



**ACCESSIBILITY AND HARMONIZATION OF HIGHER
EDUCATION IN CENTRAL ASIA THROUGH CURRICULUM
MODERNIZATION AND DEVELOPMENT**

Project № 561553-EPP-1-2015-1-BG-EPPKA2-CBHE-JP

**ERASMUS+ Programme
KA2 - Capacity-building in the Field of Higher Education**

Coordinated by Burgas Free University

**WP1 Research
Dev. 1.1
App. 8.9 Institutional Report – TSIC, Turkmenistan**



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Dissemination level Deliverable target group	PU Members of the consortium including EACEA and Commission services and project reviewers as well as all interested parties
Language	English

INSTITUTIONAL SUMMARY REPORT – P10 TSIC, Turkmenistan**A. General Information****COUNTRY: Turkmenistan****INSTITUTION** (Full name and abbreviation): Turkmen State Institute of Culture - TSIC**ADDRESS:** 744000, Turkmenistan, Ashgabat (114, 10 years Abadanchylyk str.).

Phone: +993 12 481130 Fax: +993 12 481099

FACULTIES (or other university units):

1. "Dramatic Art"
 2. "Cultural Heritage"
 3. "Library and museum management"
- (Please, add as many rows as necessary.)

B. Information related to Engineering and Engineering Trade Subject Area**I. Academic Programs in Engineering and Engineering Trade Subject Area**

Please, specify only Bachelor's and/or Master's Degree Programs which the university is expected to provide education in over the period of the Project (the next three academic years: 2015-18)¹, with indication of the Area (see table) where the academic program should be considered.

Engineering	Area 1
Engineering Trade	Area 2

Table 1. Description of Academic Programs in the field of Engineering and Engineering Trade

Area	Name of the Academic Program	Educational degree provided (<i>Bachelor, Master</i>)	Form of study (<i>part-time, full-time, distant education</i>)	Approximate total number of students (<i>at 2014-2015</i>)	Total number of academic staff
Area 1	Modern information systems	Subject (for all students of 1st course)	fulltime	200	6
Area 1	Information services specialist	specialist	fulltime	50	7
Area 1	Sound engineering	Subject (Soundman)	fulltime	30	3

¹If the university does not offer academic programs in Engineering and Engineering Trade subject area, please, in Table 1 fill in academic programs whose program's curriculum includes courses/subjects related to Engineering Sciences.

Area 1	Cinema&TV illumination engineering	Subject (Light directors)	fulltime	30	3
Area 1	Film editing	(TV cameraman)	fulltime	50	6

II. Current State of Education

Please, provide the following information for your university.

II.1. Quality of the Program’s Curriculum and the Teaching Programs. Provide the information for each Bachelor Degree and Master Degree.

a) The indicators in this section refer to the Program’s Curriculum. They aim to assess the consistency of the academic program with the requirements of the European higher education.

Share of core (required), Compulsory Specialized subjects, specialized subjects, common and optional subjects, and elective courses included in the Program’s curriculum:

The 1st Level Bachelor’s Degree of Civil Engineering is a 3-year program organized as follows:

TYPE/AREA		NUMBER OF HOURS
Modern information systems	BASIC COMPULSORY (mathematic and natural sciences)	136
Specialist Full time , Information services specialist/ Area1	CORE (humanitarian and social-economic subjects)	614
	BASIC COMPULSORY (mathematic and natural sciences)	398
	COMPULSORY SPECIALIZED (general specialty)	1886
	SPECIALIZED (specialty)	2646
Sound engineering(soundman)	SPECIALIZED (specialty)	1394
Cinema&TV illumination engineering(Light directors)	SPECIALIZED (specialty)	412
Film editing(cameraman)	SPECIALIZED (specialty)	204

b. Do you collect information on Program’s curriculum, teaching programs, learning materials related to similar academic programs at European higher academic institutions (HEIs)?

No.

Please, provide information about the ways to collect such data and give specific examples.

c. Share of the teaching staff with a doctoral degree/PhD (% of the full-time academic staff providing education at university or Faculty level) (average)

0%

d. Policy toward usage of modern approaches and methods of teaching

Please, give evidence on the usage of modern approaches and methods of teaching. Describe the policy for upgrading academic staff qualification. Mention specific actions taken such as seminars, workshops, training courses, etc. which aim to raise teachers' awareness of contemporary methods in higher education.

- a. Training workshop organized Ministry of education.
- b. Participation in the international seminar, workshops.
- c. Participation international regional institutional conferences

e. Existence of a Quality Assurance System at National level or International QAS followed. Please explain QAS, if any, to recognize degrees nationwide and follow up system, if any, to reaccredit degrees after being implemented for a given number of years.

Republic of Turkmenistan has its own national system of Quality Assurance. According to the Law of Turkmenistan "On Education» (4 May 2013) the state control over the quality of education is provided by the establishment and functioning of the national system of quality assurance. Attestation is made by the Ministry of education and science every five years. In the total score of quality assessment of teacher knowledge is taken into account the assessment of the students received

f. Share of new courses (subjects) which have been introduced in the Program's curricula for the last 3 years (% of the total number of courses/subjects in the Program's curriculum)

0%, but every curricula every year improving program quality of education, the content of each course.

g. Usage of contemporary references

Please, specify the approximate average number per University/Faculty/Department according with the data used at your university, specify which one.

Share of core readings (references) issued over the last five (0-5) years (% of the total number of core readings)	Share of core readings (references) issued over the last ten (0 - 10) years (% of the total number of core readings)	Share of the digital references in e-format (% of the total number of references)
0	0	0

II.2. ICT facilities and ICT based education

II.2.a This section aims to shed light on the usage of ICT-based facilities and teaching methods as well as the digital competencies of the teaching staff.

Indicator	Value
Teaching e-platform accessible online to support general teaching activities	No
On-line platform for non-presential education courses	No
ICT lab facilities for students and percentage of students that access to them	No

Number of software products used for educational purposes	CourseLab, MS Office 2010, Adobe CC 2014, VisualBasic, Delphi
Access to Wi-Fi at the university campus	No
Average share of academic hours per course/subject requiring usage of ICT- based teaching methods (i.e. computers and software, multimedia devices)	100% face-to-face sessions
Average share of academic hours per course/subject held in a computer lab	About 30% but it depends on the type of the course.
Average share of the teaching staff who regularly use ICT-based methods of teaching	IS 50 CET 100%
Type of e-learning devices used by teaching staff (i.e. personal computer, smartphones, tablets, etc.)	All our multimedia products/tools are designed and developed according to an advanced technology suitable to all mobile devices such laptop etc.
Devices used by students in classrooms (type of personal devices: i.e. laptop, smartphones, tablets, etc.)	Our students use the laptop and pc.
E-learning materials (e-based content) based on e-platform (i.e. Moodle, Sakai, Caroline, etc.)	We have access to WWW
Web based learning-MOOCs	no
Students evaluation methods	Traditional exam
Other non-traditional evaluation methods for transversal competences	no

III Digital Framework

1 Is your university following a strategic plan for Digital implementation? YES/NO. Describe it in max 700 words.

NO

2. Describe how your university develops its Digital Strategy in terms of Concerns and Key Actions during the last 2 years (i.e. training courses, sessions, workshops, financial assistance offered to academics for qualification upgrading, etc.):

	CONCERNS	KEY ACTIONS
Articulation by faculties, schools and CSUs of plans for technology use	-	-
Student experience and support in ICT use	-	-
Administrative Staff training and support in ICT use to improve the digital competence	-	-
Faculty Staff training and support in ICT use to improve the digital competence	-	-
Library services. Research tools	-	-
Technological support for assessment activities	-	-
MOOCs or online courses	-	-
On-line services addressed to the students (class timetable, exam timetable, courses history, grades, digital library and etc.)	-	1.

3. Describe the digital methodology used in your **Learning Environment**, giving examples in different types of subjects related with the type of subjects described in B.1.

You should include a small explanation with the following information:

- ✓ **Type of ICT methodology used:** 100% face-to-face
- ✓ **Type of learning:** only classroom lesson
- ✓ **Digital facilities:** under construction.

IV. Competitiveness of Education

The goal is to assess the competitiveness of your university and the academic program at a national, regional and EU-wide level as well as its conformity with the labor market requirements.

1. Do you receive a feedback from students – current and former ones – about the quality of education in the academic programs? Please answer at university level, Faculties or by areas described in Table 1, according with the characteristics and data of your institution giving information about the ways for collecting such information (i.e. questionnaires, surveys; regular meetings with graduates; alumni associations, etc.). Present specific documents, if applicable. Summarize the results.

Our Institute and the Ministry of Culture allocates graduates to work in the specialty

2. Do you collect information from employers of your students about the quality of education and students' professional qualification and preparation? Please, give information about the ways for collecting such information (i.e. questionnaires, surveys; regular meetings with employers, employers' associations, labor market institutions, etc.). Present specific documents, if applicable. Summarize the results.

Information obtained in the informal communication

3. Student and teaching staff mobility per University/Faculty/Area described in table 1

Average number of students per year over the last 2 years who have <u>studied</u> abroad (excluding the EU countries)	0%
Average number of student per year over the last 2 years who have <u>studied</u> in the EU	0%
Average number of teachers per year over the last 2 years who have visited foreign academic institutions (excluding the EU countries) for the purposes of delivering lectures/seminars, conducting scientific research, project participation	3 teachers, Kazakhstan, Tadjikistan, Uzbekistan
Average number of teachers per year over the last 2 years who have visited academic institutions in the EU for the purposes of delivering lectures/seminars, conducting scientific research, project participation.	5 teachers, Germany, Spain, Italy

4. Employability of graduates. (Please give answers by University/Faculty/Areas described in Table 1)

The next two indicators estimate the degree of qualification mismatch for your graduates. Please, provide data on:

- Share of graduates (% of the average total number of graduates per year) who over the last 5 years have started a job which require professional qualification and theoretical knowledge in the field of Engineering and Engineering Trade. These are students who work in accordance with their field of study/specialty (this indicator is related to the extent of horizontal qualification mismatch).

Our institute in cooperation with the Ministry of Culture directs and provides employment

- Share of graduates (% of the average total number of graduates per year) who over the last 5 years have taken working positions which require the same educational degree (i.e. bachelor or master) as that they possess. These are students who work in accordance with the educational degree acquired (this indicator is related to the extent of vertical qualification mismatch).

Our institute in cooperation with the Ministry of Culture directs and provides employment. They should be sure to work 2 years to get the diploma

5. Education and training provided in a real-life working environment

5.1. Per areas described in table 1, please share the courses/subjects type for which part or all classes are conducted in a real-life working environment (i.e. companies, banks, factories, etc.)

Mandatory internship is foreseen for the following subjects/courses:

In many sectors of our country's culture

5.2. The average number of academic hours per course/subject conducted in a real-life environment

Under construction

5.3. Additional evidence on the practical orientation of the study and the practical training of students (i.e. internships during study, etc.).

For the entire period of study at the institute, the total time 1232 hours practices.

6. University – Business links

Please, provide information on participation of specialists, experts, entrepreneurs, etc. in the educational process and/or curricula development, if any. Specify the average share of lectures/seminars delivered by them (% of total academic hours per course/subject.)

no

7. Does your university study the current tendencies and requirements of the labor market?

(Please, provide specific information about the ways to collect labor market data. Describe records, databases, analysis you prepare, if any.)

according to forecasts needs

8. Does your university/faculty offer or plan to offer joint degree programs with partner universities?

JOINT DEGREES

1. Piza universicy

This partnership offers students to achieve a bilingual MBA(English).

9. Please, discuss the Lifelong Learning (LLL) policy of your institution.

As part of its LLL policy, TSIC offers short-term courses - Computer Science, Drammen actor and film skills leading television and radio broadcasts, television and cinema operator dance of art for all comers. The duration of course - Computer Science is 12 weeks, Drammen actor and film skills leading television and radio broadcasts, television and cinema operator dance of art is 10 months.

10. Future teaching methodologies and their implementation

Thinking about future students, current learning strategies followed by many of them before entering university, and ICT technologies:

Which key competences, skills and practices do you think that will be needed at university level to enhance students learning experience? Explain briefly under faculty staff, student and stakeholders' point of view.

Our institution would like to use modern forms of education that will contribute to the development of creative potential of students and trainers.