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The Main Principles for an Effective Quality Assurance Policy: The Experience of UNIVAQ and VUM

Training Report Del. 3.2

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1. Introduction

1.1. Training background and purpose

This report provides an overview of the content, its delivery, and the follow-up activities related to the staff training entitled *The Main Principles for an Effective Quality Assurance Policy: The Experience of UNIVAQ and VUM* (shortly QUARTZ Staff Training), conducted under the framework of the QUARTZ project. The QUARTZ project aims to strengthen the synergy between higher education institutions (HEIs) and the labour market in Uzbekistan by enhancing the perception of the four key university dimensions: teaching, research, third mission and social engagement, as well as stewardship and institutional organisation. Achieving this goal requires the development of robust quality assurance procedures and tools, investment in governance at the highest university level, and a significant upskilling of all human resources.

The QUARTZ Staff Training serves as a cornerstone activity within Work Package 3 of the project, laying the foundation for subsequent initiatives under Work Packages 4 and 5. Designed and delivered as a training for trainers programme, its primary objective was to equip senior university management, as well as academic and non-academic staff members, with skills and knowledge necessary to develop, implement, and continuously refine a university quality assurance strategy. Additionally, participants of the QUARTZ Staff Training are expected to take on the role of trainers themselves, further disseminating their expertise within their institutions.

The QUARTZ Staff Training was hosted by University of L'Aquila (UnivAQ). As WP3 leader, Visshe Uchilishte po Menidzmant in Varna, Bulgaria (commonly known in English as Varna University of Management, hereafter referred to as VUM) played an active role in the training delivery alongside UnivAQ. The training agenda was designed by UnivAQ to share and promote European best practices in quality assurance in higher education. Additionally, the QUARTZ Staff Training aimed to introduce innovative, practical strategies for fostering active adult learning, which will later be applied in the quality assurance multiplication trainings conducted across the four Uzbek HEIs as part of WP4 activities.

1.2. Target audience

The QUARTZ Staff Training was held at the premises of UnivAQ from 10 to 14 March 2025. The training was attended by 20 participants representing the four QUARTZ partner universities from Uzbekistan, namely Kimyo International University in Tashkent (KIUT), Central Asian University (CAU), Silk Road International University of Tourism and Cultural Heritage (SRIUTCH), and the Urgench branch of Tashkent University of Information Technologies (UbTUIT). The trainees from Uzbekistan are full-time academic and non-academic staff members directly involved in institutional quality assurance processes, with some of them also holding middle and senior management positions within their universities. Since the objectives of the training were to cover the whole system of education quality, including HEI management, academic and research activities, as well as administrative services, the training was attended by staff working in all these areas of Uzbek HEIs, including one rector, two vice-rectors, heads of departments of education quality and academic affairs, heads of chairs, lecturers and researchers.

The current Report provides a detailed account of the training event, incl. objectives, content, workload, and delivery. It also outlines the trainee selection process, their engagement in the sessions, and the evaluation of the training based on participant feedback.

2. Objectives and Learning Outcomes of the QUARTZ Staff Training

The QUARTZ Staff Training aimed to achieve the following **main objectives**:

- To equip participating academic and administrative staff with skills, knowledge, and mindset needed to implement and continuously improve a quality strategy.
- To enhance the quality assurance (QA) systems of Uzbek partner HEIs by developing procedures, tools, human resources, and ongoing professional development, drawing from EU best practices.
- To strengthen the connection between HEIs and the labour market in Uzbekistan by improving the perception of quality across four key university dimensions: teaching, research, third mission, and institutional framework.

Upon successful completion of the QUARTZ Staff Training, trainees are expected to demonstrate the following **learning outcomes**:

- Enhanced understanding of the quality assurance framework across EU higher education sectors, based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (as a result of training activities on Day 1 of the QUARTZ Staff Training).
- Strengthened knowledge of how universities define, endorse, and implement a comprehensive institutional quality assurance policy as part of their strategic management (as a result of training activities on Day 1 of the QUARTZ Staff Training).
- Gained insights into the university resource management processes, with a focus on human resources, financial management, facility management, and the provision of equipment and technological support (as a result of training activities on Day 2).
- Enhanced knowledge and familiarity with best practices in quality assurance for teaching, learning, and student engagement (as a result of training activities on Day 3).
- Developed understanding of the quality assurance procedures applicable to scientific and applied research activities, as well social engagement (as a result of training activities on Day 4 of the QUARTZ Staff Training).

3. Participants Profile

3.1. Trainees' profile and statistics

At the beginning of the preparatory phase for the Training on Quality Assurance System in HEIs, each participating university selected five representatives, which made a total of 20 participants. This group consisted of 6 women and 14 men, all of whom were staff involved in governance, administrative, teaching or research activities in their institutions. The diverse composition of the participants was intended to enrich the learning process by drawing on different academic and professional experiences, and to allow the training of trainers for all types of university activities.

The participants represented four universities: Kimyo International University in Tashkent (KIUT), Central Asian University (CAU), Silk Road International University of Tourism and Cultural Heritage (SRIUTCH), and the Urgench branch of Tashkent University of Information Technologies (UbTUIT). The selection provided a combination of expertise: among the representatives of KIUT, CAU and SRIUTCH were heads of HEIs (1 rector and 2 vice-rectors), all HEIs were represented by an academic, research and administrative staff. This diversity in the professional background of the participants was a strong factor in the composition of the training participants and allowed them to make a key contribution to the effective implementation of the training. On the other hand, all partner universities from Uzbekistan were presented by heads of Quality Control departments having **experience in implementation of QA system**. This synergy ensured the effective and impactful training which combined theoretical lessons and practical exercises based on existing skills and knowledge.

The collective efforts and diverse experiences of the participants underscored the multilateral approach of the training program, emphasizing the importance of collaboration in creating a meaningful and effective quality assurance system for education, taking into account the needs of all stakeholders.

3.2. Selection criteria

The faculty selection process was structured and competitive. Each participating university announced a call for applications, requiring candidates to submit a letter of motivation by November 15, 2025. The announcement was made at all four universities and 15 days were allowed for applications.

The university coordinators, together with their teams, selected five participants each plus two reserve staff members, based on the criteria established and with the aim that each participant should represent one of the main areas of the quality assurance system - university management, academic, research, administration and student services. This approach was identified during the development of the training curriculum, as the aim was to train future trainers with practical experience in a particular area. When the training is multiplied in Uzbek universities, these trainers will also be responsible for their own areas and will be able to compare the current state of the QA system in Uzbek universities with the information received about such systems in general in the EU and in particular from the European partners of the QUARTZ project.

4. QUARTZ Staff Training

4.1. Activity timeline and training sessions' brief description

Day 1: Planning and Implementing a Quality Assurance Strategy

Date: 10 March 2025

Topic Session 1: An introduction to quality assurance in the European context

Topic Session 2: Architecture of the University's governance and quality assurance system

Topic Session 3: Monitoring system for policies, strategies, processes and results

Trainer: Christina Armutlieva, VUM, Bulgaria

Training objectives and scope. Delivery and key discussions

The session provided an in-depth overview of quality assurance (QA) frameworks in European higher education, with a specific focus on the planning and implementation of institutional QA strategies. The presentation introduced participants to the QUARTZ project objectives, outlined the training structure, and positioned the Uzbek QA reform within the broader European Higher Education Area (EHEA) context. It explored the conceptual dimensions of QA, including excellence, consistency, fitness for purpose, value for money, and transformation - framing QA as a dynamic system of policies, procedures, and practices aimed at both accountability and continuous improvement. The session elaborated on the Bologna Process, its instruments, and ongoing challenges related to lifelong learning, micro-credentials, and consistent implementation. A detailed walkthrough of the European Standards and Guidelines (ESG) focused on Standard 1.1: *Policy for Quality Assurance*, discussing how HEIs should align their strategic and operational planning with internal QA policies, ensure transparency, and uphold academic integrity and stakeholder participation. The presentation also showcased Varna University of Management (VUM) as an institutional example, demonstrating how QA is embedded across strategic plans, internal regulations, ethics frameworks, and governance structures, including committees responsible for evaluation, ethics, and operational oversight. The Plan-Do-Check-Act cycle was presented as the central model for continuous quality improvement, linking strategic management to teaching, research, Third Mission activities, and

institutional development. The presentation concluded by reinforcing the importance of quality culture, where academic ownership, shared responsibility, and strategic alignment are key to sustaining effective QA in higher education.

Topic Session 4: Review of the functioning of the University's quality governance and assurance system

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

Training objectives and scope. Delivery and key discussions

The session provided a comprehensive overview of the architecture of university governance and QA systems, focusing on the institutional mechanisms necessary for the effective planning, implementation, monitoring, and review of quality across teaching, research, Third Mission activities, and institutional management. The presentation outlined the roles and responsibilities of governance bodies, the importance of stakeholder involvement - particularly students - in decision-making processes, and the structural organisation required to support a functioning QA system. Emphasis was placed on the strategic integration of QA within institutional vision and policies, the application of the Plan-Do-Check-Act cycle, and the role of internal review mechanisms and data-driven improvement processes. The session also detailed how universities should define and communicate their quality vision, coordinate among academic and administrative bodies, and utilise indicators and evaluation tools to ensure continuous enhancement and alignment with both internal goals and external standards.

Afternoon Session: Designing a strategic and QA plan for a model university

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

Prof. Anna Tozzi led an interactive session where participants applied the morning's learning in a practical group exercise. The task required participants to develop a strategic plan for an imaginary university, considering institutional governance, research priorities, teaching quality, and societal engagement.

Participants were divided into two groups, each tasked with defining the university's mission, vision, and QA framework. They outlined key components, including programme portfolio, accreditation procedures, stakeholder involvement, and mechanisms for monitoring and continuous improvement. Each group presented their strategic plan, followed by a Q&A session, where they defended their decisions and addressed feedback from peers and trainers.

Day 2: Resources Management

Date: 11 March 2025

Topic Session 1: Structures and infrastructures (adequacy for teaching, research and the Third Mission)

Trainer: Prof. Fabrizio Ciancetta, University of L'Aquila UnivAQ, Italy

Training objectives and scope. Delivery and key discussions

The session focused on the planning and QA of university structures, infrastructures, equipment, and technologies, essential for delivering teaching, research, Third Mission, and institutional management. The presentation highlighted the need for strategic investment, inclusive access, sustainability, and modernisation, with infrastructure planning integrated into the university's overall strategic goals. Responsibilities are distributed across various actors, including central governance bodies, faculty and departmental leadership, teaching staff, researchers, and technical-administrative personnel, all of whom contribute to infrastructure

management in line with their functional roles. The QA system must assess both the planning and the operational management, ensuring alignment with stakeholder needs, accessibility standards, and evolving digital requirements. A strong emphasis was placed on using defined indicators to evaluate adequacy, effectiveness, and long-term impact. The session concluded with a case study showing how well-planned lab infrastructure led to a successful spin-off company, demonstrating the strategic value of infrastructure in supporting institutional transformation.

Topic Session 2: Financial resources management (planning and strategies)

Trainer: Dr. Angelo Aloisio, University of L'Aquila UnivAQ, Italy

Training objectives and scope. Delivery and key discussions

This session addressed the QA of financial resource planning and management in universities. It outlined the role of financial planning in supporting the four institutional dimensions - teaching, research, Third Mission, and stewardship - and stressed that QA must assess both strategic planning and operational execution. The presentation introduced tools such as analytical accounting and management control systems to evaluate sustainability, efficiency, and goal alignment. Responsibilities were mapped across all institutional levels - from governance to faculties and service units - highlighting the need for coherence with the strategic plan and transparent procedures. The session emphasised the Plan-Do-Check-Act model applied to financial processes and elaborated on the use of specific indicators to measure performance and guide continuous improvement.

Topic Session 3: Quality assurance system: an ecosystem of values and practices

Topic Session 4: Development of a quality and sustainability assurance system for the European University Alliance EULiST

Trainer: Prof. Giuseppe Celenza, Quality Board of the University of L'Aquila UnivAQ, Italy

Training objectives and scope. Delivery and key discussions

The session, delivered by Prof. Giuseppe Celenza (University of L'Aquila), explored QA as a holistic ecosystem of values, practices, and stakeholder empowerment. Framing quality as context-dependent and purpose-driven, the presentation highlighted that QA is not merely compliance-based but rooted in a shared culture of transparency, accountability, ethical responsibility, inclusion, and continuous improvement. Prof. Celenza introduced foundational QA principles derived from ISO standards and elaborated on the organisational structure supporting QA systems, including the distinct roles of governance, faculty, students, and external stakeholders. The presentation also featured the RACI matrix as a practical tool to clarify responsibilities across QA processes—from data collection to implementation and monitoring. Special emphasis was placed on empowerment as a core driver of sustainable QA, reinforcing that effective systems depend on engaged and capable actors across all levels - faculty, staff, students, leadership, and partners. Ultimately, the session positioned quality as a strategic, inclusive, and participatory process, tightly linked to institutional mission, continuous learning, and long-term impact. In the second part of the session, the focus shifted to the development of a quality and sustainability assurance framework for EULiST, a European University Alliance. Prof. Celenza discussed the challenges of aligning QA across transnational institutional contexts and the need for a shared value base and coordinated governance mechanisms. Emphasis was placed on integrating sustainability dimensions, stakeholder engagement, and cross-institutional learning, laying the foundation for a QA model that is both robust and adaptable to the goals of international university alliances.

Afternoon Session: Integrated resource strategy planning exercise

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

Building on the strategic planning task from the previous day, Prof. Anna Tozzi led a hands-on session where participants were asked to develop an integrated resource strategy - covering financial, human, infrastructural, and digital resources - for the imaginary universities they had designed. The exercise aimed to consolidate understanding of the sessions on infrastructure management, financial planning, and QA systems, encouraging participants to apply principles of strategic alignment, sustainability, transparency, and inclusive governance. Working in two groups, trainees developed resource plans addressing staffing structures, investment in infrastructure and technology, budgeting frameworks, and mechanisms for QA and continuous improvement. Each group presented their proposals, justifying decisions in terms of institutional mission, operational priorities, and stakeholder needs. The activity allowed participants to reflect critically on how coherent, QA-driven resource planning can support institutional effectiveness and long-term impact.

Day 3: Date: 12 March 2025

Topic Session 1: Programme design and approval

Topic Session 2: Student-centred learning and assessment

Topic Session 3: Student lifecycle management

Topic Session 4: Lifelong learning

Trainer: Vanina Valcheva, VUM, Bulgaria

Training objectives and scope. Delivery and key discussions

The training aimed to strengthen the capacity of trainees from Uzbek HEIs in applying European Standards and Guidelines (ESG) for QA, with a focus on programme design, student-centred learning, student lifecycle management, and lifelong learning. Participants explored key aspects of programme specification, including defining learning outcomes, credit allocation, stakeholder engagement, and qualification alignment with national and international frameworks (NQFs, ECTS). Discussions highlighted strategies for ensuring fair admissions, student mobility, recognition of prior learning (RPL), and transparent certification processes.

The session combined theoretical concepts with practical exercises and discussion-driven analysis, focusing on student-centred learning approaches such as peer assessment, flipped teaching, and outcome-based curriculum design. Additionally, the role of lifelong learning in higher education development was explored, emphasising flexible learning pathways, micro-credentials, and institutional strategies for supporting continuous education and professional growth.

Afternoon Session: Practical exercise on programme specification

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

Prof. Anna Tozzi led a hands-on session where trainees applied the morning's learning to develop programme specifications. Participants were divided into two groups and tasked with outlining the main structural elements of a programme specification based on examples from the University of L'Aquila. Each group produced a draft programme outline, ensuring it included programme learning outcomes, credit structure, qualification level placement, and assessment methods. The session concluded with group presentations, demonstrating participants' understanding of programme design and QA principles.

Additionally, participants worked on a second task - developing an outline for a module descriptor, using an example from the University of L'Aquila. This exercise reinforced the

structured approach to defining learning outcomes, credit allocation, teaching methods, and assessment strategies at the module level.

Day 4: Quality of Research and Third Mission/Social Commitment

Date: 13 March 2025

Topic Session 1: Definition of the strategic plan of the research structures

Trainer: Prof. Vesselin Blagoev, Varna University of Management, Bulgaria

Training objectives and scope. Delivery and key discussions

The training session explored **strategic planning for university research structures**, aligning research activities with institutional goals and **Third Mission objectives**, which integrate societal and economic contributions alongside teaching and research. Key points addressed **balancing research, teaching, and societal engagement**, the role of **project-based funding**, and the need for clear **assessment criteria for research outputs**. The training also highlighted **institutional models for integrating research activities with external stakeholders**, ensuring **sustainable collaboration between academia, industry, and society**.

Topic Session 2: Research assessment criteria

Trainer: Prof. Michael Minkov, Varna University of Management, Bulgaria

Training objectives and scope. Delivery and key discussions

The session provided an overview of research assessment criteria and strategies for publishing in high-impact journals such as Scopus and Web of Science, focusing on key requirements for academic publications. The presenter emphasised the need for a strong theoretical foundation, noting that research must contribute to existing theories by confirming, refuting, or expanding them. The session also covered literature review strategies, highlighting how citation practices influence acceptance, as well as the increasing expectation for advanced statistical methods, such as structural equation modelling, mediation analysis, and network analysis. Additionally, the importance of manuscript structure and writing style in meeting journal expectations was outlined, along with guidance on journal selection, considering field-specific biases and editorial preferences. The session concluded with an examination of common reasons for manuscript rejection and strategies to improve publication success rates.

Topic Session 3: Human Resources Management (Recruitment Policies)

Trainer: Irina Petkova, Varna University of Management, Bulgaria

Training objectives and scope. Delivery and key discussions

The training session was prepared and scheduled for delivery; however, due to unforeseen technical issues on the presenter's side, the session had to be discontinued after the first 10 minutes. Despite this interruption, the content remains highly relevant to the objectives of the training programme. To ensure that participants still benefit from the planned material, the presentation has been shared with them, providing key insights into recruitment policies, best practices, and institutional approaches to human resource management in higher education. This will allow participants to review the concepts independently and integrate them into their institutional contexts, ensuring continuity in the learning process despite the session's early conclusion.

Topic Session 4: PhD Planning criteria and assessment - Scientific and professional growth of doctoral students: planning and continuous assessment.

Trainer: Prof. Vesselin Blagoev, Varna University of Management, Bulgaria

Training objectives and scope. Delivery and key discussions

The session covered **PhD programme planning, assessment, and QA**, focusing on structured academic progression and doctoral students' **scientific and professional growth**.

The presenter examined **research and teaching components, and dissertation defence criteria**. Key points addressed PhD programme alignment with international standards, assessment methods for doctoral progress, and strategies for enhancing doctoral students' career prospects in academia and industry. The session also explored institutional policies for research evaluation and mechanisms to ensure transparent and consistent doctoral assessment.

4.2. Project Coordinators meeting

The Project Coordinators meeting took place on Day 5 of the Training. It was conducted after the training agenda was completed. The following project management, quality, and dissemination topics were discussed: - Post-training activities - External Evaluator - Staff costs and workload reporting - EMPOWER dissemination activities.

The Project Coordinator provided an overview of the current and upcoming activities under Work Package 3, focusing on the four multiplication trainings that each of the four partner universities in Uzbekistan will have to organize and conduct after returning home. The Uzbek partners will establish a working group to analyze the training materials and create a training program based on them in Uzbek language for further multiplication of trainings in Uzbek universities, as well as preparation of an open workshop with invitation of representatives of the Ministry of Higher Education and other universities. Multiplication trainings should be conducted in all partner universities and last 3-4 days. Such trainings will contain the main aspects and results of the training for trainers conducted in L'Aquila. It is expected that at least 40 participants will take part in each training. Partners participating in the training of trainers are encouraged to use the materials and presentations provided and developed by the European Partners. In addition, the project coordinator presented the tools and mechanisms for presenting project data and results under Work Package 3. The Deliverables 3.1 and 3.2 must be submitted up to 31st of March, 2025.

The coordinator from SRIUCH made a report on the evaluations of the project activities over the past 6 months, including the analysis of the evaluation survey of the training conducted in L'Aquila. The information on the number of received letters of interest to participate in the tender for the external Quality Expert was also presented.

The representative of CAU, responsible for dissemination and sustainability of the project results, made a presentation of the dissemination activities of the project, as well as of the project social media pages, including Instagram, LinkedIn, Telegram, etc. It was also presented a Dissemination plan for next 6 months which included dissemination events and publication of the project results and papers related QA issues.

It was also set the dates for the next meeting of the coordinators, which will take place in the second week of September 2025 in Samarkand.

The Project Coordinator informed the participants that a call for expressions of interest for the recruitment of an external evaluator was announced. The deadline for submission of proposals

is 20th of April 2025. The selection will be made by a committee composed of the representatives of all EU and Uzbek Universities not later the 1st of May 2025. The selected expert has to start his activities from 1st of June. By the next coordination meeting in Samarkand expert will provide his first evaluation of the project activities.

Finally, an overview of the upcoming activities under Work Package 4 were presented, with special emphasis on the importance of identifying the detailed action plan by the next coordination meeting in September 2025.

5. Methodology

5.1. Methodology applied during the training event

From methodological point of view, the QUARTZ Staff Training was designed as:

- A **collaborative effort among peers**.
- A **dynamic, two-way learning process** between the trainees and the trainers that fosters reflection and engagement.
- A **joint exploration of key concepts and terms**, such as quality, quality guidelines, standards, assurance, and quality culture, providing clarity and perspective.
- An **opportunity to raise awareness** of the Bologna process and to promote its key features and instruments in Uzbekistan.
- A **comprehensive review of the ESG** and their implementation across the EU HE sectors
- A **forum for exchanging best practices** in QA between EU and Uzbek HEIs
- An **opportunity to benchmark** best practices and conduct a **self-assessment** of each university's QA journey
- A **platform for showcasing staff training strategies and approaches** applicable when designing and facilitating future multiplication trainings at the Uzbek HEIs
- A valuable **networking experience**.

During the introductory session on Day 1, it was clarified that the QUARTZ Staff Training is not:

- A series of one-way informational sessions on QA in HE within the European context.
- An effort to address, cover, and exhaust all aspects of QA in HE.
- An attempt to share brand new knowledge and insights that have not yet been explored or published.
- A chance to provide magic silver bullet or one-size-fits all solutions to QA challenges faced by Uzbek partner HEIs.
- A one-stop-shop for giving instructions and guidelines to be applied directly, without contextual adaptation.

As a result, in the course of its delivery, the trainers from UnivAQ and VUM employed a range of innovative training and learning methods, including:

- active learning
- peer-to-peer learning
- collaborative training
- design thinking
- case studies

- mentoring and coaching
- self-reflection
- simulations.

5.2. Assessment and evaluation

Based on the observations and feedback collected from trainers who contributed to the QUARTZ Staff Training, the training event was very successful. Throughout the whole week, trainees were collaborative, interested, engaged, and very positive. They engaged in meaningful discussions and proactively reflected on the presented content during the morning sessions by providing informed, up-to-date feedback on the higher education landscape and state of play in Uzbekistan thus ensuring relevance and usefulness of the training. Furthermore, they took part in all practical assignments during the afternoon sessions and showed high level creativity, innovation, and quality assurance competence. As a result, it could be concluded that trainees' proactive engagement and positive attitude throughout the week as well as their openness to new concepts, along with the willingness to embrace active learning will ensure the successful continuation of the project activities in the framework of Work Packages 4 and 5.

6. Participant Feedback and Training Effectiveness

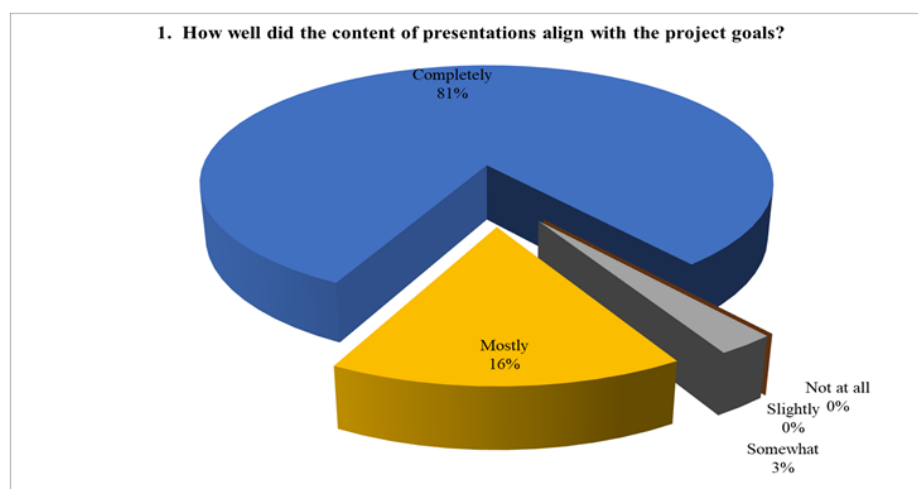
The survey was organized on daily basis (after each training session) and consisted of 8 questions. Below is the summary of the answers for each question of all 5 days. When calculating votes, the total number of answers given by each participant for all days of the training was taken into account

3RD MEETING REPORT ON SEMINAR AND TRAINING RESULTS

IN L'AQUILA

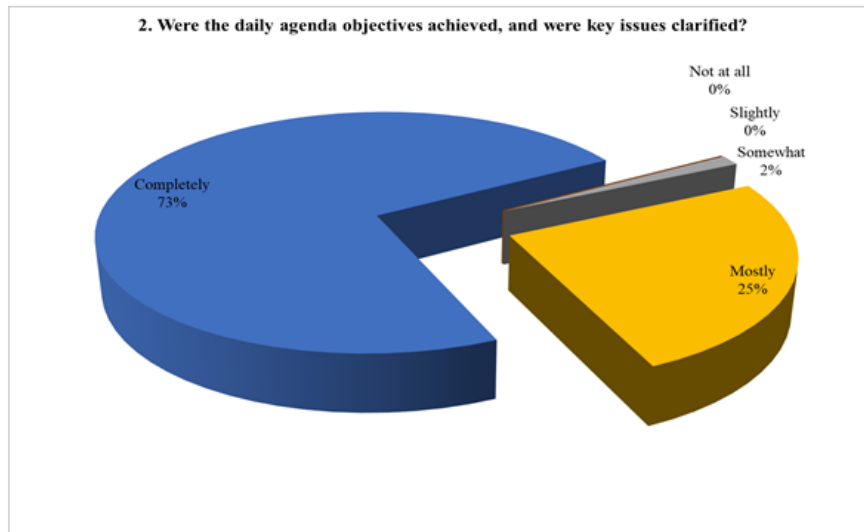
1. Alignment with Project Goals:

- Out of 75 respondents, 81.3% (61 people) felt that the presentations were completely aligned with the project's goals.
- 16.0% (12 people) considered them mostly aligned, while only 2.7% (2 people) found the alignment somewhat satisfactory.
- No respondents rated the presentations as "not at all" or "slightly" aligned with the goals, showcasing a high level of relevance in the content.



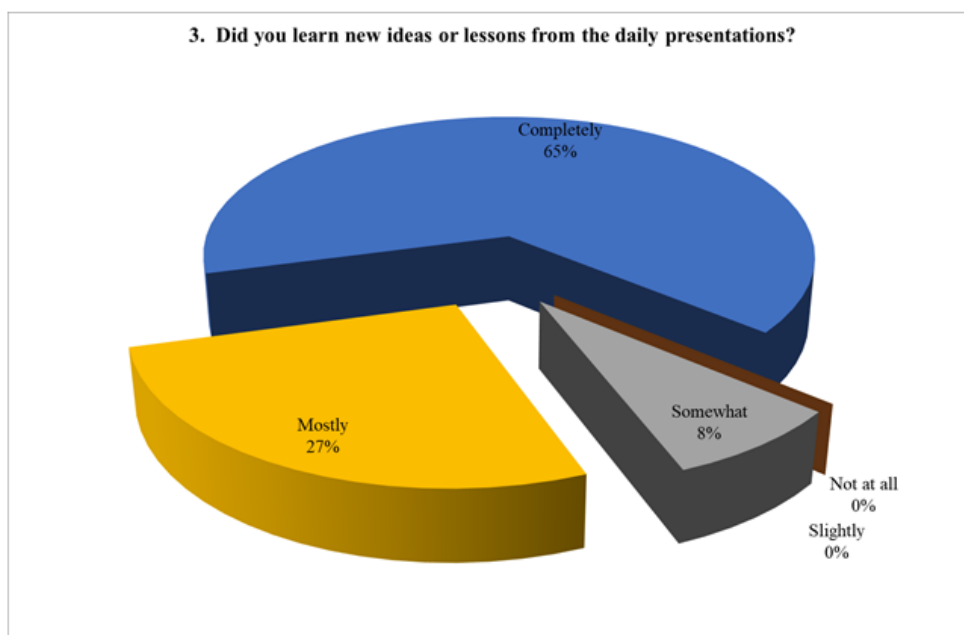
2. Achievement of Daily Agenda Objectives:

- A significant majority, 73.3% (55 respondents), confirmed that daily agendas effectively met the objectives and clarified key issues.
- 25.3% (19 respondents) deemed the agenda objectives as mostly met, and 1.3% (1 respondent) found them somewhat satisfactory.
- Similar to the previous point, there were no participants who rated the daily agenda objectives as “not at all” or “slightly” achieved.



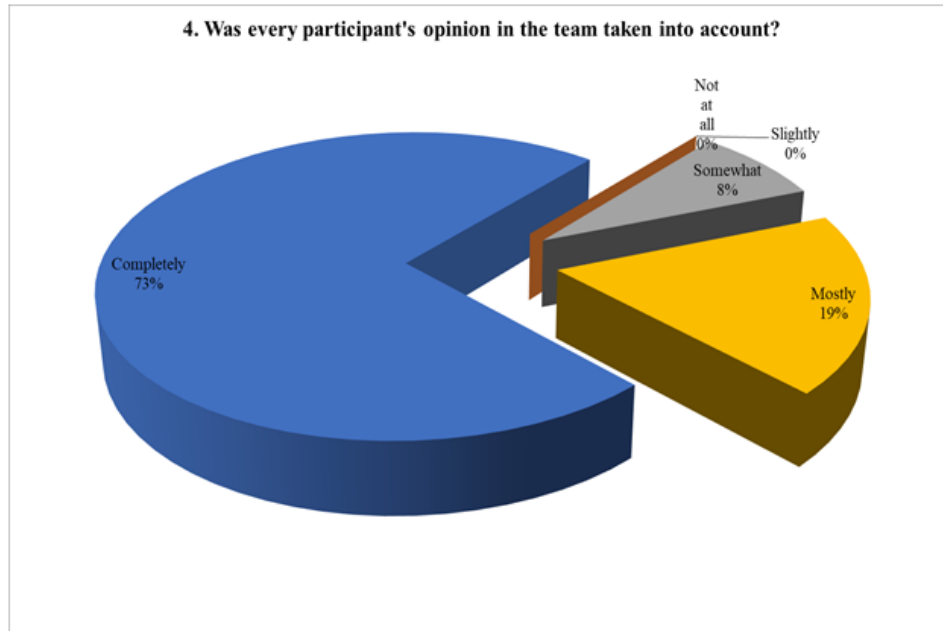
3. Learning New Ideas or Lessons:

- 65.3% (49 participants) reported that they gained completely new ideas or lessons from the presentations.
- 26.7% (20 respondents) found them mostly useful for learning, while 8.0% (6 respondents) rated the experience as somewhat beneficial.
- Once again, no respondents felt that they learned “not at all” or “slightly.”



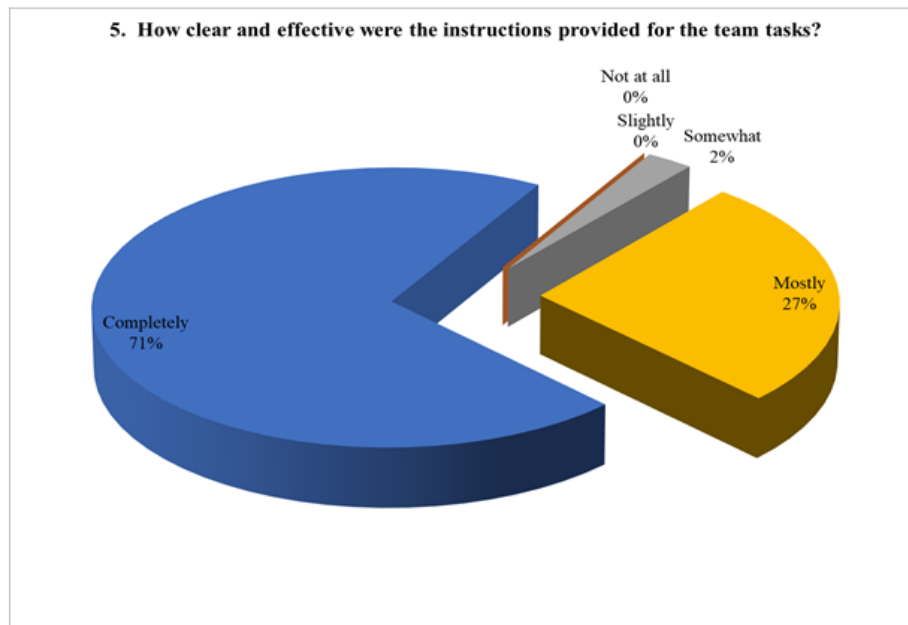
4. Consideration of Team Members' Opinions:

- 73.3% (55 participants) stated that their opinions were completely taken into account during team activities.
- 18.7% (14 respondents) felt their opinions were mostly considered, while 8.0% (6 respondents) rated this aspect as somewhat satisfactory.
- There were no ratings of “not at all” or “slightly,” indicating good inclusivity in decision-making processes.



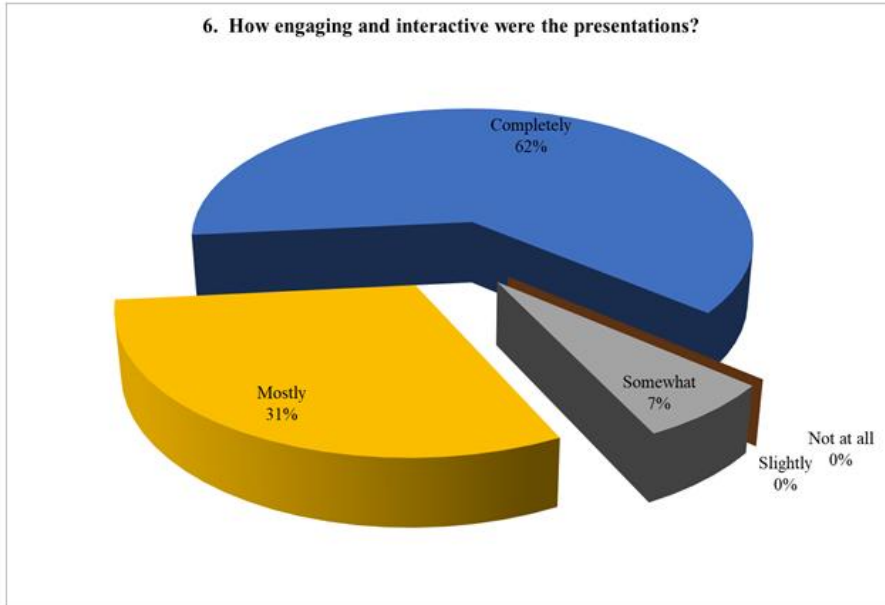
5. Clarity and Effectiveness of Team Task Instructions:

- 70.7% (53 respondents) found the instructions for team tasks to be completely clear and effective.
- 26.7% (20 respondents) rated them as mostly clear, and 2.7% (2 respondents) viewed the instructions as somewhat satisfactory.
- No participants felt the instructions lacked clarity entirely.



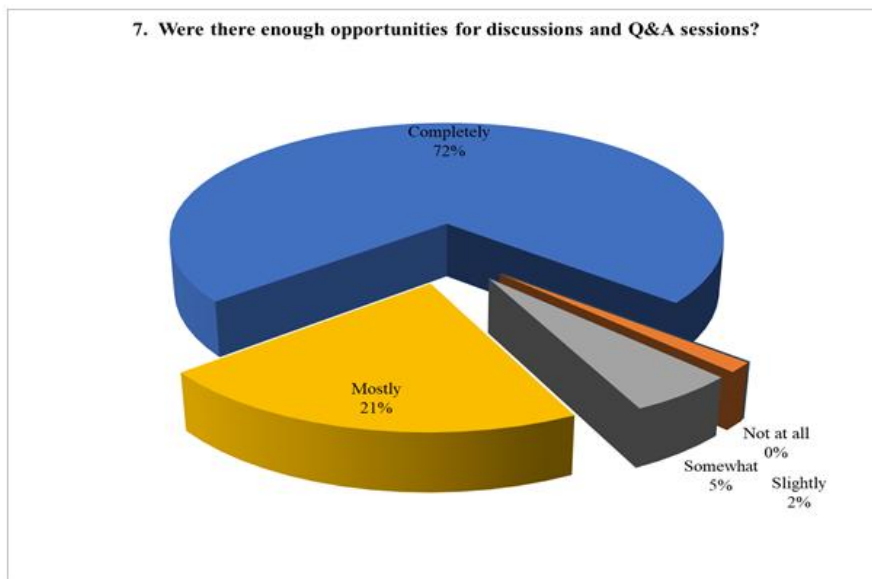
6. Engagement and Interactivity of Presentations:

- 62.7% (47 participants) rated the presentations as highly engaging and interactive.
- 30.7% (23 respondents) deemed them mostly interactive, while 6.7% (5 respondents) found the presentations somewhat engaging.
- None of the respondents felt that the presentations were “not at all” or “slightly” engaging.



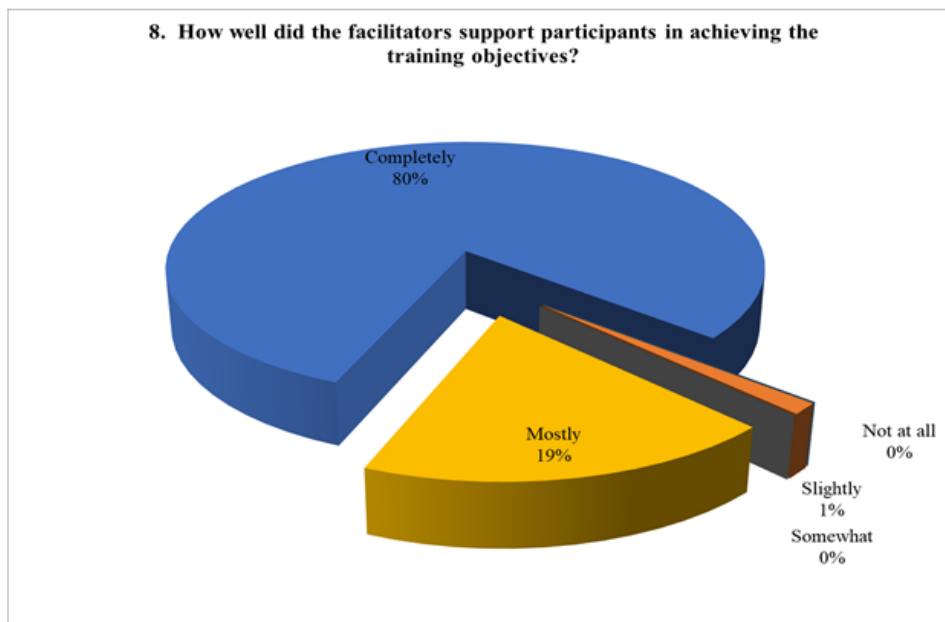
7. Opportunities for Discussions and Q&A Sessions:

- The majority, 72.0% (54 respondents), confirmed that there were ample opportunities for discussions and Q&A sessions.
- 21.3% (16 participants) felt that the opportunities were mostly sufficient, 5.3% (4 participants) found them somewhat satisfactory, and only 1.3% (1 respondent) rated them as slightly sufficient.



8. Support from Facilitators:

- Facilitators received high ratings, with 80.0% (60 respondents) stating that the support provided completely helped in achieving training objectives.
- 18.7% (14 respondents) felt the support was mostly helpful, while only 1.3% (1 respondent) rated it as slightly effective.
- No participants felt that facilitator support was “not at all” or “somewhat” effective.



Survey questions report in table form

Survey questions	Answers										Number of Respondents	
	Not at all		Slightly		Somewhat		Mostly		Completely		per numbers	in %
	per numbers	in %	per numbers	in %	per numbers	in %	per numbers	in %	per numbers	in %		
1. How well did the content of presentations align with the project goals?	0	0,0	0	0,0	2	2,7	12	16,0	61	81,3	75	100,0
2. Were the daily agenda objectives achieved, and were key issues clarified?	0	0,0	0	0,0	1	1,3	19	25,3	55	73,3	75	100,0
3. Did you learn new ideas or lessons from the daily presentations?	0	0,0	0	0,0	6	8,0	20	26,7	49	65,3	75	100,0
4. Was every participant's opinion in the team taken into account?	0	0,0	0	0,0	6	8,0	14	18,7	55	73,3	75	100,0
5. How clear and effective were the instructions provided for the team tasks?	0	0,0	0	0,0	2	2,7	20	26,7	53	70,7	75	100,0
6. How engaging and interactive were the presentations?	0	0,0	0	0,0	5	6,7	23	30,7	47	62,7	75	100,0
7. Were there enough opportunities for discussions and Q&A sessions?	0	0,0	1	1,3	4	5,3	16	21,3	54	72,0	75	100,0
8. How well did the facilitators support participants in achieving the training objectives?	0	0,0	1	1,3	0	0,0	14	18,7	60	80,0	75	100,0

Conclusion of the surveys is: the training sessions were highly successful, with strong alignment to objectives, engaging presentations, and inclusive teamwork

7. Appendix I: Training Agenda



“Quality Assurance for Reform and Transformation of HEIs in Uzbekistan” - QUARTZ

Call: ERASMUS-EDU-2023-CBHE-STRAND-1 /

Project Number: 101127171

Dissemination level: all partners

Training Program 10 - 14 March 2025

***“The main principles for an effective Quality Assurance
Policy:***

The experience of UNIVAQ and VUM”

**During the Training Week, one day will be dedicated to the
3rd Coordination Meeting**

Venue: University of L'Aquila (Univaq), Rettorato, Palazzo Camponeschi

Address: Palazzo Camponeschi, Piazza Santa Margherita 2, 67100, L'AQUILA (AQ), ITALY

To find the exact location, please click here: [GPS Coordinates](https://maps.app.goo.gl/izfPyaRykdzJ8uuw7)
<https://maps.app.goo.gl/izfPyaRykdzJ8uuw7>

Training Programme

University of L'Aquila - L'Aquila (Italy)

Location: Palazzo Camponeschi, Piazza Santa Margherita 2, L'Aquila
GPS coordinates of the Location: <https://maps.app.goo.gl/izfPyaRykdzJ8uuw7>

Day 1 - Monday 10th of March	
PLANNING AND IMPLEMENTING A QA STRATEGY	
Aims and LOs: What universities need to define, formalize and implement, through policies, strategies, strategic and operational objectives, their own clear vision, coherent, articulated and public, of the quality of teaching, of research, of the third mission and institutional and management activities.	
<i>Morning (Conference Hall - Palazzo Camponeschi)</i>	
09:30 – 10:00	Registration
10:00 – 10:30	Welcome of the <i>Rector Edoardo Alesse – University of L'Aquila</i>
10:30 – 11:00	Lecture 1 An introduction to Quality Assurance in European context <i>Christina Armutlieva – Varna University of Management VUM</i>
11:00 – 11:30	<i>Coffee break</i>
11:30 – 12:00	Lecture 2 Architecture of the University's Governance and Quality Assurance System <i>Christina Armutlieva– Varna University of Management VUM</i>
12:00 – 12:30	Lecture 3 Monitoring system for policies, strategies, processes and results <i>Christina Armutlieva – Varna University of Management VUM</i>
12:30 – 13:00	Lecture 4 Review of the functioning of the University's Quality Governance and Assurance system <i>Anna Tozzi – University of L'Aquila UnivAQ</i>
13:00 – 14:00	<i>Lunch break</i>
<i>Afternoon</i>	
14:00 – 16:00	Recap + Exercises

Day 2 - TUESDAY 11th of March	
RESOURCES MANAGEMENT	
Aims and LOs: What Universities must do to measure the ability to manage material and intangible resources to support policies, strategies and related plans implementation. Universities must equip themselves with an adequate programming system, recruitment, qualification and development of human resources, both in reference to teaching staff and technical-administrative staff. Universities must also demonstrate to possess an adequate system for the planning and management of structures, equipment, technologies, data, information and knowledge for teaching, research, third mission and service activities	
<i>Morning (Conference Hall - Palazzo Camponeschi)</i>	
09:30 – 10:00	Lecture 1 Structures and infrastructures (adequacy for teaching, research and the third mission) <i>Fabrizio Ciancetta – University of L'Aquila UnivAQ</i>
10:00 – 10:30	Lecture 2 Financial resources management (planning and strategies) <i>Angelo Aloisio – University of L'Aquila UnivAQ</i>
11:00 – 11:30	<i>Coffee break</i>
11:30 – 12:00	Lecture 3 Quality assurance system: an ecosystem of values and practices <i>Giuseppe Celenza – Quality Board of the University of L'Aquila UnivAQ</i>
12:00 – 12:30	Lecture 4 Development of a Quality and Sustainability Assurance System for the European University Alliance <i>EULiST</i> <i>Giuseppe Celenza – University of L'Aquila UnivAQ</i>
13:00 – 14:00	<i>Lunch break</i>
<i>Afternoon</i>	
14:00 – 16:00	Recap + Exercises

Day 3 - WEDNESDAY 12th of March	
QUALITY OF TEACHING AND STUDENT SERVICES	
Aims and LOs: What Universities should do to measure their ability to assess the overall planning and articulation of the training offer, also in relation to the national and international reference context. Important aspects concern: (i) the design and updating of study courses, taking into account the development needs expressed by society and the reference context also in relation to the internationalization objectives and the different delivery methods of teaching (in person, distance learning or mixed), (ii) the development of an offer training of the Study Courses consistent with the teaching and logistical resources, infrastructural, teaching and research resources possessed, (iii) the attention of the Study Courses to students, through the planning and implementation of effective orientation activities incoming, traveling and outgoing, with clear and transparent methods for admission to various courses of study, career management and tutoring, including measures for inclusiveness.	
<i>Morning (Conference Hall - Palazzo Camponeschi)</i>	
09:30 – 10:00	Lecture 1 Planning the academic offer <i>Vanina Valcheva – Varna University of Management VUM</i>

10:00 – 10:30	Lecture 2 Student-centered curricula and PhD design <i>Vanina Valcheva – Varna University of Management VUM</i>
11:00 – 11:30	<i>Coffee break</i>
11:30 – 12:00	Lecture 3 Admission, monitoring, tutoring and career development <i>Vanina Valcheva – Varna University of Management VUM</i>
12:00 – 12:30	Lecture 4 Lifelong Learning <i>Vanina Valcheva – Varna University of Management VUM</i>
12:30 – 13:00	Photo session
13:00 – 14:00	<i>Lunch Break</i>
Afternoon	
14:00 – 16:00	<i>Recap + Exercises</i>
20:00	<i>Dinner in the city center of L'Aquila</i> <i>Ristorante Pizzeria “La Quintana” via Tempera 7, L'Aquila</i> GPS coordinates of the Location: https://maps.app.goo.gl/DZ9NcWaFPmi8MrFCA

Day 4 - THURSDAY 13th of March	
QUALITY OF RESEARCH AND THIRD MISSION/SOCIAL COMMITMENT	
Aims and LOs: The Universities should have a clear vision of the ways the research structures (Departments, Faculties, centers, etc. ;) define their own strategic lines concerning research and third mission/social impact, in line with the overall strategic lines of the University. To do this, these structures should equip themselves with planning, monitoring and evaluation of processes, results achieved and improvement actions.	
Morning (Senate Room - Palazzo Camponeschi)	
09:30 – 10:00	Lecture 1 Definition of the strategic plan of the Research Structures <i>Vesselin Blagoev – Varna University of Management VUM</i>
10:00 – 10:30	Lecture 2 Human resources management (recruitment policies) <i>Irina Petkova – Varna University of Management VUM</i>
11:00 – 11:30	<i>Coffee break</i>
11:30 – 12:00	Lecture 3 Definition of assessment criteria of the results obtained by the Research Structures <i>Michael Minkov – Varna University of Management VUM</i>
12:00 – 12:30	Lecture 4 PhD Planning criteria and assessment - Scientific and professional growth of doctoral students: planning and continuous assessment <i>Vesselin Blagoev – Varna University of Management VUM</i>
13:00 – 14:00	<i>Lunch break</i>
Afternoon	

14:00 – 16:00	A visit to the city of L'Aquila – Let's discover the treasures and wonders of the medieval city with our Students' Erasmus Association "Aquilasmus"
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<p>Day 5 - FRIDAY 14th of March</p> <p>FINAL DAY OF EXERCISES & GREETINGS</p>	
<p>Aims and LOs: The last day will be dedicated to final practice and exercises to define what has been understood and acquired during the previous days' sessions. A broad space will also be given to the final discussion among partners to share good practices, feedback, and comprehend what has been discussed and reached so far. Moreover, the action plan for the next Coordination meeting will be defined.</p>	
<p><i>Morning (Conference Hall - Palazzo Camponeschi)</i></p>	
09:30 – 11:00	Exercise sessions Meeting feedback & Questions
11:00 – 12:00	Coordination's meeting Further action plan and delivery of certificates
12:00 – 12.30	Final Greetings



9. Appendix III: Photos

