and areas for improvement, and discussed concrete implementation tools in the three priority areas: degree programmes, PhD programmes, and third mission activities.

The workshop concluded with an open Q&A session and a structured feedback survey.

#### 7.4. Survey Results:

97.5% of participants were “Completely satisfied” and 2.5% “Mostly satisfied”. No negative responses were recorded. Participants highlighted the practical value of the sessions and gained clearer understanding of modern QA practices, tools for immediate application, and renewed motivation for the QUARTZ project.

#### 7.5. Photos and Evidence



Workshop evidence available at:

[https://drive.google.com/drive/folders/1jC5r2mZkSCCQitwVjoD7pPJrMJ\\_g0uAd](https://drive.google.com/drive/folders/1jC5r2mZkSCCQitwVjoD7pPJrMJ_g0uAd)

### **8. OPEN WORKSHOP IN TASHKENT**

#### 8.1. Description of the Event (venue; organisers; participants, stakeholder engagement, etc)

On May 14, 2026, a workshop on QA Strategy Implementation was conducted under the framework of the "Quality Assurance for Reform and Transformation of HEIs in Uzbekistan" (QUARTZ) project. The event, officially titled "From Strategy to Practice: Implementing Quality Assurance (QA) Processes in Higher Education Institutions", was hosted at Kimyo University in Tashkent (KIUT).

The workshop took place in person at Kimyo University in Tashkent, Building A-601, located at 156, Shota Rustaveli str., Tashkent. To accommodate broader participation, a hybrid online attendance option was also provided via Zoom.

The event was officially opened by the Rector of KIUT, Prof. Akmal Allakuliev. Key introductions and greetings were delivered by QUARTZ Project Coordinator Farkhad Niyazov, National Erasmus+ Office (NEO) Coordinator Aziza Abdurakhmanova, and director of the National Quality Assurance Agency B. Yuldashev and representatives of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan.

The interactive sessions and main presentations were led by two visiting European experts: Prof. Anna Tozzi, Rector’s Consultant for Internationalization at the University of L’Aquila (Italy), and Vanina Valcheva, Vice-President of Varna University of Management (Bulgaria).

The event brought together a wide array of higher education leaders, quality assurance experts, and academic professionals from across Uzbekistan and Europe. A total of 36 participants attended the workshop, including university leadership, academic staff, quality assurance specialists, and other stakeholders. The event combined expert presentations with interactive Q&A and practical discussions.

## 8.2. Topics

**Topic Session 1:** Indicators and measurement methods for Quality Assessment of Third Mission and Stewardship: the role of the Quality Unit

**Trainer:** Prof. Anna Tozzi, University of L'Aquila, Italy

The Tashkent workshop was organized for the presentation of the Quality Assurance methods and tools developed by the four pilot universities partners of QUARTZ, for measuring the quality of the 4 dimensions of the university: Teaching, Research, Third Mission and Social Commitment, and Stewardship (i.e. Institutional capacities). Session 1 concerns the last two dimensions.

The presentation opened with a short summary of the results achieved during the past months when several official and unofficial meetings were organized to reach the final goal of the project, that is enhancing the quality and the image of UZ universities and HE system.

For a UZ university this meant to achieve the following specific objectives:

- To identify the managerial, administrative and educational gaps to be filled for a fruitful contribution to the quality assurance, digital literacy and skills in UZ.

*This goal has been achieved through the analysis of best practices in EU partner universities.*

- To equip management, academic and administrative staff with skills, knowledge and attitudes necessary to achieve continuous quality enhancement by organizing staff development courses.

*This goal has been and will be achieved through the continuous up-dating training (internally and/or with external contributions).*

- To develop quality assurance strategy ensuring competitiveness and social cohesion.

*This goal has been and will be achieved through the analysis of the results and the re-planning of the actions with corrective measures.*

- To modernize the university governance, including the reformation and strengthening of quality assurance units and promoting digital literacy and skills.

*This goal has been achieved through the analysis of experiences done and the training for filling the identified gaps.*

- To ensure inter-university interaction through the creation and support of the Quality Assurance Network.

*This goal will be achieved through links with other universities in order to comply with the national aim to establish a country QA system.*

Afterwards, the focus of the discussion was on the Third Mission and Stewardship and the role of the QA Unit in supporting and stimulating the self-evaluation.

All the partners have agreed on the concept that the (administrative) QA Unit cannot operate without the support of teachers and governance, that means through the establishment of internal committees dedicated to the analysis and continuous enhancement of the four dimensions.

In the presentation the “*Evaluation Teams*” are the 4 sets of academic and administrative persons committed to analyse the teaching, research, third mission/social commitment and stewardship.

The targets of the Quality Assessment have been grouped in 5 Areas

**Area A - Strategy, Planning and Organization**

**Area B - Resource management**

**Area C – Quality Assurance implementation Plan**

**Area D – Quality of teaching and student services**

**Area E – Quality of research and third mission/social impact**

The focus of Section 1 was on

**Area C – Quality Assurance**

In particular:

*C.3 - Evaluation of the Quality Assurance System and Processes of teaching, research and the third mission/social impact by the **Quality Assurance and Assessment team***

**Area E – Quality of research and third mission/social impact**

In particular:

*E.1 Definition of the strategic lines of the Departments/Faculties/Institutes*

Discussions and examples were given on specific indicators:

E.1.1 - The University has an overall vision of the ways in which the Departments have defined their own research strategy and the impact on the territorial and social context of reference (third mission/social impact) in line with the policies and strategies of the University, with an overall program and specific objectives defined based on their potential and their cultural project.

E.1.2 - The departmental research and third mission/social impact objectives are plausible and consistent with their own and the University's vision, policies and strategies and also take into account the results achieved in previous planning cycles, the results of previous evaluations, scientific productivity indicators, of recruitment and of any other research evaluation initiatives and of the third mission/social impact implemented at local level.

E.1.3 - The University ensures that the Departments have an organization and monitoring system functional to the implementation of the departmental strategy.

Furthermore, the role of the QA Unit in the whole procedure has been clarified and adapted to the organisation of the partner universities.

**Topic Sessions 2 and 3:** Indicators and Measurement Methods for Quality Assurance of Teaching and Learning. Student Cycle. Information Management

**Trainer:** Vanina Valcheva, Vice President of Varna University of Management, Bulgaria

**Training objectives and scope. Delivery and key discussions**

The presentation provided a practical framework for strengthening quality assurance systems in higher education through the systemic use of indicators and evidence-based decision making. The session sought to support the Uzbek universities in transitioning from formal quality assurance mechanisms to a sustained culture of continuous quality improvement. The first part of the presentation introduced a generic methodology for developing and applying quality indicators. Workshop participants were guided through key concepts such as baselines, targets, thresholds, benchmarks, and trends, and their role in monitoring institutional performance and triggering enhancement initiatives. The presentation emphasised that individual indicators should not be interpreted in isolation but rather through the triangulations of quantitative data, qualitative feedback, relevant documents and evidence, and external evaluation results. Particular attention was paid to the definition of indicators, measurement methods, evidence, sources, data ownership, review mechanisms, and follow-up procedures.

The second part focused on the application of indicators to taught programmes. Six core qualitative areas were examined: programme design and curriculum development, syllabus quality, teaching delivery, assessment and academic integrity, student progression and support, and employability and stakeholder relevance. For each of the six discussed areas, practical examples of indicators, evidence sources, measurement methods, and responsibilities were presented. The session also introduced a programme-level KPIs implementation matrix and revealed how annual programme reviews can integrate evidence from students, academic staff, employers, alumni, and institutional data systems to support quality enhancement.

The third part addressed quality assurance in doctoral education. The presentation outlined that a very different quality assurance approach is required in this domain. Indicators related to admissions, supervision quality, progression monitoring, research outputs, research integrity, internationalisation,

completion rates, and career development were highlighted as being of key importance. Furthermore, examples of relevant quality assurance measurement methods and sources in doctoral education were presented, such as annual doctoral progress reports, supervisor reports, doctoral candidate surveys, publications tracking, ethics monitoring, external doctoral review panels, and alumni tracking.

The final sections focused on quality assurance information management. It explored the processes of collecting, validating, analysing, reporting, and using quality-related data for institutional decision-making. The presentation stressed that information management is not only a technical process but also a shared governance responsibility, requiring clear accountability, reliable data, and effective communication between all relevant stakeholders. The session concluded by reinforcing the principle that indicators alone do not create quality. Sustainable quality improvement requires clear accountability, reliable data, transparent responsibilities, informed interpretation, effective corrective actions, and systemic follow-up. This way, quality assurance becomes an integrated institutional process that supports continuous improvement in teaching, learning, research, and university governance.

**Topic Session 4: Role of the Quality Unit in the periodical assessment from the National Agency**

**Trainer:** Prof. Anna Tozzi, University of L’Aquila, Italy

The role of the QA Unit in the QA process has been presented and summarized in the following tables where the objects of assessment (**WHAT**) and the indicators and measurements units (**HOW**) have been presented and explained for each Areas of application

**AREA A - Strategy, Planning and Organization**

<b>A</b>	<b>Objects of evaluation</b>	<b>Indicators</b>	<b>Indicators’ nature</b>	<b>Measurement</b>
<b>1</b>	A.1 - Quality of teaching, research, third mission/social impact and institutional and management activities in the policies and strategies of the University	Consistency and integration of strategic and performance planning.	Qualitative	Correlations between performance management and Strategic Plan (none, some, good, full)
<b>2</b>	A.2 - Architecture of the University’s Governance and Quality Assurance System	Availability and coverage of the management control system	Qualitative	A management control system supports decision-making for (none, certain processes, all)
<b>3</b>	A.3 - Monitoring system for policies, strategies, processes and results	Availability of a system to monitor the planned activities and results achieved, supported by a structured set of indicators and targets for performance measurement.	Qualitative	A system is available to monitor the strategic planning and the results achieved, in order to update the strategic planning and objectives (none, some, all)
<b>4</b>	A.4 - Review of the university Quality Assurance system and governance system	Regularity and effectiveness of the review of the organization and Quality Assurance system	Qualitative	Review of the Quality Assurance and governance system is carried out (no, no systematically, systematically)
<b>5</b>	A.5 - Role of the students	Concrete measures aimed at enhancing student Representation	Qualitative	Student representatives are present in the forms required by the current legislation (not always considered, in good percentage, systematically)

### AREA B - Resource management

B	Objects of evaluation	Indicators	Indicators' nature	Measurement
1	B.1 – Human Resources	Recruitment, qualification and management of -teaching and research staff -technical-administrative staff -Provision of <b>personnel and services</b> for administration and to support teaching, research and the third mission/social impact	Qualitative	Recruitment Criteria are coherent with the activities foreseen in the Strategic Plan (no, partially, good, full)
2	B.2 - Financial resources	Planning and management of financial resources	Qualitative	The funds are distributed coherently with the costs related the planned activities (no, some processes, fully applied)
3	B.3 - Structures	Planning and management of building structures and infrastructures. Adequacy of building structures and infrastructures for teaching, research and the third mission/social impact	Qualitative	Buildings and infrastructures are planned and implemented coherently with the aim of the Strategic Plan and are adequate to the planned activities. Related documentation is available (no, no systematically, systematically)
4	B.4 - Equipment	Planning and management of equipment and technologies and their adequacy	Qualitative	Equipment is planned and managed coherently with the aim of the Strategic Plan (not always, in good percentage, systematically)

### AREA C – Quality Assurance

C	Objects of evaluation	Indicators	Indicators' nature	Measurement
1	C.1 - <b>Self-assessment, evaluation and review</b> of the Degree Courses, Research <b>PhDs, Faculties and Departments</b> with the support of the <b>Quality Assurance and Assessment team</b>	Regularity of the Cyclical Review of study programmes and of research and third mission by the Departments.	Qualitative	The university manages the regularity of the Cyclical Review of study programmes and of research and third mission by the Departments (not properly, regularly, through guidelines and systematically)
2	C.2 - Monitoring of the University Quality Assurance system	Presence of documents proving the cyclical review of the QA system	Qualitative	The university manages the regularity of the cyclical Review of QA system (not properly, regularly, through guidelines and systematically)

### AREA D – Quality Assurance

D	Objects of evaluation	Indicators	Indicators' nature	Measurement
1	D.1 - Programming of the training offer	The University has an overall vision of the articulation of the educational offer and its internationalization coherent with its strategic planning and available resources	Qualitative	The academic offer is coherent with the vision and the strategic Plan (not properly, partially, through SWOT analysis and systematically)
2	D.2 - Design and updating of student-centered Masters and Research PhDs	Presence of documents proving the programmers' planning strategy coherent European Standards	Qualitative	The university regularly analyses the training needs of the territory with the support of stakeholders (not properly, regularly, through guidelines and systematically)
3	D.3 - Admission and student career	Career management takes into consideration the needs of specific categories of students with particular attention to disabilities, specific learning disabilities (DSA) and special educational needs (SEN).	Qualitative	The University ensures the support to students with disabilities (No, sufficiently, through guideines and structured support)
4	D.4 - Internationalisation	The University has an internationalization Plan and adopts specific strategies to promote the recruitment of foreign students with particular attention to PhD Courses	Qualitative	The University has given itself an international connotation, adopts specific strategies to promote the recruitment of foreign students with particular attention to PhD Courses (No, some Degree Programmes, the whole institution)

### AREA E – Research and Third Mission/Social commitment

E	Objects of evaluation	Indicators	Indicators' nature	Measurement
1	E.1 Definition of the strategic lines of the Departments	Presence of a monitoring report on the level of definition of departmental strategies.	Qualitative	The University has an overall vision of the ways in which the Departments have defined their own research strategy and the impact on the territorial and social context of reference (third mission/social impact) in line with the policies and strategies of the University, with an overall program and specific objectives defined based on their potential and their cultural project (No, sufficiently, totally)
2	E.2 Evaluation of the results achieved by the Departments and Research Doctorates and of the improvement actions	Presence of a monitoring report on the level of definition of departmental strategies.	Qualitative	The University has an overall and constantly updated vision of the results of the Research Doctorate Courses, monitors the strategies prepared by the Departments and ensures that they are plausible and achievable (no, from some Departments, all Departments).

### 8.3. Key Discussions and Outcomes (Key takeaways, Questions from participants; Recommendations from experts, etc)

Following the presentations, the 36 participants—comprising heads of departments and other higher representatives from KIUT and CAU—engaged in an interactive workshop session. They analyzed current institutional practices, identified strengths and areas for improvement, and discussed concrete implementation tools in key priority areas: embedding continuous self-assessment cycles, establishing centralized information management systems for student cycles, and managing external National Agency assessments.

The workshop concluded with an open Q&A session regarding the practical logistics of internal control teams and a structured feedback survey.

The discussion was focused on the role and responsibility of QA Unit in supporting the QA process. In particular their task consists of clarifying the actions needed to implement a correct application of the Deming cycle, that means to have clear idea of

**WHAT: Objects of assessment,**

**HOW: indicators and measurement,**

**TOOLS: Institutional Documentation**

### 8.4. Photos and Evidence



Workshop evidence available at:

[https://drive.google.com/drive/folders/1fNEXhipXJIVJ3jzDS-7iPHcguO1gsTFX?usp=drive\\_link](https://drive.google.com/drive/folders/1fNEXhipXJIVJ3jzDS-7iPHcguO1gsTFX?usp=drive_link)

## 9. MAIN ACHIEVEMENTS OF THE WORKSHOP SERIES

### 9.1. Capacity Building Achievements

The seminars provided professional development opportunities for university leaders, quality assurance specialists, academic staff, and administrative personnel involved in quality management processes. More than [XX] participants from partner and non-partner institutions took part in the events. Through expert presentations, practical examples, and interactive discussions, participants enhanced their understanding of quality assurance implementation, institutional governance, monitoring mechanisms, stakeholder engagement, and continuous improvement practices. The activities also contributed to strengthening the competencies of quality assurance units and staff responsible for coordinating quality-related processes within their institutions.

### 9.2. Institutional Impact

One of the main outcomes of the workshops was the support provided to partner universities in implementing the quality assurance strategies developed within the QUARTZ project. The discussions helped participants better understand how strategic objectives can be translated into operational procedures and institutional practices. The seminars encouraged universities to review existing quality assurance mechanisms, identify areas for improvement, and consider new approaches to monitoring, evaluation, and evidence-based decision-making. Particular attention was given to strengthening internal quality assurance procedures and promoting a more systematic approach to quality management.

### 9.3. National-Level Impact

The workshops created opportunities for broader dialogue on quality assurance in higher education beyond the project consortium. The open seminar held in Tashkent brought together representatives of the National Agency for Quality Assurance in Education, partner universities, and other higher education institutions from across Uzbekistan. This engagement facilitated the exchange of perspectives between universities and national stakeholders and contributed to raising awareness of current developments and challenges in quality assurance. The events also supported the dissemination of QUARTZ project results and experiences to a wider higher education audience.

### 9.4. International Cooperation Impact

The seminars strengthened cooperation between Uzbek and European partner institutions and provided a platform for continued academic and professional exchange. Experts from Varna University of Management and the University of L'Aquila shared practical experiences and examples from their institutional contexts, enabling participants to gain a better understanding of European quality assurance practices. The interaction between European and Uzbek partners fostered mutual learning and reinforced existing project partnerships. The seminars also created opportunities for future collaboration in areas related to quality assurance, institutional development, and higher education modernization.

No	Indicator	Result
1	Number of workshops	3
2	Host universities	3
3	European experts involved	4
4	Total participants	114
5	Universities represented	8
6	National stakeholders represented	2

## 10. PARTICIPANTS AND STATISTICS

The series of workshops attracted a diverse group of participants representing higher education institutions, quality assurance bodies, and other stakeholders involved in the development of higher education in Uzbekistan. The events were designed to engage both project partners and representatives of the wider academic community, ensuring broad dissemination of the knowledge and experience shared during the seminars.

In total, the three seminars were attended by 114 participants representing 9 higher education institutions and organizations. Participants included university leaders, quality assurance specialists, academic staff, administrative personnel, and representatives of national stakeholders.

The **distribution of participants** by seminar is presented below.

Workshop #	Venue	Number of Participants
WS1	Urgench State University	58
WS2	Silk Road International University of Tourism and Cultural Heritage	20
WS3	Kimyo International University in Tashkent	36
<b>Total</b>		<b>114</b>

### *Participant Profile*

The workshops aimed to involve stakeholders responsible for quality assurance and institutional development at different levels of higher education institutions. The participant profile included:

Category of Participants	Number
University Management (Rectors, Vice-Rectors, Deans)	4
Quality Assurance Specialists	14
Academic Staff	66
Administrative Staff	14
Representatives of National Stakeholders	3
Other Participants	13
<b>Total</b>	<b>114</b>

### *Institutional Representation*

The seminars brought together representatives from partner universities involved in the QUARTZ project as well as participants from other higher education institutions and organizations. This broad participation contributed to the dissemination of project results and encouraged the exchange of experiences across the higher education sector.

Type of Institution	Number of Institutions Represented
QUARTZ Partner Universities	6
Other Higher Education Institutions	4
Governmental and National Agencies	2
Other Organizations	1
<b>Total</b>	<b>13</b>

### ***Stakeholder Engagement***

A notable feature of the workshops was the participation of representatives from the National Agency for Quality Assurance in Education and Ministry of Higher Education of Uzbekistan. Their involvement enriched discussions on current developments in quality assurance and strengthened the connection between institutional practices and national quality assurance priorities.

The open seminar organized in Tashkent attracted participants from a wide range of institutions, extending the impact of the QUARTZ project beyond the immediate consortium and providing a platform for dialogue among universities, policymakers, and quality assurance professionals.

### ***Summary of Participation***

The participant statistics demonstrate the strong interest of higher education institutions in quality assurance development and the relevance of the topics addressed during the workshops. The diversity of participants contributed to productive discussions, exchange of experiences, and dissemination of project results at both institutional and national levels.

## **11. FEEDBACK AND EVALUATION RESULTS**

The effectiveness of the workshops was assessed through participant feedback collected via structured evaluation questionnaires distributed at the end of each event. The aim of the evaluation was to measure participant satisfaction, identify the most relevant topics, and gather suggestions for future capacity-building activities within the QUARTZ project.

*Overall Satisfaction Level.* The feedback results indicate a very high level of participant satisfaction across all three seminars. Participants positively evaluated the relevance of the topics, the quality of expert presentations, and the practical orientation of the sessions.

Overall satisfaction can be summarized as follows:

Very satisfied: 97,5%

Satisfied: 2,5%

Neutral: 0%

Dissatisfied: 0%

The results demonstrate that the workshops successfully met participants' expectations and provided useful input for improving quality assurance practices at institutional level.

*Most Useful Topics.* Participants identified several key areas as particularly useful for their professional work. The most frequently mentioned topics included:

- Indicators and Measurement Methods for Quality Assurance of Teaching and Learning;
- Quality of research and third mission/social impact;
- Integration of QA processes into university governance;
- European practices in quality assurance and institutional evaluation;
- Stakeholder involvement in quality assurance processes.

The interview data from Tashkent and Urgench added further context, with participants explaining why these topics resonated — for instance, several noted that real institutional examples made abstract QA concepts easier to translate into action at their own universities. Most of responses indicate that

participants valued the strong practical orientation of the workshop and the opportunity to learn from real institutional examples.

*Suggestions for Further Training.* Participants also provided recommendations for future training activities. Suggestions gathered through both the survey and interviews included:

- More hands-on workshops and practical exercises;
- Follow-up training sessions on implementation tools and methodologies;
- Additional case studies from European universities;
- More focus on digital tools for quality assurance and data management;
- Longer duration of interactive sessions and group discussions;
- Continued exchange activities with European partner institutions.

The qualitative interviews in particular highlighted a desire for follow-up, hands-on sessions rather than one-off seminars, suggesting participants want sustained engagement rather than single events.

*Summary of Evaluation Findings.* The evaluation results confirm that the workshops were highly relevant to participants' needs and contributed effectively to strengthening understanding of quality assurance implementation. The feedback also highlights a clear demand for further practical training activities and continued engagement between European and Uzbek partner institutions.

Taken together, the quantitative data from Samarkand and the qualitative interview findings from Tashkent and Urgench point to the same conclusion: the workshops were highly relevant to participants' needs and effectively strengthened understanding of QA implementation. The qualitative interviews added depth to this picture, helping explain why participants found the sessions valuable and what would make future sessions even more effective. These combined findings will inform future capacity-building activities within the QUARTZ project, with an emphasis on practical implementation and continued exchange with European partner institutions.

Overall, the results of the evaluation will be used to improve future capacity-building activities within the QUARTZ project and to ensure that subsequent trainings are even more practice-oriented and aligned with institutional needs.

## **12. CONTRIBUTION TO QUARTZ PROJECT OBJECTIVES**

The workshops made a direct contribution to the overall objectives of the QUARTZ project by supporting the transition from strategic development of quality assurance systems to their practical implementation in higher education institutions of Uzbekistan. The activities were closely aligned with the project's capacity-building, implementation, and dissemination goals.

*Strengthening Institutional Capacity in Quality Assurance.* The seminars contributed to strengthening the institutional capacity of partner universities by enhancing the knowledge and practical skills of staff involved in quality assurance processes. Participants gained a better understanding of how to operationalize quality assurance strategies, develop internal procedures, and apply monitoring and evaluation tools within their institutions. This capacity-building effect supports one of the core objectives of QUARTZ, which is to improve the ability of universities to design and implement effective internal quality assurance systems in line with European standards and practices.

*Support for Implementation of QA Strategies.* A key objective of the QUARTZ project is to ensure that developed quality assurance strategies are not only formally adopted but also effectively implemented in daily institutional practice. The workshops directly addressed this objective by focusing on practical mechanisms of implementation. Discussions during the seminars helped universities identify ways to integrate QA processes into institutional governance, academic management, and decision-making

structures. Participants also reflected on how to translate strategic documents into operational procedures and measurable quality improvement actions.

*Promotion of Quality Culture.* The workshops contributed to the development of a quality culture within participating institutions by raising awareness of the importance of continuous improvement, evidence-based decision-making, and stakeholder involvement in quality assurance processes. The interactive format of the seminars encouraged open dialogue and experience sharing, which supported a shift from a compliance-oriented approach to a more developmental understanding of quality assurance as a tool for institutional improvement.

*Dissemination of European Practices and Project Results.* Another important contribution of the workshops was the dissemination of European approaches to quality assurance and the broader results of the QUARTZ project. Through the involvement of experts from Varna University of Management and the University of L'Aquila, participants were exposed to practical examples of QA systems implemented in European higher education institutions. The open national seminar in Tashkent further extended the dissemination impact by engaging representatives from non-partner universities and the National Agency for Quality Assurance in Education, thereby ensuring that project outcomes reached a wider audience beyond the consortium.

*Strengthening Cooperation Between Stakeholders.* The workshops also supported the development of stronger links between universities, European partners, and national stakeholders. The active participation of different institutional actors facilitated dialogue on current challenges and future directions in quality assurance development in Uzbekistan. This multi-level engagement contributed to the project objective of fostering sustainable cooperation and knowledge exchange between higher education institutions and relevant stakeholders at national and international levels.

*Overall Impact on Project Objectives.* Overall, the workshops served as an effective instrument for advancing the QUARTZ project objectives by combining capacity building, practical implementation support, dissemination, and stakeholder engagement. The activities ensured that project results were not only shared but also contextualized and translated into institutional practice, thereby strengthening the long-term sustainability of quality assurance reforms in participating universities.

### **13. CONCLUSIONS AND RECOMMENDATIONS**

#### *Conclusions:*

The series of workshops “From Strategy to Practice: Implementing Quality Assurance (QA) Processes in Higher Education Institutions” implemented within the QUARTZ project proved to be a relevant and timely intervention supporting higher education institutions in Uzbekistan in strengthening their internal quality assurance systems.

The activities clearly demonstrated that while partner universities have made significant progress in developing quality assurance strategies and institutional frameworks, further support is needed in the area of practical implementation. The seminars effectively addressed this gap by providing space for discussion, reflection, and exchange of experience between European experts and Uzbek higher education institutions.

The participation of university leaders, quality assurance staff, academic personnel, and national stakeholders confirmed the high level of interest in quality assurance development and the relevance of the topics covered. The open format of the final seminar in Tashkent further strengthened the visibility of the QUARTZ project and supported broader dissemination of its results.

Overall, the workshops contributed to strengthening institutional capacities, promoting a shared understanding of quality assurance processes, and encouraging a more practice-oriented approach to quality management in higher education.

*Based on the implementation of the workshops and feedback received from participants, the following **recommendations** are proposed:*

*For Universities*

- Further strengthen the integration of quality assurance processes into institutional governance and academic management structures.
- Develop practical tools and procedures to support the implementation of existing QA strategies.
- Increase the use of data and evidence in decision-making and quality improvement processes.
- Promote continuous professional development of staff involved in quality assurance activities.
- Encourage wider engagement of academic staff and students in quality assurance processes.

For the QUARTZ Consortium

- Continue organizing practice-oriented training sessions focusing on implementation tools and methodologies.
- Develop additional practical guidelines, templates, and toolkits to support internal quality assurance systems.
- Strengthen peer learning activities between European and Uzbek partner institutions.
- Ensure systematic follow-up activities to monitor how seminar outcomes are applied at institutional level.

For National Stakeholders

- Support further alignment of institutional quality assurance systems with national and international standards.
- Encourage dialogue between higher education institutions and the National Agency for Quality Assurance in Education on implementation challenges.
- Promote initiatives that strengthen a culture of quality and continuous improvement across the higher education sector.

The series of workshops “From Strategy to Practice: Implementing Quality Assurance (QA) Processes in Higher Education Institutions” confirmed that sustainable improvement in quality assurance requires not only strategic planning, but also continuous capacity building, practical guidance, and strong cooperation between institutions and stakeholders. The QUARTZ project provides a solid platform for further development in this area, and the results of the seminars should be seen as an important step towards long-term institutional change in higher education quality assurance practices.

## 14. Annexes

(All Workshops materials are available on Project Google Drive folder: [https://drive.google.com/drive/folders/1X9eu45IKb9JeyRI8dO5e2SKfZRO7EJ3?usp=drive\\_link](https://drive.google.com/drive/folders/1X9eu45IKb9JeyRI8dO5e2SKfZRO7EJ3?usp=drive_link))

### Annex 1. Workshop Agendas

#### Samarkand

**Workshop on QA Strategy Implementation**

12 May 2026  
Samarkand

AGENDA	
09:00 – 09:30	Registration
09:30 – 09:40	Meeting official opening
09:40 – 10:00	Quality Program Introduction
10:00 – 10:30	Quality Assurance
10:30 – 11:00	Indicators and measurement methods for Quality Assessment of Third
11:00 – 11:30	ASSESSMENT AND REVIEW METHOD
11:30 – 13:00	Quality of PhD Programmes
13:00 – 13:45	Meeting Feedback Survey
13:45 – 14:00	Certificates and Group Photos

#### Urgench

**Workshop on QA Strategy Implementation**

13.05.2026  
Urgench

AGENDA	
09:00 – 09:30	Registration
09:30 – 10:00	Meeting official opening
10:00 – 10:30	Quality Program Introduction
10:30 – 11:00	Quality Assurance
11:00 – 11:30	Indicators and measurement methods for Quality Assessment of Third
11:30 – 13:00	ASSESSMENT AND REVIEW METHOD
13:00 – 13:45	Meeting Feedback Survey
13:45 – 14:00	Certificates and Group Photos

#### Tashkent

**Workshop on Quality Assurance Strategy Implementation**

14.05.2026  
Tashkent

AGENDA	
09:00 – 9:30	Registration
9:30 – 10:00	Meeting official opening
10:00 – 10:15	QUARTZ project introduction
10:15 – 10:50	Indicators and measurement methods for Quality Assessment of Third
10:50 – 11:30	ASSESSMENT AND REVIEW METHOD
11:30 – 12:00	Coffee break
12:00 – 12:30	Indicators and measurement methods for quality Assessment of Teaching and
12:30 – 13:00	QA
13:00 – 13:30	QA
13:30 – 13:45	Meeting Feedback Survey
13:45 – 14:00	Certificates and Group Photos

Annex 2. List of Participants

Samarkand

ATTENDANCE LIST

Workshop on QA Strategy Implementation

12 May 2026

12 May 2026

No	Name	Institution	E-mail	Signature
1.	Luis Di DOMENICO	UNIVAR	luis.domenico@univar.it	[Signature]
2.	Anna TOZZI	UNIVAR	anna.tozzi@univar.it	[Signature]
3.	Yuliyana Kuznetsova	UNIVAR	yuliyana.kuznetsova@univar.it	[Signature]
4.	Yuliyana Kuznetsova	UNIVAR	yuliyana.kuznetsova@univar.it	[Signature]
5.	Yuliyana Kuznetsova	UNIVAR	yuliyana.kuznetsova@univar.it	[Signature]
6.	Yuliyana Kuznetsova	UNIVAR	yuliyana.kuznetsova@univar.it	[Signature]
7.	Yuliyana Kuznetsova	UNIVAR	yuliyana.kuznetsova@univar.it	[Signature]
8.	Yuliyana Kuznetsova	UNIVAR	yuliyana.kuznetsova@univar.it	[Signature]
9.	Yuliyana Kuznetsova	UNIVAR	yuliyana.kuznetsova@univar.it	[Signature]

Urgench

ATTENDANCE LIST

Workshop on QA Strategy Implementation

13/05/2026

State university named after Abu Rayhan Biruni

No	Name	Organisation	Signature
1.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
2.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
3.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
4.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
5.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
6.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
7.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
8.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
9.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
10.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
11.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]
12.	Abdullatifov Abdullatifovich	UNIVAR	[Signature]

Tashkent

ATTENDANCE LIST

Workshop on QA Strategy Implementation

Block A, 6th floor, room No.601

14 May 2026

Organizer: KIUT, CAU

No.	Name	Institution	Signature	Authorization to use images and video of the workshop YES/NO
1.	MINA TOZZI	University of L'Aquila	[Signature]	Yes
2.	Luis Di DOMENICO	UNIVAR	[Signature]	Yes
3.	Yuliyana Kuznetsova	KIUT	[Signature]	Yes
4.	Yuliyana Kuznetsova	KIUT	[Signature]	Yes
5.	Yuliyana Kuznetsova	KIUT	[Signature]	Yes
6.	Yuliyana Kuznetsova	KIUT	[Signature]	Yes
7.	Yuliyana Kuznetsova	KIUT	[Signature]	Yes
8.	Yuliyana Kuznetsova	KIUT	[Signature]	NO
9.	Yuliyana Kuznetsova	KIUT	[Signature]	+
10.	Yuliyana Kuznetsova	KIUT	[Signature]	+
11.	Yuliyana Kuznetsova	KIUT	[Signature]	+
12.	Yuliyana Kuznetsova	CAU	[Signature]	+
13.	Yuliyana Kuznetsova	VUK	[Signature]	Yes



### **Annex 3. Presentations of Experts**

#### Samarkand

[https://drive.google.com/drive/folders/1Cf4h7ar3S\\_S8JQY6nCQsQzSIS-Usbt4d?usp=drive\\_link](https://drive.google.com/drive/folders/1Cf4h7ar3S_S8JQY6nCQsQzSIS-Usbt4d?usp=drive_link)

#### Urgench

[https://drive.google.com/drive/folders/1dS2JGLhEbRF\\_paWS7EhmBa\\_OL6oMS7dQ?usp=drive\\_link](https://drive.google.com/drive/folders/1dS2JGLhEbRF_paWS7EhmBa_OL6oMS7dQ?usp=drive_link)

#### Tashkent

[https://drive.google.com/drive/folders/1gxEof3uAZySxtTRwWkcbLTh8GKyHUDh9?usp=drive\\_link](https://drive.google.com/drive/folders/1gxEof3uAZySxtTRwWkcbLTh8GKyHUDh9?usp=drive_link)

### **Annex 4. Photos**

#### Samarkand

[https://drive.google.com/drive/folders/1x7QHyzS12lQ98ZqnUoe6zPGZcbFvT\\_x3?usp=drive\\_link](https://drive.google.com/drive/folders/1x7QHyzS12lQ98ZqnUoe6zPGZcbFvT_x3?usp=drive_link)

#### Urgench

[https://drive.google.com/drive/folders/1Dt-eWujTqoJvFzeVJzyXmp3Hkyk8iMBc?usp=drive\\_link](https://drive.google.com/drive/folders/1Dt-eWujTqoJvFzeVJzyXmp3Hkyk8iMBc?usp=drive_link)

#### Tashkent

[https://drive.google.com/drive/folders/1JhEBkWiNVPxO1lqpbHXGPqkhcmT96EJf?usp=drive\\_link](https://drive.google.com/drive/folders/1JhEBkWiNVPxO1lqpbHXGPqkhcmT96EJf?usp=drive_link)