

Олий таълим муассасаси фаолияти ҳақидаги маълумотлар ўқиётган ва бўлғуси талабалар, битирувчилар, бошқа манфаатдор томонлар ва жамоатчилик учун фойдалидир. Шундай қилиб, муассасалар ўз фаолияти, шу билан бирга ўзлари таклиф этаётган дастурлар ва улар бўйича танлов мезонлари, бу дастурлар бўйича эришилиши кутилаётган натижалар, бериладиган квалификациялар, ўқитиш, ўқиш ва баҳолаш жараёни, ўтиш баллари ва ўз талабалари учун яратилган таҳсил олиш имкониятлари, битирувчиларнинг ишга жойлаштирилиши ҳақидаги маълумотларни беради.

Жамоатчилик ва турли мақсадли гуруҳларга маълумот беришнинг бир неча йўллари мавжуд:

- 1) бўлғуси талабалар;
- 2) таҳсил олаётган талабалар;
- 3) бўлғуси ва фаолият юритаётган иш берувчилар;
- 4) давлат органлари;
- 5) ва бошқалар.

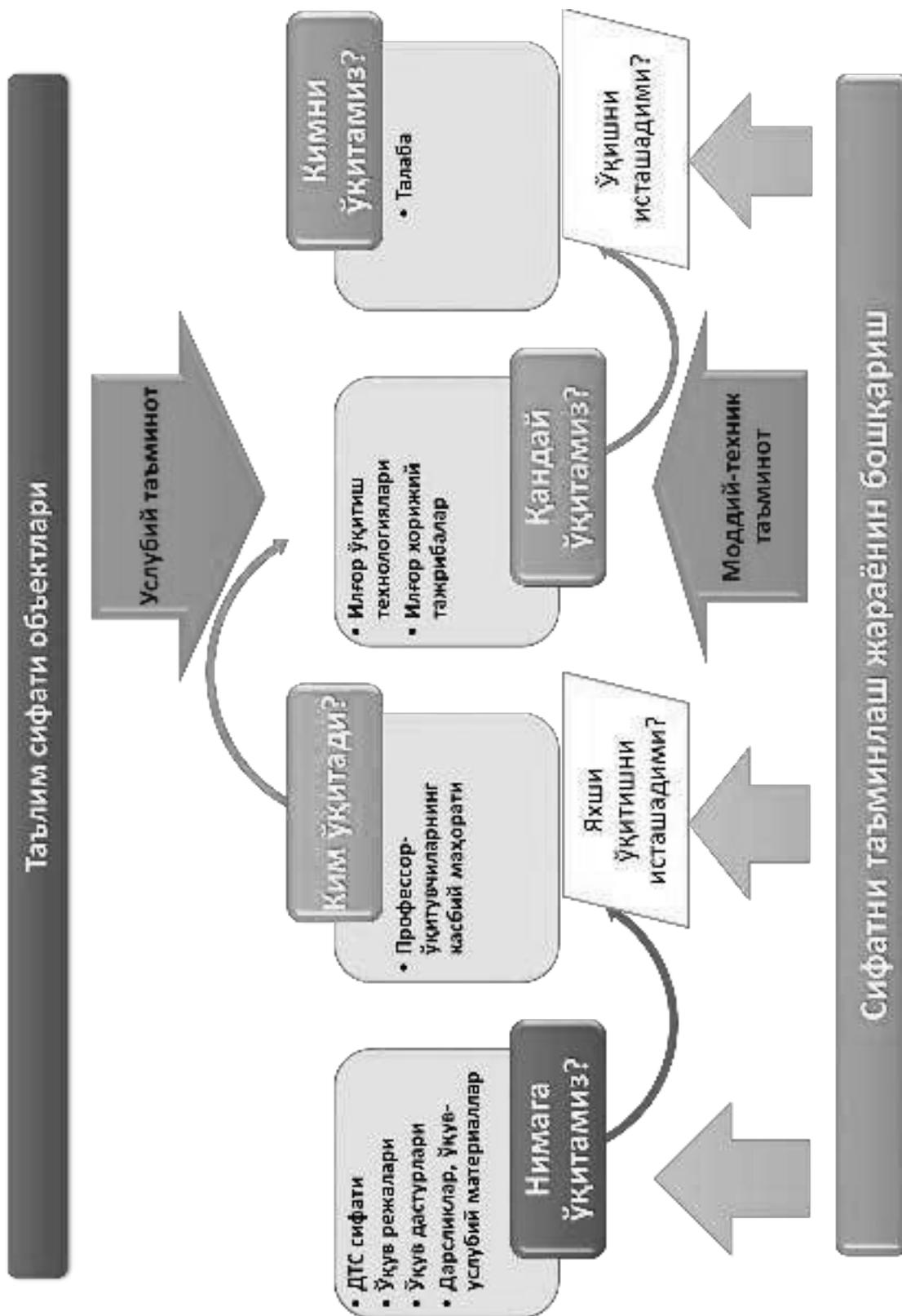
Сифатни таъминлаш мақсадида жамоатчиликда объектив ва тўлиқ маълумот бўлишини таъминлаш муҳимдир, масалан, веб саҳифалар ва бошқа манбаларда.

Турли шакллардаги ташқи сифат назорати жараёнида таълим муассасалари ички сифат назоратининг самарадорлигини текширилиши, кўрсаткичларни яхшилиш учун катализатор сифатида фойдаланиш ҳамда таълим

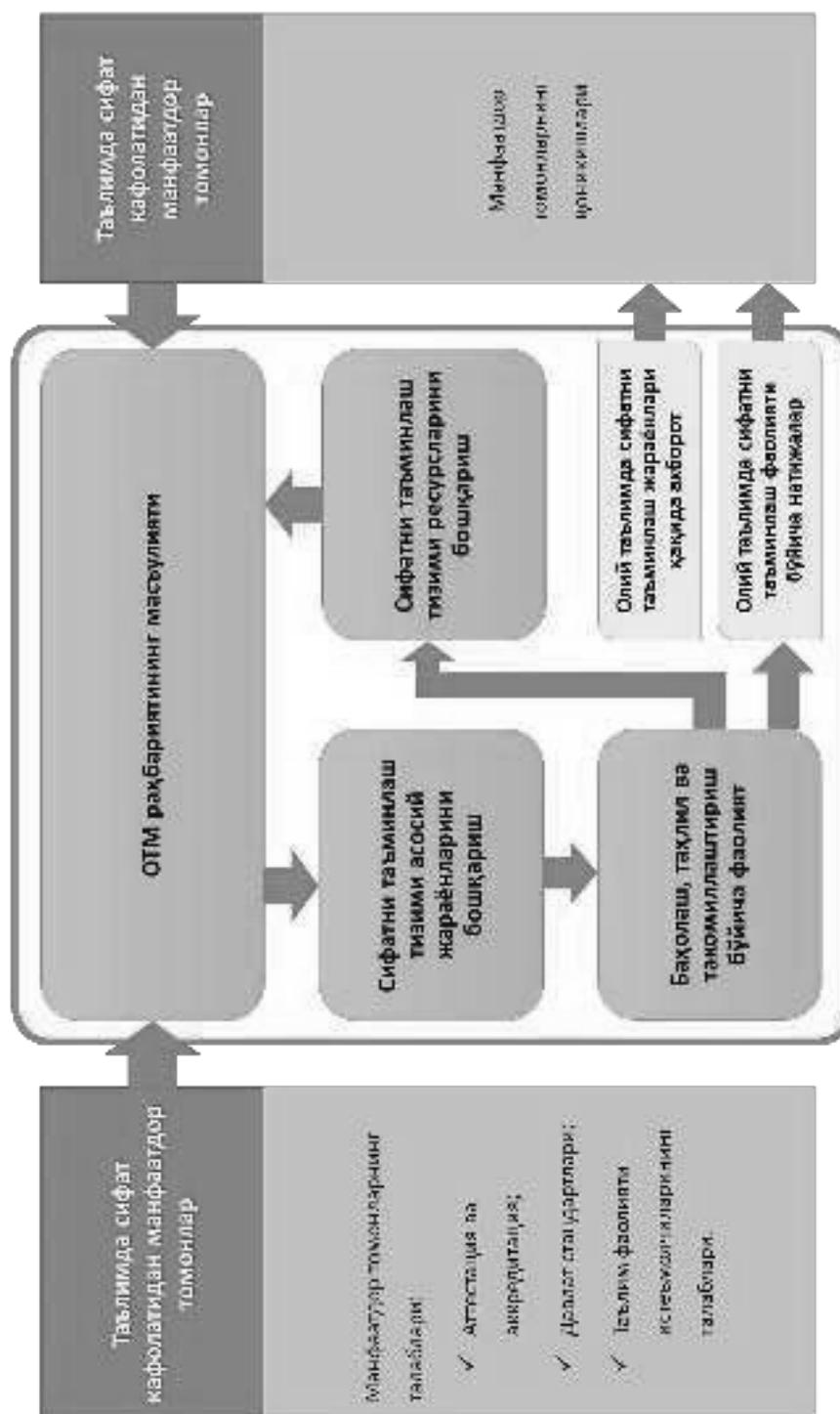
муассасаларига янги истиқболларни таклиф этиш мумкин. Унда таълим сифатига ташкилотлар ва жамоатчиликни ишонтириш учун керак бўладиган маълумот бўлади. Таълим муассасалари, тегишли ҳолатларда, ўзлари фаолият олиб бораётган ҳуқуқий меъёрлар талабларини инобатга олувчи циклик ташқи сифат назоратида иштирок этади. Шу сабабли, тузилмаси (структураси)га қараб бу каби ташқи сифат назорати турли шаклларда бўлиши ва турли ташкилий даражада (масалан, дастурлар, факультет ёки олий таълим муассасаси) бўлиши мумкин. Сифат назорати узлуксиз жараён дир, у ташқи қайта алоқа ёки ҳисобот ёки таълим муассасасидаги келгусидаги жараёнлар билан якунига етмайди. Шунинг учун муассаса сўнгги ташқи сифат назоратидан кейин эришилган натижани келгусидаги назоратга тайёргарлик кўриш вақтида инобатга олишга ҳаракат қилиши лозим.

Ташқи сифатни баҳолаш таълим секторининг масъулияти ҳисобланади. Энг муҳим жиҳатлар (аспектлар)дан бири сифатни баҳолаш вазифасини таълим сиёсатини амалга ошириш вазифасидан ажратиб олишдир. Умумжаҳон тармоғида ахборот тарқатиш маҳаллий олий таълим муассасалари учун халқаро даражага чиқиш ва нафақат миллий, балки жаҳон олий таълим ҳудудида рақобат қилиш имконини беради. Натижада, олий таълим муассасалари мақсади ва халқаро даражада баҳоланиши муқаррар бўлиб қолади, бу эса шубҳасиз таълим сифатини оширишга ёрдам беради.





### Олий таълим муассасаларида таълим сифатини таъминлаш модели







## ХУЛОСА

Юқорида зикр этилган фикрларни хулосалаб, шуни айтиш мумкинки Европа Комиссияси Эрасмус+ дастурининг «IMEP: “Ўзбекистонда олий таълим жараёнларини модернизациялаш ва халқаролаштириш» лойиҳаси доирасида ишлаб чиқилган тавсиялар замонавий таълим стандартларининг махсус талабларини ўзида акс эттиради ва Ўзбекистон Олий таълим тизимининг турли хил эҳтиёжларини қондиради. Мазкур лойиҳа олий таълим муассасаларини модернизациялаштириш жараёнлари, узлуксиз малака оширишни ташкил этиш, талабалар ва иш берувчиларнинг таълим сифатини таъминлаш мақсадида ўқитиш ва ўрганиш жараёнларида иштироки каби жабҳаларга ўзининг катта ҳиссасини қўшиб келган. Аниқроқ қилиб айтганда, юқорида таъкидланган масалаларга доир интеграция ва глобал ёндашув таклиф этилаётган лойиҳанинг асосий мақсадларидан ҳисобланади. Бундан ташқари, IMEP лойиҳаси тавсиялари дунё бўйлаб замонавий олий таълим тизимига интеграциялашувнинг аҳамиятини кўрсатиб берадиган инновацион ғоялар билан таъминлайди.

IMEP лойиҳаси доирасида олий таълим профессор-ўқитувчиларининг узлуксиз малакасини ошириш тренинг курслари ҳамкор олий таълим муассасаларида муваффақиятли ташкил этиб келинган. Ўзбекистон Республикаси олий таълим муассасалари таълим сифати ва таъминоти борасида ишлаб чиқилган тавсияларни амалиётда қўллашдан манфаатдор бўлади деган умиддамиз.



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**Internationalisation and Modernisation of Education and Processes in the  
Higher Education of Uzbekistan/ IMEP  
561624-EPP-1-2015-1-UK-EPPKA2-CBHE-SP - ERASMUS+ CBHE**

## **INTRODUCTION**

IMEP project represents and address the diverse needs and specific requirements of the HE of Uzbekistan and contributes to modernising HE processes, integrating CPD, Quality Enhancement and engagement of students and employers in teaching and learning. This integration and holistic approach in addressing the issues in the HE is in the centre of the proposed project and represents its innovative character.

The intention of the project was to go beyond the HE and through the CPD programmes, training for teachers and run pilot CPD training in partner universities and established the preferred approach in CPD training and roll it out at the national level.

Another concrete objective related to development of recommendations which will ensure consistency of Quality Assurance across all subject areas through implementation of new quality enhancement procedures which will enable the HEIs to raise the quality of teaching and learning and raise standards of training across the country.

The Guidelines for Student Engagement address the national priorities, and students will benefit from their direct involvement in various areas, e.g. curriculum development, quality assurance and enhancement procedures. It will make the training fit-for-purpose and up-to-date and bring in new exciting developments in the HE of the country.

Another important objective of the project is the development of Guidelines for Employer engagement which contribute to modernising HE schemes in Uzbekistan, integrating entrepreneurial spirit and practice into teaching and learning. With the goal of improving conditions for quality growth and jobs, the project will stimulate the university-enterprise cooperation culture by promoting good practices for setting internal interfaces in universities, creation of capacities of human resources, promoting coherent information and communication strategies between universities and local and national businesses.

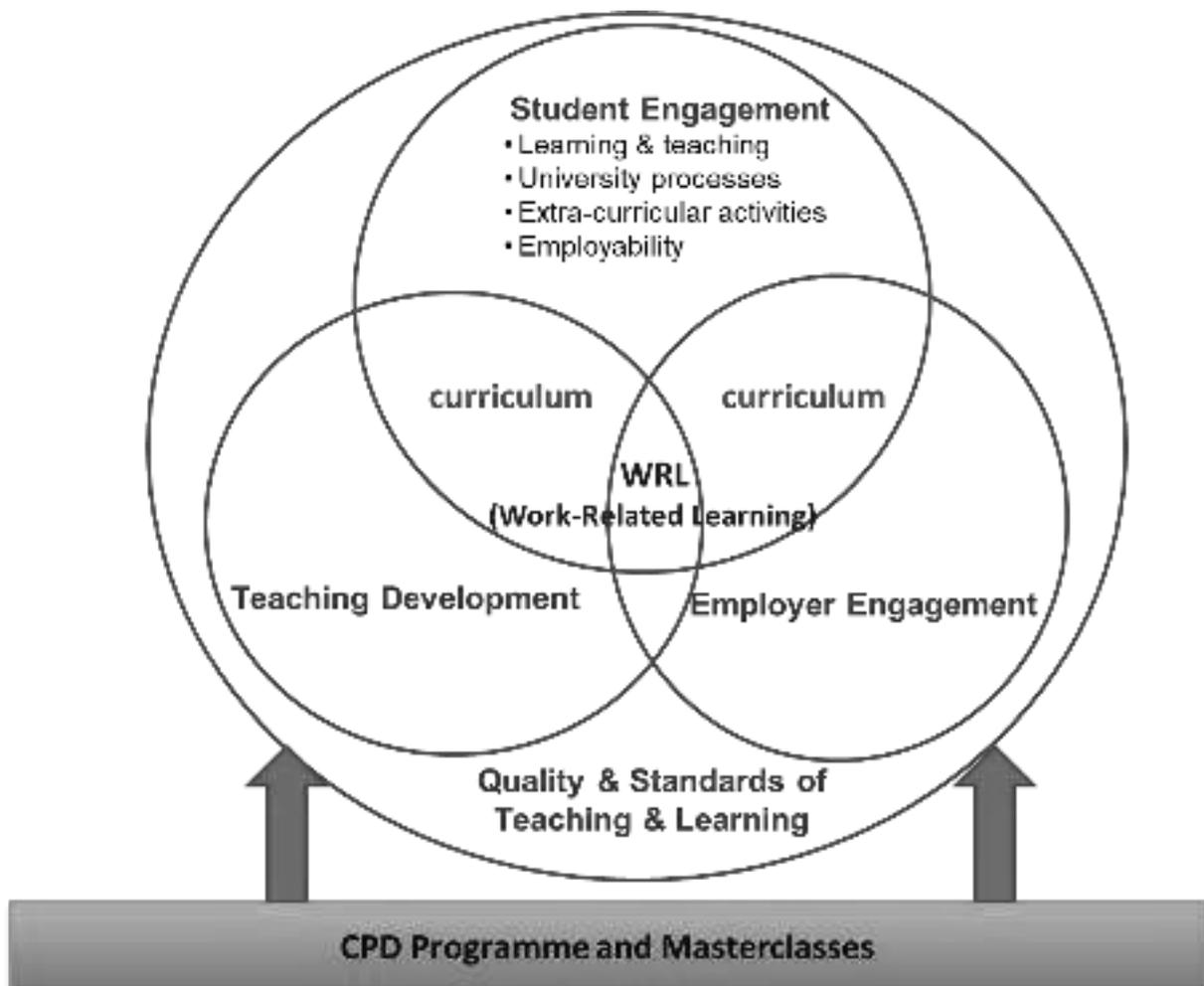
All participating institutions complemented each other and this helped multiply the effects of the outcomes at the national level. The participation of the Ministry of Higher and Secondary Specialised Education and Head Scientific and Methodological Center enabled smooth implementation of our achievements.

Thank you very much for all partners for successful cooperation!

**Project manager**

**DR.,prof. Velta Lubkina  
Rezekne Academy of Technologies,  
LATVIA**

## GUIDELINES MAP



## CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS OF HIGHER EDUCATION INSTITUTIONS

This guidebook indicates the opportunities for: the further improvement of professional development system, the full realisation of re-training and professional development forms indirectly through the implementation of innovative, cutting-edge pedagogical and information-communication technologies in the learning processes by studying advanced foreign expertise, the use of alternative forms of in-service training based on the improvement of diversified continuous professional development processes taking into account the results of teachers' scientific and pedagogical activities.

The Regulation "On the organization of continuing professional development of pedagogical staff of higher education institutions" includes such concepts as electronic portfolio, distance learning, independent training, alternative training and continuous training. Thus, the Guidebook for the Continuing Professional Development of Higher Education Institutions (HEIs) of the Republic of Uzbekistan includes suggestions and recommendations for the organisation of the electronic portfolio and continuing professional development of teachers at higher education institutions.

### **The goals and objectives of the organization of continuing professional development of pedagogical staff of higher educational institutions (HEIs)**

Continuing professional development is a multidimensional system that allows teachers



to continuously improve their professional skills in line with modern requirements.

The main goal of the continuing professional development system is to encourage the development of independent self-employed and professional skills, based on the capacities and willingness of the teaching staff, through the full implementation of direct and indirect forms of professional development.

### **The tasks for organization of continuous professional development:**

- develop mechanisms for continuous development and improvement of professional skills and competence of pedagogical staff of higher educational institutions;
- constantly improve the curriculum and programmes of the professional development courses introducing advanced overseas experience in the educational process;
- ensure the full implementation and monitoring of the alternative forms of professional development related to professional activity;
- organise varied continuous training and identification of independent activities for the satisfaction of professional needs;
- provide the integration of education, science and production, determine the requirements for the competence and quality of the teaching staff.

This process should be organized at higher education institutions, ie within each department. Each teacher has the capacity to continuously improve the quality of teaching at their own preference and at the discretion of the faculty, and this process is carried out continuously with the distribution of 3 academic years. Continuing professional development goals should be based on specific results and personal goals. Continuing professional development will make full use of this opportunity only after realizing that the

pedagogical staff is able to demonstrate the accomplishments they have made.

### **Responsibilities of agencies in-charge for the organization of teachers' continuing professional development in higher education institutions**

#### **Higher education institutions:**

Professional development is a well-planned and continuing process, and the role of the heads of departments is crucial in constructing this process. The heads of departments are responsible for determining the knowledge and skills indispensable for teachers' staff; organizing and managing the continuing professional development. In this process, the heads of departments should also take responsibility for the support of teachers.

The heads of departments are responsible for approving the continuing professional development plan of the teaching staff and controlling the fulfillment of planned tasks. Thus, the heads of departments should create the necessary conditions for the organization of continuing professional development and control over the proper distribution the teaching staff' time.

#### **Heads of the department:**

- Arrange for independently professionally developing pedagogical personnel each academic year to include information about their activities into the electronic portfolio on the platform of the Head Scientific-Methodological Center, and define the forecast parameters of the terms and forms of studying in the training and retraining courses;

- govern systematic analysis of pedagogical personnel according to the results of the electronic portfolio, and takes into account these results in their rating at the end of each academic year;

- conduct the internal monitoring of teaching staff' continuing professional development and evaluates the results of the monitoring as one of the main criteria in the competitions held.

### **Stages of the process of continuing professional development of pedagogical staff at higher education institutions and pedagogical staff' tasks:**

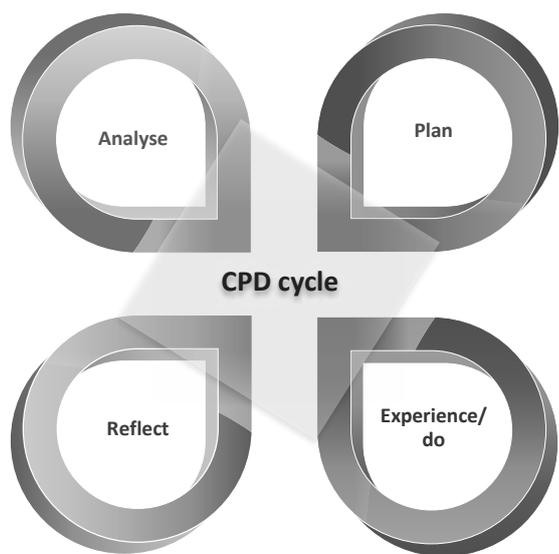
This process takes three years (each academic year), and teachers personally post the information of their activities of the independent professional development in the electronic portfolio for the last three years and results are recorded in the electronic monitoring system.

The evaluation of the teaching staff of the independent training is carried out in accordance with the "Criteria for Assessment of the Self-Improvement of Higher Education Institutions of Teachers' Qualifications".

- Participation in or exemption from at the retraining and teacher training courses under the annual retraining and teacher training programme for teaching staff is directly related to the results of the last three year continuing professional development. Having continuing professional development up to three years, posting the achievements in the e-portfolios, and gaining 86-100 points, teachers have the opportunity to take the final test This control is organized online. Teachers, who scored 86-100 points from the final test, are exempted from the retraining and teacher training courses under the annual retraining and teacher training programme and given them a state qualification certificate. In case teachers cannot gain the assigned results, they are recruited on repeated courses.



### Mechanism of continuing professional development



The above mentioned CPD cycle is suggested for measuring achievements:

Teachers are recommended to work with at least one other colleague at all times through this process.

At the end of each phase teachers are asked to reflect on their learning and post their reflection in their E-portfolio. This process helps teachers to be reflective that guarantees the effectiveness of this guidebook.

#### 1. Analysis of CPD needs

Teachers should respond to the questions given in the table in order to identify and plan aims, and define long-term goals within the framework of continuing professional development.

Questions for setting goals	Setting goals
Where am I now? Assess your current skills	
Where would I like to see myself in two, five, ten years?	
How will I achieve my goals?	
What actions do I need to take? Identify appropriate learning activity (clarifying resources required) You have to think carefully about a number of questions when deciding each activity. Is it realistic? Can we do it well? Will it have a big impact on student behaviour or achievement? Can I afford it? Is it urgent at this time?	
Who or what can help me with this?	
What will measure my achievement?	

#### 2. Planning CPD:

When teachers have analyzed their CPD needs, they should fill in the chart. This will help them to think about their CPD needs.

It is considered as ready to offer a three-year continuous training plan after identifying ways, trends and mechanisms of independent training.

The following table should be included in the electronic portfolio. Based on this table, the types of professional development can be upgraded within 3 years. Teachers include the items of the continuing professional development into their individual work plan for the academic year.

Action plan	When will it start and finish?	Expected results	Report of the activity
Participate in professional development exchange programmes	2020	Develop professional in the field of expertise, share the experience with the colleagues	Name of the course: Timeframe of the course: Specialty: Aim: Novelty: Gained results: Plans for future:

### Continuing professional development includes the following forms:

№	Forms of independent professional development	Performance Evaluation Principles
<b>I. Independent professional development according to Specialty</b>		
1.	Conducting open lessons and master classes	At least 2 master classes per academic year At least 2 open lessons per academic year
2.	Working with talented students	Winning prizes at students' Olympiads at the national and international level, sports competitions, art contests and exhibitions
3.	Making presentations of articles at scientific conferences	Local/international
4.	Publishing articles in scientific journals	Separately for each scientific article
5.	Taking part in exhibitions and contests	Local/international
6.	Taking part in scientific projects	International projects; projects within state scientific-technic programmes: as a project leader; as a project member. economic agreement: as a manager; a member.
7.	Publishing articles in international (Impact-Factor) publications	For each article published in scientific journals with high rating included in the International Database or scientific journals with "Impact Factor"
8.	Authorship for inventions, rationalization proposals, innovative developments or processings	invention (patent); rationalization proposal; authorship of innovative developments
9.	Preparation and publication of monograph	individual authorship; co-authorship
10.	Preparation and publication of textbooks, manuals, methodological manuals	Textbook; manuals; methodological manual.
11.	supervising the PhD nominee whose dissertations was defended in order to obtain a PhD degree	For defended dissertation within 3 years
<b>II. Alternative forms of professional development</b>		
12.	Preparation and publication of textbooks or manuals within the last 3 years individually	
13.	Supervising at least 1 DSc nominee or 2 PhD nominees whose dissertations have been defended to obtain scientific degrees within the last 3 years	
14.	Defending PhD/DSc dissertations within 3 years	
15.	Taking professional development, internships in foreign countries within the last 3 years (duration: professional development -1-3 months, internship – 3 months-1 year)	
16.	Having the academic title of Academician at the Science Academy of Uzbekistan	

### 3. Implementation of continuing professional development

At this stage, the tasks planned by the teaching staff are being realized. Then, continuing professional development plan is carried out for three years and achievements of professional activities are posted into the electronic portfolio.

Here, teachers enter the documents confirming their professional activity into the electronic portfolio.

The pedagogical personnel are personally responsible for the accuracy of all information entered into the electronic portfolio system.

#### 4. Self-evaluation and analysis

At the end of a semester, teachers will report on the work done and results obtained at the department meeting. At this stage, it will be possible to analyze the effectiveness of the work done by the faculty and the achievements.

All the basic documents uploaded to the electronic portfolio should be kept in separate personal file of each professor-teacher at the department.

The level of proficiency of professors and teachers is determined on the basis of the level of knowledge and skills of the subject, the level of knowledge of foreign languages and the level of application of information and communication technologies in the educational process. This part of the manual provides recommendations for professors and teachers at higher education institutions to improve their knowledge and skills on English language and ICT by working independently.

##### Guidelines for Teachers on Learning Foreign Languages Independently

Learning English is not easy, but figuring out how to improve it is not as difficult as it seems. Research has proven that the best way to get the results is by using a personalized study plan. Suggested study plan makes improving simple by combining the structure teachers need with the flexibility they want. In this guide, teachers are explained exactly what they need to do over the next six months to improve their language level. Guidelines help teachers to identify their level of English, organise work on building vocabulary, improving grammar, and developing language skills by following the suggested online resources.



These recommendations emphasize that pedagogical cadres will be able to define their level of English proficiency, master the rules of composition, improve grammar, lexicology and other language aspects, and use rationalized online resources to study foreign languages.

The level of English can be determined on a scale from Beginner to Very advanced. Check the table below to see which level you have, or take a 20 minute free [Online English Level Test](#) which will help you determine your English level with accuracy.

Level	Description	CEFR level
Proficiency	I speak and understand English completely fluently.	C2
Advanced	I speak and understand very well but sometimes have problems with unfamiliar situations and vocabulary.	C2
Pre-advanced	I speak and understand well but still make mistakes and fail to make myself understood occasionally.	C1
Upper Intermediate	I speak and understand well but still make mistakes and fail to make myself understood occasionally.	B2
Intermediate	I can speak and understand reasonably well and can use basic tenses but have problems with more complex grammar and vocabulary.	B1
Low Intermediate	I can make simple sentences and can understand the main points of a conversation but need much more vocabulary.	B1
Pre-Intermediate	I can communicate simply and understand in familiar situations but only with some difficulty.	A2
Elementary	I can say and understand a few things in English.	A1/2
Beginner	I do not speak any English.	A0

##### MORE WEBSITES TO IDENTIFY YOUR LEVEL OF ENGLISH

[http://www.englishtag.com/tests/level\\_test.asp](http://www.englishtag.com/tests/level_test.asp)

<https://learnenglish.britishcouncil.org/en/content>

<http://www.cambridgeenglish.org/test-your-english/>

By accessing these websites, you can identify your level of knowledge. This will help you to determine whether you should continue with English at a later stage.

##### Examples on learning language aspects

Subscribe to a daily email from the Merriam-Webster Learner's Dictionary, which has useful

words for English learners with simple definitions written so that learners can understand them. You can also use FluentU to find new vocabulary words to learn. FluentU takes real-world videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized language learning lessons.

Some examples are provided below:

#### **Vocabulary Word Exercise:**

1. Get a blank piece of paper (or an index card).
2. Choose a vocabulary word to learn.
3. Divide the paper into four parts.
4. Write the vocabulary word in the center.
5. In the top left, write the definition and the part of speech (e.g. noun, adjective, verb, etc.) of the word.
6. In the top right, write a sentence using the word.
7. In the bottom left, write synonyms for the word. Synonyms are different words having the same meaning.
8. In the bottom right, write the different forms of the word. For example, for “swim” you would also write “swims,” “swimming,” “swam” and “swum.” Try to understand when you would use each form.

Now use your new word during the day!

#### **To learn a New Phrase**

Phrases are just as important as individual words. If you only learn the meanings of single words, you might be able to say “how are you?” but you won’t know the phrase “what’s up?”

It’s not always obvious when something is a phrase and not just a regular sentence. One way to tell is if you hear the same words repeated in the same order more than once. You can also search for the phrase on the Free Dictionary’s idioms section.

Another way is to look them up on websites like English Daily, which has a huge list of English idioms. Not all the idioms you find on websites like English Daily are actually used in everyday

English conversations though, so you’ll need to learn how and when they’re used as well.

You can also check PhraseMix, which has many lessons about more common English phrases available for free.

#### **Phrase Learning Exercise:**

1. Choose a phrase from any of the sources above.
2. Read the phrase and the sentence that the phrase is in.
3. Answer these questions: Does your native language use a similar phrase? When might you use the phrase?
4. Come up with your own sentence using the idiom in a way that you would in your everyday life.

#### **How to learn Grammar**

As a language learner, it’s important to understand grammar rules. There are so many new rules and words connected to English grammar, though, that learners sometimes don’t know where to start.

There are plenty of websites that give very short and clear explanations of single grammar rules. One good source is 5 Minute English.

Another great website is the British Council’s Quick Grammar Reference. You can test yourself here with interactive quizzes for each grammar rule. You can also check out Grammar Bytes, which has super clear and quick explanations with lots of examples.

There are lots of websites like these, so choose the one that works the best for you.





includes a special page on pronunciation, including practice with minimal pairs.

### ***eslcafe.com***

A forum for both ESL teachers and students around the world. Includes quizzes, grammar explanations, and discussion forums for students. For teachers, includes classroom ideas on all subjects as well as discussion forums.

### **The California Distance Learning Project *cdlponline.org***

Read and listen to a news stories on topics including working, housing, money and health, then work on activities based on the stories including matching pairs, vocabulary, and quiz questions. Some stories also include videos.

### **BBC Learning English *bbc.co.uk/worldservice/learningenglish***



An array of wonderful activities for practice, some relating to current events. Includes videos, quizzes, vocabulary practice, idioms, crosswords, and much more, though all with British accents.

### **Activities for ESL Students *a4esl.org***

Grammar and vocabulary practice for all levels, including many bilingual quizzes for beginners. Also includes a link for teachers, with conversation questions, games, and many other ideas to put to use in the classroom.

### **ABCYa *abcya.com***

This is a website for kids, but who says adults can't use it, too? The site includes educational games organized by grade level, from 1st to 5th, and is particularly good for spelling and phonics.

There are games to practice vowels, uppercase and lowercase letters, Dolch sight words, synonyms and antonyms and more.

### **TV 411 *tv411.org***

This site includes videos with native speakers explaining key reading concepts like critical reading, summarizing and scanning, and key life skills like signing a lease and reading a medicine label. Following each video is a comprehension quiz. Click on the blue tabs across the top lead for lessons on reading, writing, vocabulary and finance.

### **GCF Learn Free *gcflearnfree.org/everydaylife***

A well-designed site with interactive tutorials for everything from operating an ATM machine to reading food labels. If you click on the main page icon and then click on reading, the site has resources for English language learners as well, including stories to listen to and read along, and picture dictionaries.

### **Language Guide *languageguide.org/english***

This is an online picture dictionary, with everything from the alphabet to parts of the body to farm animals.

### **Oxford University Press *elt.oup.com/learning\_resources***

This site from Oxford University Press has activities to practice spelling, grammar, pronunciation, and listening. A bit difficult to navigate, so more suitable for advanced learners and savvy internet users.

### **BBC GCSE Bitesize – English**

Learn English from English literature to creative writing and presentation skills using interactive audio, video and game content from Bitesize.

### **Learn English – BritishCouncil**

Portal linking websites for teachers and learners of English as a Foreign Language and providing fun language practice through themes and skill based English language activities.



give them and then uploading them for students to re-watch. Studies show that posting recorded lectures *does not* diminish attendance and students really appreciate the opportunity to re-view lectures at their own pace

Teachers also can explore different internet sources and incorporate them into their classes. Some of the sites are given below as a starting point:

**SpeechPeek (<http://speechpeek.com/>)** is an online portal where teachers can create interactive speaking and listening exercises for students to complete and submit them in a distance. Students can record their responses to the exercises and save in the site; teachers grade and give feedback for students. In addition, teachers can also record the solutions to the exercises for students to check.

**Quizsocket.com** is an internet based utility to design quizzes, questionnaires, surveys for students to respond in on-line or in classroom mode.

**Goformative.com** is another internet tool for teachers to design quizzes or tests with variety of question formats: multiple-choice-true/false, etc. Additionally, students can type their answers or can respond with a picture or diagram.

**Socrative.com** suggests students participating in team or individual participation in responding to the tasks. It also lets teachers get students' feedback and design formative assessment beforehand.

**Kahoot.com** is a utility which allows teachers embed pictures and diagrams to the questions and assign the time limit for students' responses. In addition, this tool does not require students to open the account.

**Youtube.com** provides the series of video materials related to different subjects and topics.



Teachers can design questions for such video or use the demonstration of the experiment as a supplementary to the lecture.

**moodle.edu.uz** –The platform serving to introduce distance learning on educational directions of higher education institutions of the Republic by the Ministry of Higher and Secondary Specialized Education covers the best sides of websites and the mentioned portal. You can virtually interact with students and regularly support their acquisition of subjects via uploading your own resources in the given platform. And this is the basis for the rapid introduction of cutting-edge technologies into the learning process.

The evidences of the IT implementation must be given in the forms of:

- lesson plans where ICT is applied,
- scientific articles where the experience is described;
- seminars in the department organized for the colleagues;
- participation with the workshops in the conferences.

These recommendations are aimed to increase the teachers' knowledge of ICT and English independently in the continuous professional development system. One should bear in mind that each teacher is responsible for their own professional development.

## STUDENT ENGAGEMENT IN THE PROCESSES OF EDUCATION - QUALITY ASSURANCE

### DEVELOPING ONE COMMUNITY OF TEACHERS AND STUDENTS

One of the objectives of the Erasmus+ IMEP Project has been to investigate how universities engage their students in teaching and learning and what they can do to become an exciting, fresh and creative place for students to study in the present-day higher education.

In order to develop these Guidelines, the project team of academic staff and students representing all participating institutions in Uzbekistan and the European Union conducted a survey of students, academic staff and university leaders and discussed the results of the surveys at the Conference in Bukhara, 16-17 March, 2017. Staff and student representatives considered the results of the survey and examples of good practice in Uzbek and EU universities, which were presented and approved by all participants after the conference. The Guidelines have been developed further and refined through ongoing deliberation since the Bukhara conference, including discussion at and input from the Samarkand IMEP Conference in November 2017 and London Masterclasses in March 2018 .

Student engagement in the Higher Education has been central in the research of many scholars (Astin, 1993; Bryson, 2014; Fredricks et al., 2004; Gibbs, 2014; Kahu, 2013; Nygaard et al., 2013; Pascarella & Ternzini, 2005). The term 'student engagement' refers both to a concept and a set of practices. It is often substituted by other two seemingly close synonyms:



*'involvement'* and *'participation'*. However, the term *'engagement'* semantically incorporates more; on top of activity it requires feelings (emotional engagement) and sense-making (cognitive engagement) (Harper & Quaye, 2009: 5). The analysis of various definitions of the wide ranging term 'student engagement' and how various authors approached it was provided by Trowler (2010). Apart from defining this multifaceted term, she aims to establish why we need student engagement, who benefits from it and what are critical success factors. Harrington et al. (2016) offer further development and rethinking of the term student engagement as a "process that enables students to experience this more collaborative, complex and nuanced version of education, which at its heart is about engagement as learning, and learning as becoming" (107). This definition will be used as the foundation of the current Guidelines aiming at transforming university communities into a place of collaboration and discovery, where barriers between teaching and research are removed and where relationship between staff and students is continuously shaped into an exciting collaboration and creation of rich and original ideas in teaching and learning.

Student engagement is often overlooked in developing university strategies and everyday practice. The Guidelines aim to empower students and develop approaches which would encourage their participation in communities of scholarly debate and lifelong learning and making university life much richer and more rewarding for all.

### GENERAL RECOMMENDATIONS

1. To develop and adopt a University Strategy and Policy on Student Engagement in the processes of education quality assurance by every higher education institution including the following:

- There should be a clear statement of objectives in terms of student engagement specifying