



ASIIN Seal

Accreditation Report

Bachelor's Degree Programmes

Agronomy

Plant Protection and Quarantine

***Technology of Storage and Processing of
Agricultural Products***

Horticulture and Grape Growing

Provided by

**Andijan Institute of Agriculture and
Agrotechnologies**

Version: 26 June 2026

Table of Content

A About the Accreditation Process.....	3
B Accreditation Status	5
Result Overview	5
Fulfilment of the Accreditation Criteria	5
Requirements.....	7
Accreditation History	7
C Characteristics of the Degree Programmes	8
D Expert Report for the ASIIN Seal	11
1. The Degree Programme: Concept, Content & Implementation	11
2. Exams: System, Concept and Organisation.....	30
3. Resources	35
4. Transparency and Documentation.....	45
5. Quality management: quality assessment and development	48
E Additional Documents	50
F Comment of the Higher Education Institution (11.04.2026)	51
G Summary: Expert recommendations (28.04.2026)	61
H Comment of the Technical Committee 08 – Agriculture, Forestry, and Food Sciences (03.06.2026)	63
I Decision of the Accreditation Commission (26.06.2026)	64
Appendix: Programme Learning Outcomes and Curricula	66

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Ba – Agronomiya	BA – Agronomy	ASIIN	-	08
BA – O‘simliklar karantini va himoyasi	BA – Plant protection and quarantine	ASIIN	-	08
BA – Qishloq xo‘jalik mahsulotlarini saqlash va qayta ishlash texnologiyasi	BA – Technology of storage and processing of agricultural products	ASIIN	-	08
BA – Meva-sabzavotchilik va uzumchilik	BA – Horticulture and Viticulture	ASIIN	-	08
Date of the contract: 04.08.2025 Submission of the final version of the Self-Assessment Report: 28.10.2025 Date of the onsite visit: 04.-05.02.2026 at: Campus Andijan Institute of Agriculture and Agrotechnologies				
Expert panel: Prof. Dr. Dieter Trautz, Osnabrück University of Applied Sciences Prof. Dr.-Ing. Iryna Smetanska, Weihenstephan-Triesdorf University of Applied Sciences Prof. Dr. Gerhard Flick, Neubrandenburg University of Applied Sciences/ FH Oberösterreich Dr. Bahodir Eshchanov, Institute for Advanced Training and Retraining of Agricultural Personnel Husan Ergashev, student at Tashkent State Agrarian University				

¹ ASIIN Seal for degree programmes

² TC: Technical Committee for the following subject areas: TC 08 – Agriculture, Forestry, and Food Sciences

Representative of the ASIIN headquarter: Johann Jakob Winter, M.Sc.	
Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of March 28, 2023 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture as of March 27, 2015	

B Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 26.06.2026.

Degree Programmes	ASIIN Seal	Validity
Ba Agronomy	Accredited with requirements	26.06.2026 - 17.07.2027
Ba Plant Protection and Quarantine	Accredited with requirements	26.06.2026 - 17.07.2027
Ba Technology of Storage and Processing of Agricultural Products	Accredited with requirements	26.06.2026 - 17.07.2027
Ba Horticulture and Grape Growing	Accredited with requirements	26.06.2026 - 17.07.2027

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Agronomy	Ba Plant Protection and Quarantine	Ba Technology of Storage and Processing of Agricultural Products	Ba Horticulture and Grape Growing
1 Degree programme: Concept, Content & Implementation				
<i>1.1 Objectives and learning outcomes (intended qualification profile)</i>	Not fulfilled Requirement A 1	Not fulfilled Requirement A 1	Not fulfilled Requirement A 1	Not fulfilled Requirement A 1
<i>1.2 Title of the degree programme</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled
<i>1.3 Curriculum</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled
<i>1.4 Admission requirements</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	Ba Agro-nomy	Ba Plant Protection and Quarantine	Ba Technology of Storage and Processing of Agricultural Products	Ba Horticulture and Grape Growing
<i>1.5 Workload and credits</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled
<i>1.6 Didactics and teaching methodology</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled
2 Exams: System, Concept and Organisation				
<i>2 Exams: System, Concept and Organisation</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled
3 Resources				
<i>3.1 Staff and staff development</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled
<i>3.2 Student support and student services</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled
<i>3.2 Funds and equipment</i>	Not fulfilled Requirement A 2	Not fulfilled Requirement A 2	Not fulfilled Requirement A 2	Not fulfilled Requirements A 2, A 6
4 Transparency and Documentation				
<i>4.1 Module descriptions</i>	Not fulfilled Requirements A 3, A 4	Not fulfilled Requirements A 3, A 4	Not fulfilled Requirements A 3, A 4	Not fulfilled Requirements A 3, A 4
<i>4.2 Diploma and Diploma Supplement</i>	Not fulfilled Requirement A 5	Not fulfilled Requirement A 5	Not fulfilled Requirement A 5	Not fulfilled Requirement A 5
<i>4.3 Relevant rules</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled
5 Quality Management: Quality Assessment and Development				

ASIIN General Criteria / Subject-Specific Criteria	Ba Agro-nomy	Ba Plant Protection and Quarantine	Ba Technology of Storage and Processing of Agricultural Products	Ba Horticulture and Grape Growing
<i>5 Quality Management: Quality Assessment and Development</i>	Fulfilled	Fulfilled	Fulfilled	Fulfilled

Requirements

For all programmes

- A 1. (ASIIN 1.1) Ensure that the learning outcomes of the programmes are described briefly and concisely, and transparently publish them on the programmes' websites.
- A 2. (ASIIN 3.3) Provide a concept for updating the laboratories to an international work safety and hygiene standard.
- A 3. (ASIIN 4.1) Provide module descriptions for all modules, including the internships and thesis.
- A 4. (ASIIN 4.1) Precisely outline the foreign language modules/ options in the module handbook.
- A 5. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

For BaTSPAP and BaHV

- A 6. (ASIIN 3.3) Provide a concept for the update of the laboratories and equipment to an international standard.

Accreditation History

The programmes have not been previously accredited by ASIIN.

C Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialisation	c) Corresponding level of the EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
BA - Agronomiya	Agronom / Agronomist	-	6	Full-time	-	4 years / 8 semesters	240 ECTS credits	annually in September, since 2018
BA - Plants Protection and Quarantine	O'simliklarni himoya qilish sohasida entomolog, fitopatolog / Entomologist, Phytopathologist in the field of Plant Protection	-	6	Full-time	-	4 years / 8 semesters	240 ECTS credits	annually in September, since 2018
BA - Technology of Storage and Processing of Agricultural Products	Qishloq xo'jaligi mahsulotlarini saqlash va qayta ishlash texnologisi (UZB) / Technologist of storage and processing of agricultural products (ENG)	-	6	Full-time	-	4 years / 8 semesters	240 ECTS credits	annually in September, since 2018
BA - Horticulture and Grape Growing	Meva-uzumchilik agronom / Fruit agronomist	-	6	Full-time	-	4 years / 8 semesters	240 ECTS credits	annually in September, since 2018

Contextualisation

The Andijan Institute of Agriculture and Agrotechnologies (AIAA) was originally established in 1964 based on the Andijan branch of the Tashkent Institute of Irrigation and Agricultural Mechanization. It is located in the city of Andijan in the Fergana valley, which is one of the most populated regions of Uzbekistan that hosts for about 30% of the total population although accounting for only about 1% of the national territory. The Fergana valley is known for its agricultural sector, including, among others, the production of grapes, cotton, fruit, and livestock. As the only public agricultural university in this region, AIAA plays an important role as regional anchor for the training of specialists, advise the farmers and the public, and engage in research and product development to serve the local industries and production plants. Consequently, the university focuses on applied teaching and research.

³ EQF = The European Qualifications Framework for lifelong learning

Currently, the Institute comprises 5 faculties and 19 departments, which offer 41 Bachelor's degree programmes and 25 Master's degree programmes and hosts about 7.200 students in total. The programme portfolio represents the entire agricultural value chain, while the four programmes that are subject to this accreditation procedure, are described the traditional specialisations of the region. All programmes are subject to international accreditation by ASIIN for the first time.

General assessment

Overall, the experts are satisfied with the subject-specific design of the programmes and the applied teaching concept. They positively highlight the network of industrial stakeholders, the staff and staff development measures, as well as the ongoing development processes of the university. Also, the large network of industry partners in the region is seen as a strength of the university. Critical features of the programmes that need to be addressed are the laboratory equipment, safety and hygiene standards, the mandatory implementation of a Bachelor's thesis and the corresponding focus on international literature and critical debates also in the coursework, as well as multiple shortcomings in terms of transparency and documentation. Room for improvement is, among others, also seen in broadening and integrating the programme profiles and fostering international experience and language competency of both the staff body and students.

Programme profiles

According to the Self-Assessment Report, the scope of professional activity of BaAG programme graduates "includes the effective use of land, water, energy, material-technical and labor resources in the process of agricultural production; the introduction of resource-saving technologies; planning, organizing, and managing production processes; as well as monitoring and evaluating the implementation of agronomic measures aimed at increasing crop yields and product quality."

For the BaPPQ programme, AIAA specifies the following professional qualifications: "Graduates of this field of study may engage in professional activities related to teaching subject-specific disciplines in general secondary, secondary specialized, and vocational education institutions, as well as in research institutes, government bodies, and both public and private educational institutions, focusing on solving complex issues related to the agricultural sector."

The BaTSPAP programme "covers professional activities related to the application of innovative equipment and technologies in the storage and processing of grain and oilseed products, fruits and vegetables, grapes, tubers and root crops, melons, meat, dairy, and fish products, as well as winemaking, potable alcohol, and alcoholic beverages. The program

also includes product quality control, packaging, organization of logistics, and rational use of technical means.”

The focus of the BaHV programme is on “the optimization of seasonal production processes of fruits, vegetables, grapes, melons, and potatoes, aiming to increase yield and quality. The program also integrates the rational use of technical means and methods in professional activities. Graduates may work in public and private organizations, enterprises, and institutions, as well as in agricultural firms, farms, and clusters, as agronomists. Their activities may involve the use of land, water, energy, material-technical and labor resources, cultivation of fruit, vegetable, and grape crops, application of additional chemical and biological means, use of technical equipment, production in agricultural systems, specialized management systems in horticulture and viticulture enterprises, and addressing issues related to greenhouse crops affected by diseases and pests.”

D Expert Report for the ASIIN Seal

1. The Degree Programme: Concept, Content & Implementation

Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)

Evidence:

- Self-Assessment Report
- Curriculum review documents of all study programmes
- Study plans of all study programmes
- Objective-module matrices of all study programmes
- Module descriptions of all study programmes
- Diploma Supplements of all programmes
- Study programme website of AIAA: <https://andqxai.uz/study-plans>
- Discussion during the audit

Preliminary assessment and analysis of the experts:

The experts base their assessment of the learning outcomes on the information provided on the university website, the objective-module-matrices, the Diploma Supplements, and the Self-Assessment Report of the three degree programmes under review. The experts refer to the Subject-Specific Criteria (SSC) of the Technical Committee 08 – Agriculture, Forestry, and Food Sciences as a basis for judging whether the intended competence profiles of the three programmes correspond with the competences as outlined by the SSCs. The learning outcomes of all programmes are listed in the appendix.

The experts are generally satisfied with the graduate profiles and the content-wise formulation of the learning outcomes, and therefore confirm that they adequately represent the international standard for Bachelor's programmes at the EQF level 6 of the respective fields. Also, they confirm that the learning outcomes comply with the applicable SSC of the Technical Committee 08 – Agriculture, Forestry, and Food Sciences. However, the experts assess the formulation of the learning outcomes to be too specialised to represent learning outcomes at the programme level. As an example shown in the objective-module matrix, the PPQ programme has a total of 25 learning outcomes, some of which are connected only to one module which gives the impression of module-level learning outcomes. Moreover,

the experts notice that, while the curricula are transparently published on the programmes' websites, the learning outcomes are not outlined there. They consider the learning outcomes a crucial piece of information for all interested parties and potential students, which is why they need to be transparently published in the programme-related documentation and websites. Therefore, the experts require AIAA to revise the programme learning outcomes in that regard, formulate them briefly and concisely, and transparently publish them on the programmes' websites. The revision must then be harmonised in all official documents of the programmes, including the Diploma Supplements.

The employment of graduates of the programmes is constantly monitored by the university's Department for Student Internship Organisation. Their results show that the employment opportunities are generally good with roughly 90% of the graduates of the past five cohorts being employed. Moreover, the results also show that the vast majority of graduates is employed in a job related to the specific subject of study, as displayed in the following table taken from the Self-Assessment Report:

Graduation year	Graduates general number	Placed in Employment	Employment, %	Employment, %	
				Employed in Specialty, %, (number)	Employed Outside Specialty, %, (number)
Agronomy					
2021	83	70	84,3%	94,2% (66)	5,8% (4)
2022	53	45	84,9%	88,9% (40)	11,1% (5)
2023	67	59	88,0%	88,1% (52)	11,9% (7)
2024	73	65	89,0%	86,1% (56)	13,9% (9)
2025	47	42	89,4%	85,7% (36)	14,3% (6)
Plant protection and quarantine					
2021	90	78	86,7%	89,3% (70)	10,7% (8)
2022	47	40	85,1%	90,0% (36)	10,0% (4)
2023	85	75	88,2%	94,6% (71)	5,4% (4)
2024	96	86	89,5%	95,3% (82)	4,7% (4)
2025	52	46	88,5%	91,3% (42)	8,7% (4)
Technology of storage and processing of agricultural products					
2021	58	49	84,5%	91,8% (45)	8,2% (4)
2022	40	35	87,5%	91,4% (32)	8,6% (3)
2023	38	33	86,8%	90,9% (30)	9,1% (3)
2024	40	34	85,0%	94,1% (32)	5,8% (2)
2025	41	36	87,8%	91,6% (33)	8,4% (3)
Horticulture and Viticulture					
2021	61	54	88,5%	90,7% (49)	9,3% (5)
2022	25	22	88,0%	90,9% (20)	9,1% (2)
2023	19	17	89,5%	94,1% (16)	5,9% (1)
2024	25	22	88,0%	90,9% (20)	9,1% (2)
2025	32	28	87,5%	92,8% (26)	7,2% (2)

Regular employers of graduates of all four programmes include government bodies and ministerial authorities, the Academy of Sciences of the Republic of Uzbekistan and its affiliated sectoral research institutes, higher and professional educational institutions, public and private organisations, industrial associations and companies in the fields of agriculture, winemaking, potable alcohol, and beverage production, storage, and processing.

Confirming the high employment number shown in the table, the industry representatives affirm their overall satisfaction with all programmes during the on-site visit. They particularly emphasise the students' and graduates' good practical skills and motivation, which generally satisfies the experts. Also, they explain that graduates generally get higher position jobs in farms and associations related to their programme speciality. Nevertheless, as the experts intensely discuss the very narrow graduate profile, the industry representatives agree that a certain degree of integration between the specialties would be beneficial. The

experts positively acknowledge that the university has already recognised this need and trend, as they, e.g., present their “Modern agronomist training model” which promotes the transition from agriculture towards agro-industry by integrating the specialities to some extent, and adding general skills like entrepreneurship and IT competency to the graduate profile. The experts are convinced that this is a suitable and necessary development path for the programmes but point out that, so far, these skills are not yet to be found in the programmes. The university representatives explain that the change of the programmes is a complicated process given and centralised regulation of study programmes in Uzbekistan and the required approval of the responsible ministries. However, this development should be fostered in the next programme review process. The experts encourage AIAA to pursue this agenda and highly recommend broadening the qualification profiles in that regard.

The design of all four programmes and their learning outcomes is based on model curricula developed by national authorities. This model design was reviewed the last time in 2023. As the university representatives explain, these reviews always include benchmarking with different universities abroad, such as Weihenstephan-Triessdorf University and University of Hohenheim in Germany, both of which are cooperation partners of AIAA. The industry representatives confirm their involvement into the programme development, especially regarding the design of the elective modules. Also, the students explain that they are engaged in the development process through their representation in the academic council of the faculties.

In summary, the experts confirm that the objectives and learning outcomes of all four programmes are compliant with the applicable SSC, represent the Bachelor’s EQF level 6, and are generally feasible to produce graduates with good job prospects, as close stakeholder relations and an extensive review process ensure their relevance for both the labour market and society. However, the experts recommend integrating and broadening the currently very narrow and specialised graduation profiles to address the future needs of agriculture businesses. Moreover, the formulation of the learning outcomes needs to be reviewed to ensure a clear distinction between programme-level and module-level learning outcomes. Following this revision, the learning outcomes must be published on the respective programme websites.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Study programme website

- Examples of Diploma Supplements
- Examples of Diploma Certificates
- Discussions during the audit

Preliminary assessment and analysis of the experts:

As the representatives of the Rector's office explain, the programmes' names were chosen in accordance with the State Standard of the Republic of Uzbekistan for titles of study programmes. According to the Diploma Supplements, AIAA awards the degree of "Bachelor of Science" for all programmes under review. Furthermore, graduates are allowed to use the following titles upon completion of the programmes:

- BaAG: Agronomist, Agronomist-controller
- BaPPQ: Entomologist, phytopathologist in the field of plant protection
- BaTSPAP: Technologist of storage and processing of agricultural products
- BaHV: Fruit agronomist

While the experts deem the degree titles generally adequate, they note that the programme titles are not used consistently across all documents. As an example, the Diploma Certificates display the name "Plant protection" for BaPPA, "Storage and primary processing technology of agricultural products" for BaTSPAP, and "Fruit growing and viticulture". Further inconsistencies can be found also in other documents. The experts stress the necessity for consistency as inconsistent programme names and degree titles can be a major obstacle for the recognition of qualifications. Therefore, they require AIAA to harmonise the programme names and degree titles in all official documents.

Specifically for the BaHV programme, the experts point out that the internationally recognised understanding of viticulture refers to the full process of winemaking, including the agricultural and food technology components. The latter are not adequately contained in the programme. The programme coordinators explain that the programme is mainly focused on the production of table grapes, while winemaking is included only as an elective option. Therefore, the name viticulture does not adequately capture the programme and the obtained qualification of graduates. The university representatives recognise this and point out that the original Uzbek name actually translates to "grape growing". The experts recognise this and, therefore, require AIAA to adapt the English translation of the programme name to match the original denomination and the programme's contents.

In summary, the experts confirm that, with the exception of the English translation of the BaHV programme name, the programme titles in both their original name and English translation adequately reflect the learning outcomes and curricular contents of the pro-

grammes. However, inconsistencies in the display of the programme names and degree titles in the official documents need to be addressed.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Curricular overviews of all study programmes
- Module descriptions of all study programmes
- Objective-module matrices of all study programmes
- Exemplary study schedule
- AIAA strategic plan 2022-26
- Statistics on student mobility
- Cooperation agreements
- Ministerial decree “On Measures To Improve The System Related To The Organization Of The Educational Process In Higher Educational Institutions”
- Curriculum review documents of all study programmes
- Discussion during the audit

Preliminary assessment and analysis of the experts:

Structure and content

The experts base their assessment of the curricula on the curricular structures, as displayed in the appendix below, the module handbooks, as well as further supporting documentation as given in the Self-Assessment Report.

All four programmes have a full-time study duration of four years (8 semesters) and a credit load of 240 ECTS credits, resulting in a credit load of 60 ECTS credits per academic year. Each semester lasts 15 weeks and contains a designated workload of 15 credits. The overall structure of the programmes is the same and includes compulsory modules, elective modules, internships, and the final state attestation. Besides the subject-specific compulsory modules, all programmes contain the national compulsory modules “The newest history of Uzbekistan”, “Physical culture and sport” and “Religious studies”, as well as multiple foreign language modules. These national compulsory modules are mainly contained in the first two semesters of all programmes. Moreover, in all programmes, each academic year contains at least one internship module, which is carried out at AIAA’s educational and experimental farm, regional research institutes like the Andijan Branch of the Research In-

stitute of Vegetable, Melon, and Potato Crops, and the Andijan Branch of the Mahmud Mirzaev Research Institute of Horticulture, Viticulture, and Winemaking, or partnering companies. The curricula of all four programmes are outlined in the appendix.

In the first year of study, all programmes emphasise basic scientific and methodological preparation through core subjects such as “Botany and plant physiology”, chemistry-related modules (including analytical and bioorganic chemistry), biology-oriented courses, and introductory ICT or mathematics subjects. The second year across all programmes builds disciplinary foundations in applied agricultural sciences, notably “Soil science and agrochemistry”, “Farming”, and biologically oriented production or protection disciplines. In the third year, the curricula shift toward specialisation, with crop-, protection-, or technology-oriented subjects becoming dominant. The final year of study in all programmes is devoted to advanced professional modules, elective courses, pre-graduation or industrial practice, and the final state attestation, which includes the defence of a graduation qualification work or state examination. All programmes incorporate elective modules distributed throughout the curriculum, allowing students to individualise their learning paths, and all include laboratory and practical work in key discipline-specific subjects.

In terms of distinctive features of the programmes, the BaAG programme places a strong emphasis on broad-based crop production systems, with core subjects such as “Agricultural biotechnology and microbiology”, “Land reclamation and land management”, “Forage cultivation”, “Plant protection”, and “Cotton farming”, culminating in “Plant science” as a major compulsory subject in the final year. The programme includes seven elective slots, each offering two options, and integrates laboratory work in chemistry, plant sciences, soil science, farming, and reclamation disciplines.

The BaPPQ programme is characterised by its focus on biological threats to crops and regulatory control measures. In addition to shared foundational subjects, it introduces specialised courses such as “General phytopathology and microbiology”, “Agricultural entomology”, “Mycology”, and “Plant immunity” at an early stage. Advanced years emphasise “Chemical and biological plant protection”, “Phytosanitary control and diagnostics”, and “Quarantine principles”, including import-export and forecasting aspects. The programme offers seven elective slots and features extensive laboratory and practical training in entomology, phytopathology, agrotoxicology, and quarantine diagnostics.

The BaTSPAP programme combines agricultural science with engineering and food technology. While sharing the general scientific foundation with the other programmes, it is distinguished by modules such as “Food chemistry and analysis”, “Microbiology”, “Agricultural product drying technology”, and a wide range of processing and storage technologies for horticultural, grain, cotton, dairy, and meat products. Engineering-oriented subjects

and technological process design play a central role, particularly in the third and fourth years. The curriculum includes seven elective slots and places strong emphasis on laboratory-based instruction and industrial practice in processing and storage technologies.

The BaHV programme focuses on fruit, vegetable, and grape production systems. After a common foundational phase, it develops specialization through subjects such as “Fruit growing”, “Vegetable growing”, “Viticulture”, “Fruit crop nursery”, and “Breeding, seed production, and cultivar science of fruit and vegetable crops”, complemented by modules on storage and processing relevant to horticultural products. In contrast to the other programmes, it contains six elective slots, offering alternative pathways within horticulture, viticulture, and related applied fields. Laboratory and practical training is embedded in plant biology, soil science, plant protection, and selected horticultural production courses.

The experts are generally satisfied with the structure and subject-specific contents of the curricula, which can mediate a solid applied skillset of the respective discipline. Only for the BaPPQ programme, they cannot find the topic of residue management in any module. The programme coordinators state that this topic is included only in Master’s programmes which, however, does not satisfy the experts. Residue management is of crucial importance for plant protection specialists and should therefore be included at the Bachelor’s level.

Also, in terms of the curricular contents of all programmes, the experts are happy to see that they contain two foreign language modules. However, the experts wonder about the name displayed in the module handbook which is “Foreign language”. Therefore, the experts enquire which foreign language is actually taught in this module or whether multiple foreign languages are supposed to be learnt by the students. The programme coordinators explain that the university places a strong emphasis on language competence and the opportunity for students to obtain respective certification. The predominantly offered language is English, but there is also the option to choose German as foreign language because of the close ties between AIAA and German universities and the opportunities to go to Germany for an internship (see section “internationalisation”). Further foreign languages are offered to the students in extracurricular courses. The experts positively acknowledge this language offer but regret that, especially among the students, only very few people were able to converse in English during the audit. The programme coordinators state that one measure implemented to further foster the students’ language proficiency was the recent split of the originally only one language module into two to give the students longer time to practice. The experts appreciate this but opine that language competence should be further fostered as part of the teaching (see chapter 1.6). Besides that, the experts point towards the problem of the untransparent respectively unspecific module names. Each offered foreign language module needs to have a subject- and therefore language-specific

module description, including a singular module number and title that identifies the module (see chapter 4.1).

During the on-site visit, the experts also discuss the topic of elective modules. The experts are satisfied that there are slots for elective modules but wonder why, for each elective slot, students can choose only between two, oftentimes even partly related, modules, e.g. “Organic farming” and “Interregional organic product cultivation technology” as an example of the BaAG programme. Thus, the experts consider the benefit for individual specialisation to be very limited. Related to the aspiration of a more integrated and broader graduate profile, the electives should give the students the opportunity for broadening their expertise, e.g. by taking multiple modules out of other programmes. For example, an integration between the integration of multiple plant protection modules in the BaAG programme would be highly useful. Likewise, completely different subjects like business economics, marketing, and communication could be an option to choose for students who would like to focus on the managerial aspects. It is explained that the introduction of new subjects, respectively different programme structures, is difficult because of the centralised national curriculum. The experts nevertheless strongly recommend to offer more flexibility in choosing elective modules.

Related to that, the experts also learn that the curricula prescribe a fixed order in which the modules have to be taken and completed. According to the programme coordinators, there are strict ministerial regulations regarding this structure. While the experts assess this very regulated, school-like system as generally feasible, they explain that a more flexible approach which allows students the responsibility to take the modules in an order of their choice would benefit the students’ individual analysis of the curricular contents. Overall, however, the experts deem the curricular structure as adequate to fulfil the programmes’ learning outcomes, which is also confirmed by the industry representatives and students.

In summary, the experts confirm that the curricula of all four programmes enable the students to achieve the respective defined learning outcomes and adequately correspond the EQF level 6 for Bachelor’s degree programmes. They further conclude that the curricula of all programmes are aligned with the subject-specific criteria of the Technical Committee 08. The experts gain the impression of sensible programme structures in which each module, respectively course represents a well-matched unit of teaching and learning. They positively highlight the close integration of theory and practice through the laboratory activities and internships. Content-wise, the experts recommend to offer more flexibility in choosing elective modules as a measure to strengthen the general or interdisciplinary competencies in the curriculum to give the “specialists” an understanding of their professional environment.

Internationalisation and student mobility

As outlined in AIAA's strategic plan, internationalisation through staff and student mobility, as well as language competence building is one of the institute's strategic objectives. The university therefore actively engages in the Erasmus+ programme, which has facilitated multiple student exchanges in all programmes under review over the past five years. AIAA has multiple partnerships with institutions like the Weihenstephan-Triesdorf University of Applied Sciences (Germany), University of Tuscia (Italy), Latvia University of Life Sciences and Technologies, Linnaeus University (Poland), Chungnam National University (South Korea), "Hongtai Seed" company (China), Kazakh Agrotechnical University named after S. Seyfullin, Kyrgyz National Agrarian University, Kyrgyz-Turkish Manas University, and Osh Technological University. Furthermore, there are cooperations with national universities for student exchanges. Modules completed at other higher education institutions are recognised if the teaching contents match the equivalent modules at AIAA on the basis of a learning agreement, reference letter, and certificate, which is confirmed by the students during the audit. General provisions on academic mobility are outlined in the respective ministerial decree.

According to the university representatives, a total of 29 students went abroad for exchange semesters in 2025. Furthermore, the university fosters international internships and supports students to go abroad for work and travel programmes, which hosted more than 200 students over the past two years. For that, Germany is a well-regarded and aspired destination for many students. In contrast to the internships, the work-and-travel programmes are however not embedded in an academic context. Nevertheless, as also the student representatives explain, international student mobility, especially for longer periods is a critical topic in Uzbekistan as, culturally, many undergraduate students, especially women, are not allowed to go abroad by their parents. Because of that, multiple students affirm that they strive to go abroad after graduation or apply for 1+1 double degree Master's programmes.

The number of incoming students has also been increasing slightly over the past few years. The university representatives explain that this was hindered in the past by a problem of degree recognition, which has been resolved in the meantime. Up to now, most of the foreign students come from nearby areas in Kyrgyzstan, which appears reasonable given that the border is only 30 kilometres away from Andijan. However, new cooperations are planned among others with institutions in Pakistan and India to attract students from these countries. In that regard, the experts inquire how the incoming students are taught given that the instruction language is Uzbek in almost all modules. Also, the English language competencies of the larger part of the staff body are very limited. It is explained that some modules can be taught in English for selected student groups by special teachers if there is

demand. While the experts appreciate that, they point out that this cannot be a long-term solution as language is a crucial factor for attracting and integrating incoming students, which is also voiced as a wish by the students present during the audit. They therefore point out that English language competency should be a priority with regard to staff development (see chapter 3.1).

The experts positively acknowledge the trend of increasing participant numbers in student exchanges both inbound and outbound. Although the main driver of exchanges are “work and travel” programmes which are not academically founded, the experts consider these experiences valuable for the students. Still, they see a lot more potential for student mobility and the industrial representatives also wish for a better facilitation of international exposure for students, for them to acquire knowledge and skills at the international level and bring that to the region. Thus, the experts recommend AIAA to continue the path of fostering academic incoming and outgoing mobility within the programmes.

In summary, the experts confirm that AIAA promotes student mobility through an appropriate framework. The experts recognise the university’s efforts but note that the overall number of participants in academic mobility programmes remains low which is partly also due to factors beyond the university’s control. Aspects that the university can control in that regard are the circumstances in terms of foreign language proficiency of staff and students, as well as the number of partnerships and resources to support students. The university is aware of these challenges and aims at gradually improving the situation. The experts support AIAA in this path and recommend to further foster both incoming and outgoing student mobility.

Periodic review

According to the Self-Assessment Report, the curricula are reviewed periodically to consider updates proposed by stakeholders, including partner companies and research institutes. In addition, the programmes are formally reviewed by state authorities (compare chapter 1.1). Curriculum updates are reviewed by the faculty’s pedagogical-methodical council and need to be approved by the university council. As evidenced by comprehensive lists of modules and subjects introduced over the past years, changes are documented accordingly.

In summary, the experts confirm that the curricula are periodically reviewed with regard to the implementation of the programme objectives in a process that involves all relevant stakeholders, including the students. The review process involves formal committees and is adequately documented.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Ministerial regulation “On Approval Of The Regulations On The Procedure For Admission To Higher Education Institutions, Transfer, Reinstatement And Expulsion Of Students”
- Ministerial regulation “On Improving The Procedure Of Admission And Training Of Foreign Citizens To Educational Institutions Of The Republic Of Uzbekistan”
- AIAA charter
- AIAA admission website: <https://andqxai.uz/acceptance/menu/bachelor>
- Ministerial regulation “On Measures To Improve The System Related To The Organization Of The Educational Process In Higher Education Institutions”
- Statistics on academic success
- AIAA scholarships website: <https://andqxai.uz/pages/gifted-students>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the admission criteria and procedures follow the ministerial regulation “on the approval of the regulations on the procedure for admission to higher education institutions, transfer of students’ studies, reinstatement and exclusion from studies”. The regulations are integrated into the Charter of AIAA as the main legislative document of the university. As a prerequisite, applicants for undergraduate programmes must have completed secondary general (general secondary), primary vocational (technical-special), or secondary vocational school. Practical or professional experience is not required. The bases for admission are the results of a state examination administered by the State Testing Centre. This national exam is a test which consists of a general compulsory and a subject-specific component for each study programme offered in Uzbekistan. The respective examination subjects corresponding to the Bachelor’s degree programmes are approved by the Ministry of Higher Education, Science and Innovation, and are announced at least six months before the start of the examinations. The compulsory exam subjects are “History of Uzbekistan”, “Native language”, and “Mathematics”. The subject-specific components for all programmes under review are “Chemistry” and “Biology” in a more comprehensive depth. Every applicant can apply and take the tests for up to five programmes. According to the Self-Assessment Report, AIAA offers active career guidance to attract students and lead them into their most suitable programme. Overall, the experts

deem this test-based admission system suitable to ensure the necessary prior qualification of the incoming students for the programmes.

Based on the test results, there are different quotas for the admission on a scholarship or a paid basis. Applicants with the highest scores are recommended for state scholarships within a pre-announced allocation of scholarship places. In the next group, applicants are recommended by the State Commission for enrolment on a contractual basis within the allotted places. The university may admit applicants with lower marks than those recommended for state scholarships. These students may study on a paid basis, known as a “super contract”. The parameters for the fee and contract basis are published annually on the official website of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan. Applicants who score less than 30% of the available points are rejected. At the same time, a special decree of the President of the Republic of Uzbekistan establishes special quotas for the admission of female students, disabled people, orphans, and students from low-income families to university education under additional allocations based on a state scholarship, which the experts positively acknowledge. Information about the quotas, required exam results, as well as the admission procedures is published on AIAA’s admission website.

In terms of the admission regulations, the experts wonder about a seemingly strong interest-group shaped component, as certain groups like for children of soldiers or politicians are distinguished in the admission regulations with preferential treatment (e.g., paragraph 10 ff.). The experts criticise this as a gateway for favouritism, nepotism and corruption. The university representatives explain that there are indeed certain regulations in that regard as these groups are given a 5% bonus in the grading of the regular admission exams. While the experts still find this regulation critical as it affects fairness and equality in the admission process, they deem the given advantage small enough to not significantly skew the results and negatively affect the entry qualification. Therefore, they accept this as part of the national system but still suggest revising this policy.

Besides the regular students AIAA offers graduates of technical schools in the domain of agriculture, which are education institutions operating at EQF level 5, to enter the programmes from the second year on. As outlined in the AIAA charter, these graduates do not have to take the national test but are admitted based on an interview.

In terms of admission numbers, the representatives of the Rector’s office emphasise that the respective capacities of all study programmes are determined based on the needs of the industry in the relevant sectors. The stakeholders present at the respective meeting confirm their close collaboration for the planning of admission capacities which results in a high share of students finding employment directly after graduation in these companies.

Every year, the university sends a list of its study programmes to the industrial representation who then fills in their forecasted employment demands according to each speciality. Based on that, the Ministry determines the respective admission quotas.

The following table taken from the Self-Assessment Report shows the development of the number of applicants and accepted students in the programmes over the past five years:

Education direction	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	appli- ca- tion	ac- cepta nce	appli- ca- tion	ac- cepta nce	appli- ca- tion	ac- cepta nce	appli- ca- tion	ac- cepta nce	appli- ca- tion	ac- cepta nce
Agronomy	643	75	364	49	165	77	115	50	82	25
Plant protection and quaran- tine	687	98	389	54	211	138	102	48	86	51
Technology of storage and pro- cessing of agricultural products	480	42	360	42	122	81	101	51	85	53
Horticulture and Viticulture	520	27	232	34	128	79	121	77	81	50

Statistics on the academic success of the students show that only very few students drop out (around 5% on average) and that almost all other students complete the programmes within the designated time frame.

Looking at the statistics, the experts wonder about the strong fluctuation of application numbers in all four programmes. In this regard, the representatives of the Rector's office explain that the sector of higher education in Uzbekistan was booming over the past years, which resulted in a high increase in the number of, especially private, universities in the country. At the same time, while the number of people who want to study is increasing overall, the interest in agricultural subjects is decreasing. This trend is reflected in the declining application numbers across all programmes. The experts learn that most of the AIAA student are from the city or the surrounding neighbourhoods of the Fergana valley, and that most of them have connections to the agricultural sector via their families. As one of five public agricultural universities in Uzbekistan, AIAA is the only one in the Fergana valley and consequently mainly serves students from this, highly populated, region. Therefore, only very few students come from different parts of Uzbekistan. While the experts acknowledge AIAA's leading role as regional agricultural university, they are concerned about the decline of application numbers, as a significant share of the university's budget comes from tuition fees (compare chapter 3.3), and a decline of the student numbers therefore directly affects the available financial resources. Moreover, they would also deem it beneficial for the university if students not only came from the region but also from different parts of Uzbekistan or surrounding countries, which would widen the horizon and social skills of all university members. Therefore, the experts recommend AIAA to adopt

active recruiting measures for attracting students not only from the Fergana valley. The establishment of more independent and modern profiles of the programmes would be one measure in that regard (see chapter 1.1).

The admission of foreign citizens to educational institutions of the Republic of Uzbekistan is carried out on the basis of international agreements of the Republic of Uzbekistan, collective and individual agreements and arrangements. Admission of foreign citizens is carried out based on the results of an interview and registration in accordance with the procedure established by the Ministry of Higher Education, Science and Innovation and the Ministry of School and Pre-school Education of the Republic of Uzbekistan. International students can only study on a paid contract basis with an annual tuition fee of USD 1,500 for full-time education in undergraduate programmes. The regulations are defined in the document “On Improving the Procedure of Admission and Education of Foreign Citizens to Educational Institutions of the Republic of Uzbekistan”. The experts acknowledge that there are transparent regulations for international student admission but point towards the already mentioned practical hurdles that hinder hosting international students at the university (see chapter 1.3).

Furthermore, the ministerial regulation “On measures to improve the system related to the organization of the educational process in higher education institutions” regulates the short-term educational exchange of students (see chapter 1.3) as well as the recognition of credits for students to transfer between universities in Uzbekistan. This regulation describes the policy of credit recognition based on the applied credit module system (see chapter 1.5). The experts are satisfied to see that that formal rules for the credit recognition are based on the principles of the Lisbon Convention and are binding to ensure the qualification level.

In summary, the experts confirm that the admission requirements and procedures are binding, transparent, and ensure sufficient pre-qualification of the students. Moreover, they enable the recognition of credits obtained at different higher education institutions. However, to counter the string decline in applications, the experts recommend adopting active recruiting measures to attract students not only from the Fergana valley. Also, they suggest revising the favouritism policy for certain interest groups.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Study plans of all study programmes
- Module descriptions of all study programmes
- Ministerial regulation “On Measures To Improve The System Associated With The Organisation Of The Educational Process In Higher Educational Institutions”
- “Regulation on the procedure for introducing a credit-module system into the educational process in higher education institutions”
- AIAA charter
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Decree of the Cabinet of Ministers of the Republic of Uzbekistan “On measures to improve the system associated with the organisation of the educational process in higher educational institutions”, AIAA applies the ECTS credit system which is based on the student workload in terms of both contact hours and independent study time. The number of credits per module and the distribution of the workload across the different forms of coursework, including lectures, practical activities, laboratory sessions, and independent learning, are displayed in the module handbooks. One credit point is set equivalent to 30 hours of work. In all programmes, the designated credit load per semester is 30 ECTS as outlined in the curricula. Thus, the Bachelor’s programmes with a duration of 4 years have a credit load of 240 ECTS. The experts are generally satisfied with the credit system and deem the credit allocation for the individual modules to be sensible. As the students confirm, the appropriateness of the allocated number of credits is verified by respective workload-related questions which are part of the regular student surveys conducted at the end of each module, which satisfies the experts.

In summary, the experts confirm that a workload-based credit system is implemented, which considers both contact hours and self-study time. The total credit numbers meet the ECTS users guide’s minimum requirements for Bachelor’s, and the credit load is distributed evenly over the study period.

Criterion 1.6 Didactic and Teaching Methodology
--

Evidence:

- Self-Assessment Report
- Module descriptions of all study programmes
- Results of student survey
- Discussions during the audit

Preliminary assessment and analysis of the experts:

As explained in the Self-Assessment Report, all four programmes rely on both structured classroom teaching as well as independent student work. The relation of structured classroom and practical teaching to independent work, as outlined in the module handbook for each module, is generally 50:50, which the experts deem reasonable.

Classroom teaching is done in the form of lectures, practicals at the teaching farm, laboratory sessions, and seminars, which employ a student-centred learning and teaching approach with ample methodology. The Self-Assessment Report lists case studies, brainstorming, concept analyses, and group discussions as regular elements of the in-class work. According to the student survey, modern interactive learning elements are used in almost every lesson.

According to the Self-Assessment Report, students are introduced to concepts and methods of scientific research through the module “Probability theory and statistics”. Moreover, the lecturers provide methodological guidelines and manuals for the students to learn how to work with scientific literature, identify, analyse, and use key articles and books. Furthermore, there are seminars on statistical analysis, modelling, and experimentation. However, in practice, the topics of research design and statistics are planned and discussed individually. While the experts acknowledge this approach, they would deem it important to include the methods and tools related to research design and statistics in the practical teaching and coursework to give students insights into the practical application of these tools beyond the theoretical module in the statistics class. They therefore recommend including experimental design, practical application of statistics and data analysis in the teaching of the applied modules. Additionally, it is also recommended to formally introduce the topics of research design and academic writing by offering a module on research methodology, strengthening project work of the students, and encouraging critical and controversial discussions as a methodology of scientific work.

Also, according to the Self-Assessment Report, there are multiple modules in every programme which require term papers or course projects that serve as the first practical steps of working with academic and methodological sources, and gaining experience in search-

ing, selecting, and critically analysing information. Moreover, several students of all programmes participate in extracurricular research-oriented activities such as student research clubs, competitions at the institutional and national levels, or scientific conferences, and a notable share of students is also actively involved in research projects of professors. As the teaching staff explains, usually each department has a research topic which is announced to the students at the beginning of each semester, and students can then decide whether and which group they might want to join. Furthermore, the experts positively acknowledge that AIAA organises its own university-level scientific conferences for the students to present their research works and gain experience in presenting and discussing their work. However, based on the examples of project works and Bachelor's theses revised during the audit, the experts note that the use of literature is almost exclusively limited to local or national article publications. While these are certainly important, given their close insights into the main problem fields of the national academic and industrial setting, the knowledge and incorporation of international literature is nevertheless crucial for an informed understanding and academic activity in any field. The experts therefore recommend fostering the use of international literature.

One reason for this limitation is likely to be the language barrier that many students and staff still have despite the different offers of the university to foster language competency. The experts deem practical application as the main key to success in mastering any foreign language and would, therefore, deem it helpful if certain suitable modules were taught in English language. As the university representatives explain, English is already used as the instruction language for some groups of incoming students, so it should be possible to scale this up and motivate students to take on this challenge. Consequently, it is recommended to foster English language competency through better integration into the teaching methodology.

As evidenced by the results of semester surveys, the students have the opportunity to assess the applied teaching methodology and give anonymous feedback. This is also discussed between the teachers and students at the end of each module. Moreover, as the students explain, there is a student council which serves the student to voice their complaints. The programme coordinators affirm that, in case of problems, such as the report about a teacher who permanently deviates from the lecture materials, individual consultations with the concerned people serve as the first and usually sufficient step.

In summary, the experts confirm that a variety of teaching methods and didactic means are used to promote the achievement of the learning outcomes and support student-centred learning and teaching. The degree programmes contain an adequate balance of contact hours and self-study time. The experts also confirm that the students are introduced to basic scientific work through the statistics module and, if used, their voluntary active in-

volvement in the teaching staff's projects. However, research skills should be more actively mediated to all students and the experts therefore recommend offering a module on research methodology and, furthermore, including experimental design, practical application of statistics and data analysis in the teaching of the applied modules to give students practical insights and application. In that regard, the experts also recommend to encourage controversial and critical debates as the essence of scientific progress. Finally, a better integration of the English language into the teaching is recommended for the benefit of language proficiency and the ability to make use of international literature. Besides that, the experts confirm that it is regularly reviewed whether the utilised learning and teaching methods support the achievement of the programme objectives.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:

Criterion 1.1

In the response statement, AIAA addresses the orientation of the qualifications profile towards the current industry demands. While the experts acknowledge that the narrowly defined competence profiles are currently accepted by the industry, they point out that, in the future, graduate profiles will need to be more integrated and comprehensive, rather than specialised in this way. Therefore, they sustain their initial recommendation in that regard. Besides that, as the formulation and publication of the learning outcomes was not addressed in the statement, the experts formalise the respective requirement.

Criterion 1.2

In the statement, AIAA clarifies the translation mistake of the BaHV programme and affirms that the domain is called "Horticulture and Grape Growing". The experts confirm that this title respectively translation adequately captures the programme. This needs to be corrected in all documents and publications to ensure consistency; however, as AIAA explains to be in the process of conducting this corrective review, the see no need to issue a formal requirement.

Criterion 1.3

In terms of the curriculum, the experts appreciate AIAA renaming the module "Foreign language" as "English language" to concisely reflect the content. Moreover, they also recognise the efforts for further internationalisation and language development which should be further supported in the future. Therefore, the experts retain their initial recommendation in that regard.

Concerning the topic of residue management, AIAA explains that a module with the title “Identification and Management of Pesticide Residues” is currently being developed and is planned to be included in the curriculum from the academic year 2026/27 on. The experts are satisfied with that but still formalise the requirement to follow up this topic after the implementation of the module.

Criteria 1.4 - 1.6

AIAA does not comment on these criteria. The experts confirm their fulfilment but emphasise their recommendations especially regarding the teaching methodology.

Final assessment

Overall, the experts confirm that all programmes produce labour market-oriented Bachelor’s graduates on an adequate level. However, they see great potential for the future development of the programmes, the graduates, and the local agricultural industry by broadening the graduate profiles, offering more opportunities for individual specialisation tracks, fostering student mobility and exchanges, as well as strengthening the research skills of the students with a more international perspective. At a formal level, the programme learning outcomes need to be reformulated in a more concise and brief way and need to be transparently published.

In summary, the experts consider this criterion as **almost fulfilled**.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation
--

Evidence:

- Self-Assessment Report
- Module descriptions of all study programmes
- Study schedule
- Ministerial regulation “On Approval Of The Regulation On The System Of Monitoring And Evaluating Student Knowledge In Higher Education Institutions”
- Ministerial regulation “On Measures To Organize The Final State Certification Of Graduates Of Higher And Vocational Education Institutions”
- Ministerial “Regulation On Amendments To The Regulation On The Final State Certification Of Graduates Of Higher Educational Institutions Of The Republic Of Uzbekistan”

- Ministerial regulation “state educational standard of higher education. basic rules” on approval of the state standard of the republic of Uzbekistan”
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The examination system at AIAA is based on the Ministerial regulation “On Approval Of The Regulation On The System Of Monitoring And Evaluating Student Know” which contains the basic provisions for the conduct of examinations.

According to the Self-Assessment Report, the students’ learning achievements in each lecture module are determined through multiple examination components to determine the achievement of the learning outcomes: mid-term exam, assignments, and the final exam which, as displayed in the study schedule, take place in the exam period after the end of the lecturing time of each semester. The number, types, and weights of these components depend on the credit seize of the module, as the programme coordinator explain. In addition, also the participation in practical classes as well as the self-study time are part of the grading. Self-study, which counts for up to 20% of the total grade of a module, is usually assessed through presentations or reports on topics which the students have to choose out of a list of given topics. The weighting of the different grading components is transparently outlined in the module descriptions. Moreover, the lecturers explain the evaluation methods, criteria, and grading schemes to their students at the beginning of each semester.

The form of examinations depends on the form and nature of the subject. The exam schedule does not allow more than one final exam per day and there should always be two days between each final exam. Additionally, as stipulated by the “Regulations on the system of control and evaluation of students’ knowledge in higher education institutions”, there can be up to two mid-term exams in various forms depending on the nature and credit load of a module. Modules with a credit load of less than 2 academic hours per week are exempt from midterm exams. Only if a student has completed and passed all the mid-term assignments during the semester, he/she will be allowed to take the final examination. As another prerequisite, students must have attended at least 75% of all classes.

For practical modules including the internships, fieldwork, and final projects conducted outside the university, transparent grading is ensured through close supervision by academic advisors and collaboration with the respective external partners. Students are required to submit detailed reports to a supervisor of the university and present their results for evaluation. Complementing this, external supervisors provide written feedback which is taken into account for the grading by the university lecturers.

The student performance is assessed by using a 5-point system as regulated in the assessment instruction. The system, the grading bases, and its equivalents in other education systems are displayed in the following table taken from the Self-Assessment Report:

Institute's Assessment System Implemented	European Credit Transfer and Accumulation System (ECTS) Grades	U.S. Grading System (A–F)	Institute assessment system (%)	Grade	Student knowledge is assessed according to the following criteria:
"5"	"A"	"A+"	90 – 100	Excellent	the student is considered to be able to make independent conclusions and decisions, think creatively, observe independently, apply the knowledge gained in practice, understand, know, and express the essence of the subject (subject), and have an imagination in the subject. - 5 points (excellent);
		"A"			
		"A-"			
"4"	"V"	"V+"	70 – 89.9	Good	The student observes independently, can apply the knowledge he has gained in practice, understands, knows, expresses, and can explain the essence of the subject (subject), and is considered to have an understanding of the subject (subject) – 4 points (good)
	"S"	"V"			
		"V"			
"3"	"D"	"S+"	60-69.9	Satisfactory	the student is able to apply the acquired knowledge in practice, understands, knows, expresses, and explains the essence of the subject (subject), and is considered to have an understanding of the subject - grade 3 (satisfactory);
	"E"	"S"			
		"S-"			
		"D+"			
		"D"			
		"D-"			
"2"	"FX"	"F"	0 - 59	Unsatisfactory	When it is determined that the student has not mastered the curriculum of the subject, does not understand the essence of the subject (subject), and does not have an idea about the subject - 2 points (unsatisfactory).
	"F"				

Students have the right to appeal against grades within 24 hours from the publication of the exam results in the academic information system "HEMIS". There is an Appeals Committee which consists of at least five members of the academic staff who were not involved in the original assessment. As the university representatives explain, the transparency and accountability for results have been significantly improved by the introduction of the digital platform, which has reduced the previously relevant problem of corruption and favouritism. The students also deem the grading to be fair and transparent, which is positively acknowledged by the experts.

AIAA uses the key figure of Grade Point Averages (GPA), defined as the average grade of a student across all modules, to determine his or her eligibility for course-by-course transfers, scholarships, and further studies.

Students who have not received their permission to take the final examination due to prolonged absence or poor performance during the semester, or if they fail an examination, will receive “academic debt”. These students have the right to study these subjects and retake the exam during the holidays or in the next semester, however, at their own additional cost. If students decide to repeat a module during the vacation periods, they must submit a request for additional tuition during the so-called “interim semester”. Students who miss classes or fail to complete a mid-term assignment for proven accepted reasons, including health problems, an accident, the death of a close relative, marriage, birth of a child, and correspondingly do not master the subject within the established time limit, are given appropriate make-up assignments or are allowed to re-take subjects. The regulations also contain provisions regarding appeals and complaints against examinations and grades.

Each semester, the examination results are analysed to determine whether they appropriately reflect the intended learning outcomes. The analysis includes grade distribution, exam performance statistics, and feedback collected via the student survey. The findings are discussed in departmental meetings, and if needed, exam formats or questions are revised to improve validity and reliability. During the on-site visit, the experts discuss the exam system, including the organisation, exam load, and opportunities for students to re-take examinations with the students and are satisfied that no critique is voiced in that regard.

Moreover, the experts also examine multiple examples of Bachelor’s theses. They generally confirm their adequacy in terms of topics, methodologies, and formalities, although the methodological approaches range at the lower edge of the Bachelor’s level. In that regard, the practical application of research design and statistics should be improved (see chapter 1.6). However, they wonder why the Bachelor’s thesis is not contained in the curricular overviews of the programmes and the module handbooks. It is explained that the thesis forms part of the so-called “State attestation” which can only be taken after the successful completion of all other modules. According to the programme coordinators, this state attestation can take the forms of a set of written and oral exams in multiple compulsory and interdisciplinary subjects, or the final graduation work. The form of the attestation can be chosen by each student. The experts learn that the final graduation work consists of an independent scientific research work under the supervision of at least one academic staff member, equivalent to a Bachelor’s thesis. However, this is not compulsory. The experts discuss the background of these different options with the programme coordinators and learn that a thesis used to be compulsory but that this regulation was abandoned during

the Covid-19 pandemic for practical reasons due to complications in conducting and supervising research projects at that time. The experts point out that one of the crucial goals of a Bachelor's programme is to equip students with the competency to individually work scientifically. Therefore, a Bachelor's thesis as a central element for students to demonstrate this skill is core and needs to be compulsory in all Bachelor's programmes. Thus, the experts require AIAA to implement a mandatory Bachelor's thesis in the curricula of all programmes, establish transparent regulations for it, and award credits accordingly.

In terms of quality assurance, the experts confirm that the questionnaires among students and lecturers give them sufficient opportunities to evaluate the examination system.

In summary, the experts confirm that there are module-specific exams which assess the extent to which the defined learning objectives have been achieved. The types of exams are specified for each module and students are informed about the conditions for completing the individual modules. Students have sufficient time for their preparation and structural overloads are avoided. The exams are graded transparently and fairly, and students have the opportunity to review their examinations and respectively consult lecturers regarding the results. The experts acknowledge the detailed examination regulations. However, as specified by the accreditation criteria, all programmes must include a Bachelor's thesis as a compulsory curriculum component for all students. The experts further confirm that it is regularly reviewed whether the exams can adequately determine the achievement of the learning objectives and whether the requirements are appropriate to the levels of the degree programmes.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 2:

Concerning the exam system, the experts take note of AIAA's explanations regarding the process of introducing final thesis as form of state attestation and the difficulties that arose around that topic during the times of the Covid pandemic. They stress the crucial significance of a Bachelor's for the students research qualification and degree title itself and acknowledge the documentation of the decision that the thesis will be mandatory in all programmes from the next academic year on. Therefore, the experts decide to abandon their initial requirement. The quality of the theses needs to be monitored as part of a future reaccreditation process.

Final assessment

Overall, the experts confirm that the exam system is well-designed and suited to assess the competence attainment of the students. The thesis as final exam will be implemented mandatorily from the next academic year on.

In summary, the experts consider this criterion to be **fulfilled**.

3. Resources

Criterion 3.1 Staff and Development
--

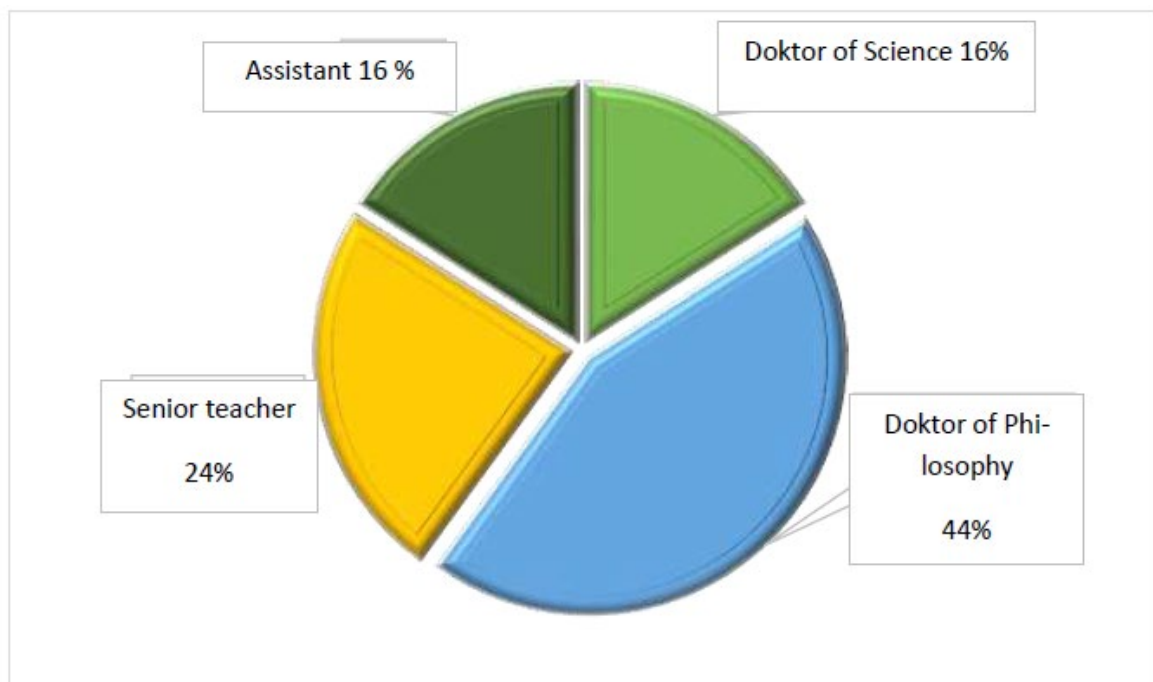
Evidence:

- Self-Assessment Report
- Staff handbooks of all study programmes
- The criteria for studying the activities of teaching staff at the university are based on the evaluation of the "Key Performance Indicator" (KPI) system
- Ministerial regulation "On Approval Of The Regulation On The Procedure For Recruiting Teaching Staff To Higher Educational Institutions On A Competitive Basis"
- Module descriptions
- Discussions during the audit

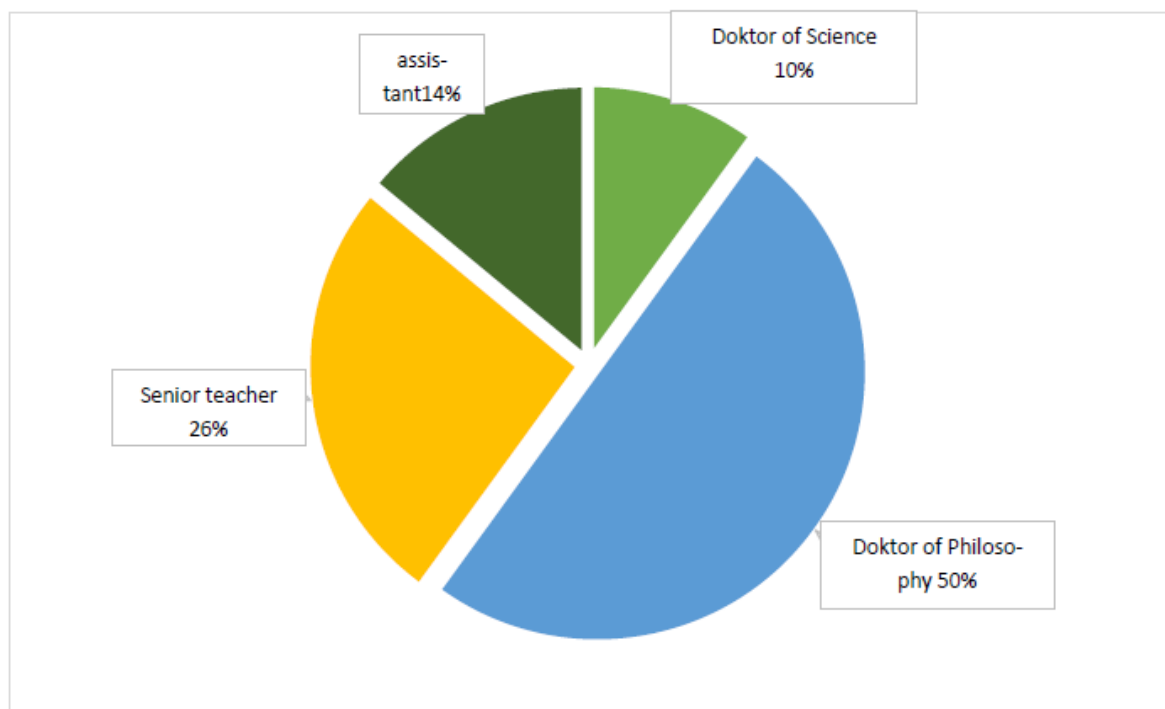
Preliminary assessment and analysis of the experts:

The human resource policies at AIAA are based on the Uzbek Ministerial regulation "On Approval Of The Regulation On The Procedure For Recruiting Teaching Staff To Higher Educational Institutions On A Competitive Basis", which includes provisions for recruiting, selection, evaluation, and qualification requirements. The academic staff is categorised by the following academic ranks: Head of Department, professors, associate/assistant professors, senior lecturers and assistant lecturers. The distribution of the teaching staff's workload depends on their academic rank. According to the respective ministerial regulation, the staff-to-student ratio in agricultural programmes must be at least 16 to 1 and, according to the programme coordinators, the current number of staff is adequate to fulfil this requirement. The minimum requirement to be eligible for a teaching position is a Master's degree in the respective field.

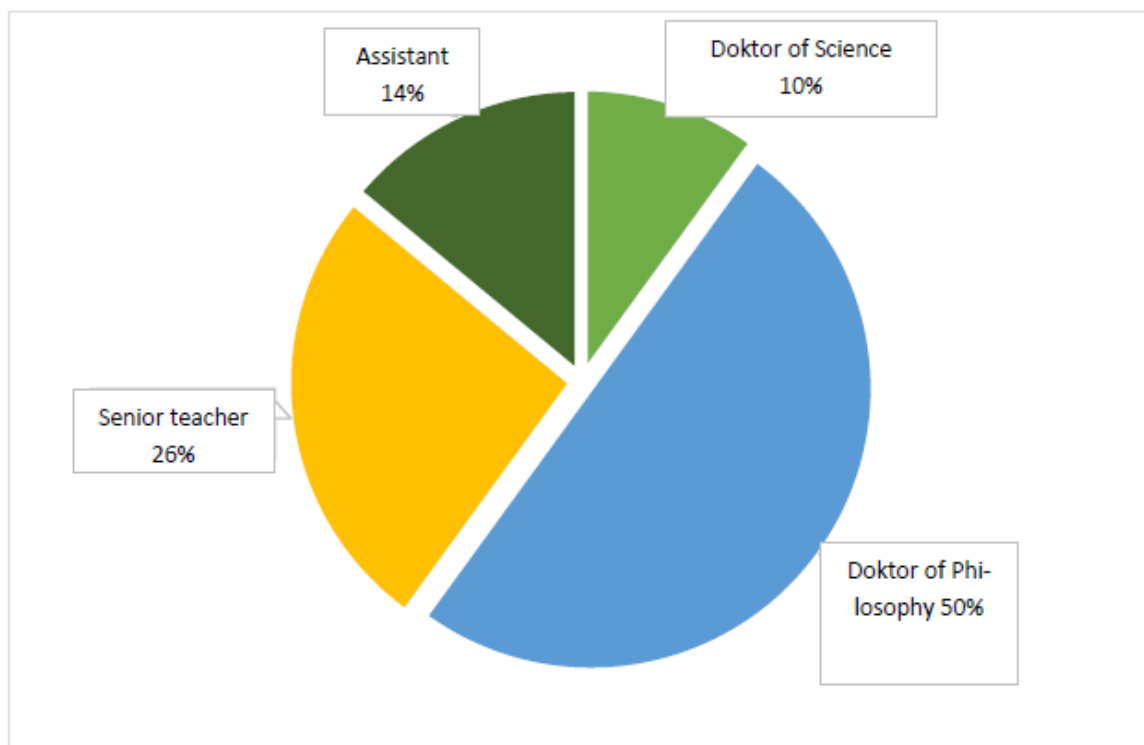
For the BaAG programme, there are 50 teaching staff in total who are distributed across the academic ranks as follows:



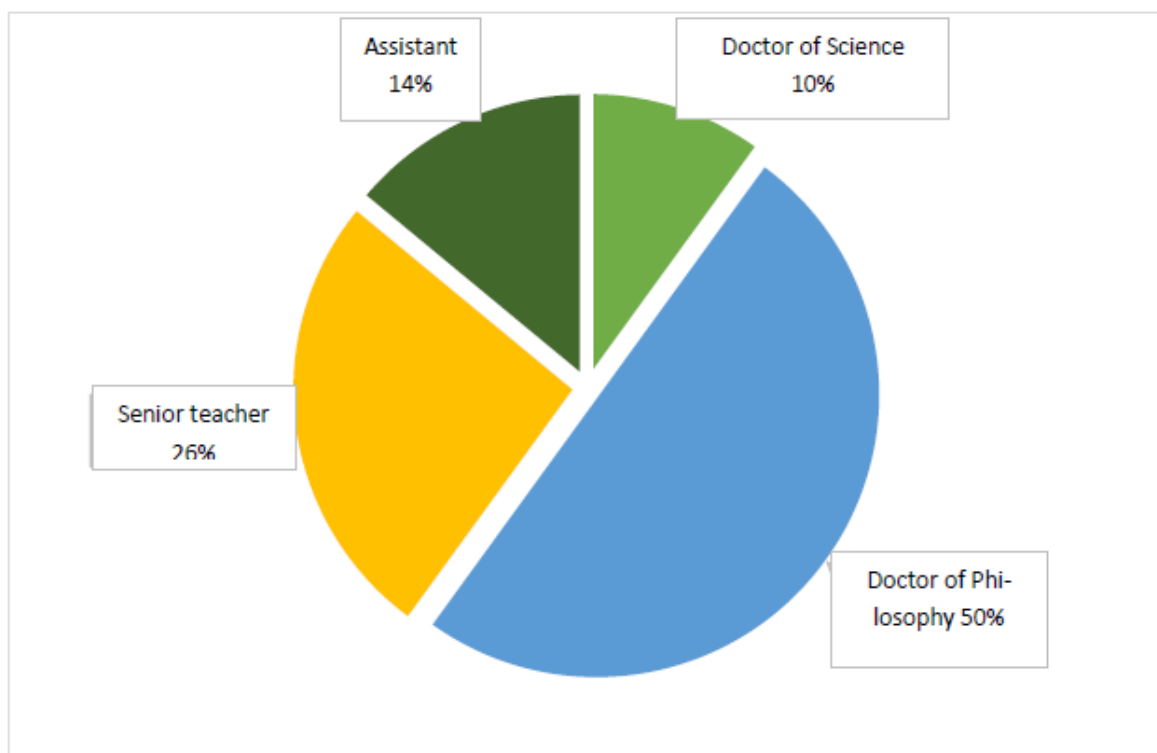
In the BaPPQ programme, 62 teaching staff are involved in the delivery of the education to the students. Their academic ranks are displayed in the following figure



For the BaTSPAP programme there are 65 teaching staff with the following academic positions:



For the BaHV programme there are 65 teaching staff with the following academic positions:



Comprehensive staff handbooks for all three study programmes provide information about the academic staff and their qualification, including short CVs, research projects and publications, industry cooperations, as well as activities in special bodies or committees at the university or externally.

Looking at this outline of the staffs' experience, the experts note that most staff members has completed almost their entire careers in Uzbekistan and often even specifically in the Fergana valley. The university representatives affirm that the international experience of the staff is generally limited, which relates to the already-mentioned regional anchorage of the Uzbek people, as well as the limited English language competency. While the experts acknowledge this situation, they point out that a certain degree of foreign experience is crucial for the staff members to broaden their perspectives, bring in new ideas and network partners, and closely incorporate the new developments in research at the international scale. The university representatives and teachers explain that AIAA has already recognised this and fosters internationalisation of staff by means of guest lecturing and staff development measures abroad (see below). The experts appreciate this but would still deem it important for AIAA to increase the number of staff with medium and long-term international experience. Therefore, they recommend considering international experience as criterion for hiring new academic staff in the future.

Besides the full-time academic staff, AIAA also relies on guest lecturers who are senior professionals and specialists in related industrial companies, regulatory authorities and research institutes like the Scientific Research Institute of Grains and Legumes, the Tashkent Chemistry Technology Institute, and the Scientific Research Institute of Plant Quarantine and Protection. Multiple industry representatives present during the audit confirm their involvement in the teaching activities of the programmes, mostly during site visits of students at their respective production sites or offices, as well as during the internships. Besides that, in line with the university's strategy for more internationalisation and the adoption of international expertise, also guest professors from foreign universities are regularly involved in the teaching activities as well as the research projects of the staff, which is positively mentioned by the experts. Exemplarily, guest professors have recently come from the Polish State University of Agriculture in Krakow, Latvia University of Life Sciences and Technology, Namking Agricultural Institute (China), Osh Institute of Technology (Kyrgyzstan), and the University of Peshawar (Pakistan).

Overall, the experts are satisfied with the number and academic qualifications of the staff, which facilitates a close supervision of all students and ensures the quality of the degree programmes. The experts also positively note that AIAA already seeks to foster guest lecturing as a measure of including external experience in its programmes. However, interna-

tional experience should nevertheless be prioritised and fostered for the permanent staff as well.

Staff development

At the local level, staff development courses are organised every three years at national training centres for professional modern teaching methodologies and advanced pedagogical practices. However, internationalisation is AIAA's main driver of staff development, concerning both personal as well as professional development of the staff. As part of international educational and scientific cooperation, AIAA has sent a total of 83 professors and teachers to foreign higher education institutions and research centres for professional development and internships. Multiple lecturers of the university are completing their PhD degrees in this way. During the audit, the staff members report their participation in short courses among others in Turkey, Kyrgyzstan, Saudi-Arabia, Israel, and Kazakhstan, as well as the completion of a one-month summer school in China. Financial support to cover the expenses is offered by the university.

Likewise, AIAA incentivises research publications and actively supports the integration of the staffs' research into the teaching, both in terms of the adaptation of the curricula respectively certain modules in response to research findings and new aspiring topics, as well as through the participation of students in ongoing research projects. For research, the staff also reports that there are cooperations among others with partners like the universities of Saarland and Alicante, as well as partners in Latvia. The time for research activities is reported to be sufficient as there is a strict maximum cap of 900 hours per year that each staff member is allowed to spend on teaching, while the remaining workload must go into administration and research.

While the experts positively highlight the staff development offers of AIAA, they still see English language competency as a pivotal aspect for developing the university. Therefore, they would deem it important that a special focus of the staff development activities is put on developing the language proficiency and recommend to foster the English language competency of the staff body.

The qualifications and performance of the teaching staff is monitored and annually evaluated in terms of "educational-methodological, scientific-research, spiritual-enlightenment, organisational, and entrepreneurial" achievements which are determined by KPI of research and teaching. This includes the feedback of the students via the surveys who also affirm that the teachers are generally open and responsive to criticism. Moreover, lecturers have to undergo a competitive assessment every five years. Among others, the incumbent professors have to deliver an open lecture, and their IT and foreign language skills are assessed through tests. Failure in these tests might lead to the termination of the contract at

AIAA but rarely happens. Nevertheless, as the teaching staff affirms, this test creates pressure and motivates to achieve good reviews and comply with the performance indicators.

In summary, the experts confirm that the composition, professional orientation, and qualifications of the teaching staff are suitable for successfully delivering the degree programmes. The lecturers' research and development contribute to the desired level of education. Lecturers have different opportunities to further develop their professional and didactic skills and are supported in using corresponding offers. Moreover, the experts confirm that it is regularly reviewed that the subject-specific and didactic qualifications of the lecturers adequately contribute to the delivery of the degree programmes. Nevertheless, the international experience as well as the English language competence of the staff body should generally be increased.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Statistics about student success
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, the central point of reference in terms of student support is the Registrar's office which provides guidance regarding all kinds of administrative issues, including curricula, module selection, the credit system, academic leave, transfers, and reinstatements. Special services are provided to students with disabilities, including medical consultation and therapeutic activities, and students from low-income families, like financial assistance and reduced dormitory fees.

At the academic level, this is complemented by the system of academic advisors who are part of the academic staff and are assigned to every student. To support the academic careers of the students, various events like competitions and conferences are organised. While the students appreciate this offer, they would especially like to have more financial support to be able to also attend conferences abroad, which is a goal the experts generally support although they recognise the challenge in terms of funding and see other, more urgent needs for investment.

Other extracurricular activities include social and cultural events, student clubs and associations among others in the fields of science, debating, sports, music, arts, and handicraft, as well as extracurricular language classes. Moreover, every programme has at least one

student club that, under the supervision of a lecturer of the field, specifically deals with scientific topics around the subject.

A career centre helps students with the transition between university and employment, and traces the professional path of the university's graduates. Moreover, a start-up accelerator on campus provides the students with a room and personnel support to develop and pitch their business ideas and plans, which is positively highlighted. Examples of products and technologies developed by students and lecturers in the course of their studies are presented to the experts during the audit as part of an innovation fair. The students confirm their overall satisfaction with the offer of advice, counselling and support, as well as the opportunities to engage in extracurricular activities, student unions and clubs. Given the high success and low drop-out rate of all programmes, the experts conclude that the support system adequately guides students through the programmes.

In summary, the experts confirm that AIAA provides sufficient human resources and organisational structures for individual supervision and support of students, as well as administrative and technical tasks. The allocated advice and guidance on offer assist the students in achieving the learning outcomes and in completing the programmes within the designated time frame.

Criterion 3.3 Funds and equipment
--

Evidence:

- Self-Assessment Report
- Examples of cooperation agreements
- AIAA library website: <https://library.andqxai.uz/#/>
- AIAA spin-off enterprise website: https://andqxai.uz/pages/spin_off_enterprises
- Discussions during the audit

Preliminary assessment and analysis of the experts:

As the university's budget plan displayed in the Self-Assessment Report shows, the university has significantly increased its budget over the past years:

Elements	2020	2021	2022	2023	2024
Financing from the Republican budget	1,296.0	1,675.4	2,274.2	2,944.6	2,643.8
Institute's tuition contract funds	1,139.7	6,910.8	5,115.7	5,099.6	5,507.2
Institute's extra-budgetary development fund resources	57.3	114.3	100.7	142.1	235.6
Institute's extra-budgetary development fund resources (practical, fundamental, and innovative projects)	68.4	102.1	96.4	97.6	121.7
Institute's extra-budgetary development fund resources (from commercialization and business contracts)	100.1	119.5	112.3	133.1	143.0
State-funded research (euro)	47.0	76.3	89.8	114.6	119.4
Local budget funds (Open Budget)	0	0	0	0	0
Total	2708.5	8998.4	7789.1	8531.6	8770.7

The financial plan shows that the main income share of the university stems from tuition fees of the students who study on a contract basis (roughly 65%). About 30% of the budget is public funding, while further financial resources are acquired via contracted research, university services to the public, international investment, and third-party research funding. It is the university's proclaimed goal to further diversify its income sources, especially to become more independent from tuition fees (compare chapter 1.4). Part of this strategy is the support for start-up establishments (see chapter 3.2), multiple of which operate now as spin-offs that market products and technologies of the university. On the expense side, the main cost units are staff salaries and scholarships. Furthermore, significant investments into the facilities and equipment are recorded which, according to the university representatives, were supported among others by institutions like the World Bank, the IMF, and the Islamic Development Bank. Despite the strong dependency on tuition fees, the experts confirm that the financial situation of the university is generally a stable basis for the delivery of the three programmes and positively acknowledge the university's objective of more financial and logistical independence and its strive for innovation to reduce expenses, e.g., by investments into solar panels.

In terms of physical facilities, AIAA has one central campus located in the outer part of the city of Andijan with teaching and research buildings as well as support facilities. There are multiple well-equipped lecture and seminar rooms, computer pools as well as a newly built library with individual and group study spaces, which provides on-site and remote access to both physical and digital resources via platforms like *Web of Science* and *Science direct*. Partly, smart classroom technology is available. Computers in all computer classrooms are equipped with up-to-date software, including Microsoft Office programmes, S++, AutoCAD,

Adobe, GIS, KOMPAS-3D, 1C programmes. Tables displayed in the Self-Assessment Report show notable investment in the library resources over the past five years. Furthermore, there are a main auditorium, different meeting rooms, service rooms, and a cafeteria.

For practical teaching purposes, AIAA operates different laboratories and a fully functioning experimental teaching farm, among others, with crops, cotton, fruit, vegetables, and rice. During the on-site visit, the experts are shown the university's newly installed livestock teaching farm which was co-funded by the *Deutsche Gesellschaft für Internationale Zusammenarbeit*. Moreover, the experts visit laboratories as well as farm facilities and equipment of different departments. While the experts are satisfied with the available teaching resources of the BaAG programme, they find significant deficiencies for the other three programmes. Specifically, for the BaHV programme, crucial equipment for wine- and juice-making and respective analytics are missing. The university explains that students can get experience with these facilities at partnering companies, such as a winery, which the experts also visit. However, there they learn that lab experience is required to be allowed to operate the machines themselves, as students are otherwise only allowed to observe the processing, and have to do basic tasks which are not relevant for academic education. Given that there is no lab of this standard at the university, the experts doubt that students can get the relevant expertise to be allowed to get practically involved in the wine-making process at the partner company. Therefore, it is crucial for the university to procure these lab facilities and equipment to adequately train the students.

Even more important, however, are the deficiencies of the equipment for the BaTSPAP programme. While basic equipment for meat processing and sausage making as well as dryers and batter pots are available, other crucial food processing equipment is missing. Specifically, the experts mention flour, protein, and baking technology, juice and wine technology, milk processing and dairy products, as well as equipment for fat and oil processing, bio-diesel, and alternative fuels. Given that the mentioned equipment small scale food processing is essential to guarantee successful teaching and research in topics concerning food technology, significant investment, in addition to the already made improvements, is necessary. The need for the students' better experience in using modern technologies is also explicitly mentioned by the stakeholders during the on-site visit. Therefore, the experts require AIAA to provide a concept for the update of the laboratories and equipment to an international standard.

In relation to that, the experts also deem it important to establish a mechanism to cover the laboratory competencies at an adequate level until the update of the laboratory facilities is completed. They see close and intense cooperation with surrounding industries as the key and AIAA should seek additional opportunities for lecturers to go with their students to labs of industrial partners to see and themselves practice essential laboratory

training in an adequate environment. Therefore, the experts highly recommend to implement the practical teaching of the relevant BaTSPAP modules in cooperation with industry partners until the laboratory update is completed, so that students can get experience with suitable equipment.

Besides the equipment itself, the experts also point out that the laboratory facilities used in all programmes do not comply with international work safety and hygiene standards. As an example, the experts mention the lack of suitable sterile lab chair, desks, sinks and essential first-aid facilities such as an eye wash. This becomes again most apparent in terms of the facilities for food processing. The university argues that for the basic processing of “primary agricultural products”, such high safety standards are not required. However, as the experts point out, according to the modern international understanding, formalised e.g. in the EU regulation 178-2002 and ISO 22000, any agricultural product becomes food at the moment in which it is harvested and loaded into the producer’s premises. Therefore, it needs to be treated according to the respective standards for food from that moment on. Consequently, it is required to provide a concept for updating the laboratories to an international work safety and hygiene standard. As an example, it is necessary to install a hygiene lock which is to be used by students and professors before entering the food technology rooms and laboratories.

In summary, the experts confirm that the financial resources and general infrastructure constitute a sustainable basis for delivering the degree programmes. However, investments in the laboratory safety and hygiene standards as well as in new equipment for the BaPPQ, BaTSPAP, and BaHV programmes are necessary to ensure the qualitative practical education of the students. A concept on how to achieve adequate international standards regarding safety and hygiene for these programmes needs to be developed.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 3:

Criterion 3.1

The experts acknowledge AIAA’s explanations regarding the current state and achievements in terms of staff internationalisation and international staff experience. Nevertheless, they recommend continuing on this path for further foster international academic exchange at the institute.

Criterion 3.2

AIAA does not comment on this criterion.

Criterion 3.3

In terms of the laboratory safety and hygiene standards, the experts appreciate the series of small but very important improvement steps that AIAA has taken already. However, as major issues like hygiene locks in food processing laboratories, the do not yet consider the initial requirement to be fulfilled. As part of the documentation for the fulfilment of this requirement, suitable photo and video footage of the labs should be provided.

Regarding the missing lab equipment for the BaTSPAP and BaHV programmes, the university again describes the good industry cooperation which allows students to gain practical insights into modern equipment. While the experts consider close industry relations very helpful in many regards, they stress that real industrial settings are not suitable for students to get their first basic but extensive hands-on experience with relevant equipment. Students need to have the possibility to train and practice their skills to have a safe space for learning to use the equipment and potentially make mistakes. These are conditions which cannot be provided by any industrial laboratory. Therefore, it is crucial for the university to gradually build up own capacities of the relevant equipment to be able to provide this essential training to the students. The experts formalise their requirement for a development plan to update the laboratories of these two programmes to an international standard.

Final assessment

Overall, the experts still see the need for improvement regarding the laboratory facilities, both regarding safety and hygiene measures as well as, for two programmes, the lab equipment itself. Concerning its staff policy, AIAA should continue bringing in lecturers with international experience to foster academic exchange,

In summary, the experts consider this criterion to be **partly fulfilled**.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions
--

Evidence:

- Self-Assessment Report
- Module handbooks of all study programmes
- Study programme website

Preliminary assessment and analysis of the experts:

After studying the module handbooks, the experts confirm that the descriptions generally provide the relevant information, including course name, course code, name of

teacher/teachers in charge, the students' total workload, awarded credit points, exam formats, learning outcomes, content summary, and recommended literature. However, the experts note that there are no module descriptions for the practical modules like the internships and the thesis. As all modules need to be transparently documented, the experts require AIAA to provide module descriptions for all curricular modules, including the internships and theses. Moreover, the module descriptions must clearly distinguish the foreign language modules, which need to be independently outlined with precise titles (e.g. "English language" instead of "Foreign language") and the respective language-specific learning contents. It is therefore required to precisely outline the foreign language modules/ options in the module handbook.

Lastly, the experts recommend publishing the module handbooks on the programmes' websites to ensure accessibility and transparency to all stakeholders of the programmes.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Ministerial regulation "On the Approval of State Standard Samples of Bachelor's and Master's Diplomas"
- Samples of Diploma Certificates and Diploma Supplements for all study programmes

Preliminary assessment and analysis of the experts:

The experts confirm that the students of the four study programmes are awarded a Diploma Certificate and a Diploma Supplement upon completion of their studies. The Diploma Supplement is based on the Europass model template and includes a Transcript of Records that lists all modules completed by the student and the respective obtained grades. Both documents are also issued bilingually in Uzbek and English. The experts confirm that the documents provide information on the student's qualifications profile and individual performance as well as the classification of the degree programme with regard to the respective education system. However, statistical data that enables the readers to assess the individual performance of the student in relation to a group is missing and is required to be added.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- Charter of AIAA
- AIAA student code of conduct
- AIAA website: <https://andqxai.uz/>
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The foundation of all regulations at AIAA is the university's charter, which is transparently provided on the well-designed university's website. Furthermore, the rights and obligations of all university members are outlined in multiple ministerial and university-level decrees that are mentioned in this report. For the students, there is also a strict code of conduct on campus. During the on-site visit, the students confirm their awareness of these regulations and further confirm that they have access to all regulations via the HEMIS information system. The experts confirm that the rights and duties of both the higher education institution and students are clearly defined and binding.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 4:

Criterion 4.1

The experts positively acknowledge that AIAA has already published the module handbooks both in Uzbek and English on the programmes' websites which strengthens the transparency of the study programmes. Therefore, they cancel the respective requirement. However, they note that internships and theses are still not documented, and that the English language module is still outlined as "Foreign language" (compare criterion 1.3), which needs to be corrected.

Criterion 4.2

The experts appreciate AIAA's considerations for updating the Diploma Supplements with statistical data. However, until this process is concluded, they formalise the initial requirement.

Criterion 4.3

AIAA does not comment on this criterion.

Final assessment

Overall, the experts acknowledge AIAA's strive for a transparent documentation of its structures, regulations, the programmes, and the students' achievements. However, some development steps are yet to be implemented.

In summary, the experts consider this criterion to be **partly fulfilled**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Charter of AIAA
- Sample student survey and stylised results
- Discussions during the audit

Preliminary assessment and analysis of the experts:

AIAA's quality management system includes elements of both internal as well as external quality assurance and is administered by the university's Department of Quality Assurance in Education. This department's function and task is to study the compliance of the education with state standards, monitor the quality of training, organise internal evaluations, monitor and develop the staff, check workload of both staff and students, introduce pedagogical innovations, and engage in external representation of the university, e.g. in terms of rankings. As part of its quality management activities, the department employs the online student survey instruments directed at students, teachers, and industry partners, respectively graduates, as explained in previous sections of this report. Examples of the survey questionnaires and stylised results were presented to the experts as part of the Self-Assessment Report.

The results of these surveys are collected and evaluated by the department and subsequently provided as information and discussion basis for different programme and university development meetings and plans. There is a structure of administrative and academic councils at different levels of the university respectively the faculties.

During the on-site visit, the experts discuss the internal quality assurance processes with all stakeholders of the programmes and gain a generally positive understanding of the quality culture at AIAA. They are satisfied to learn that the students are represented in the university councils and, in this way, also informed about the measures taken in response to

student feedback. The experts confirm that this adequately serves the purpose of a closed feedback loop. Likewise, AIAA has an extensive network of industrial stakeholders which are included to the development and quality assurance processes for the programmes in different ways. Besides the programme-specific formal and informal feedback channels described by the stakeholders present at the audit interview, the documentation shows that satisfaction surveys are conducted among industrial partners and employers to assess the perception of the university's educational success from outside. During the on-site interview, the industry representatives confirm their close collaboration with the university.

In terms of external quality assurance, AIAA underwent an institutional evaluation by the Ministry of Higher Education, Science, and Innovation in 2023. In addition, the university seeks national and international benchmarking through participation in different international university rankings. As the university representatives explain, AIAA is currently ranked as number 3 out of 14 agricultural universities in Uzbekistan. In addition, AIAA started to pursue international accreditation as an instrument of external quality control and development with the explicit objective of further promoting the internationalisation of the institute. The accreditation procedure for these four study programmes is the first accreditation at AIAA conducted by ASIIN.

In summary, the experts confirm that the study programmes are subject to periodical internal as well as external quality assurance in a process that includes all relevant stakeholders. The system includes a large network of external industrial stakeholders as well as the university staff and students. The experts are generally satisfied with the internal quality assurance mechanisms, including the involvement and feedback from and back to of the students. The experts encourage AIAA to continue its path of international benchmarking for enhancing the programmes' quality.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 5:

In terms of quality management, AIAA affirms its strive for international benchmarking, which is positively acknowledged and encouraged by the experts.

In summary, the experts consider this criterion to be **fulfilled**.

E Additional Documents

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

/

F Comment of the Higher Education Institution (11.04.2026)

The institution provided the following statement in response to the expert report:

1.1 AIAA expresses its gratitude to the experts for high rank on building “Model for training modern agronomists”, moreover we would love to inform that all the requirements from employers and government are covered. In 2024-2025, training courses and training course sections were included in the curricula, allowing for the strengthening of the interdisciplinary nature of educational programs. Based on innovative approaches to training modern specialists, AIAA has developed scientifically grounded and systematic educational models for each field of study. The "Model for Training Modern Agronomists" is also recognized as an important direction in the development concept presented by the rector of AIAA, which clearly defines the priority tasks of forming highly qualified, competitive personnel with modern knowledge and competencies in the agricultural sector.

<https://andqxai.uz/pdf-pages/areas-of-study>

This educational model is aimed not only at meeting the needs of traditional agriculture but also at training specialists for all sectors of the agro-industrial complex who possess comprehensive, systemic thinking skills and are capable of implementing innovative approaches into practice. Within the framework of the model, the combination of theoretical knowledge and practical skills, the introduction of advanced agricultural technologies, the effective use of digital solutions, and the integration of research activities with production are considered priority areas. As a result, personnel trained on the basis of this approach will be formed as specialists with high professional competence, adapted to modern production requirements, market economy conditions and global agro-ecological problems. **(Appendix 1)**

1.2 Regarding experts' opinions on the name of the Viticulture and Horticulture program, the AIAA notes that there was an incorrect translation into English. In fact, the program is called **Horticulture and Grape Growing**.

<https://andqxai.uz/departments/13>

As a result of technical errors occurring during the translation of educational program titles into English, the field of "Fruit and Vegetable

Growing and Viticulture" was incorrectly designated as "Horticulture and Viticulture" in initial reports and official documents. Despite the fact that this translation variant is somewhat similar in content, it does not fully reflect the original essence and directional features of the educational program, and terminological clarity is not sufficiently ensured. Therefore, as a result of revision based on scientific and methodological approaches and international educational standards, it was deemed appropriate to name this field as **"Horticulture and Grape Growing"**. This option, while more accurately highlighting the essence and content of the educational program, fully covers its main areas—fruit and vegetable growing and grape cultivation processes. As a result, the level of terminological accuracy, scientific validity, and correct interpretation at the international level is ensured. At the moment there were made corrections in all the official documents related to this program as **"Horticulture and Grape Growing"**.

1.3 AIAA highly appreciates the notes of experts on the name of the module related to international languages. The usage of International language is common in all levels of studies in Uzbekistan. However, considering the experts notes we made the correction and renamed the module to the **English language**. AIAA expresses its commitment to further developing international benchmarking practices to improve the quality of educational programs, taking into account expert recommendations. To this end, special courses aimed at improving English language proficiency have been organized for professors, teachers, and students. Also, joint projects are being implemented in cooperation with the American Embassy, which serves to strengthen the international integration of educational and scientific activities. Currently, AIAA has established cooperation with higher educational institutions and organizations in 47 countries, which creates an important basis for studying international experience and best practices. Work is underway to gradually introduce English-language instruction in the educational process, and mechanisms for attracting and incentivizing foreign professors and teachers have been established. In order to develop academic mobility, mobility programs have been organized in cooperation with neighboring countries, and specific plans have been developed to expand student and faculty exchanges within international mobility programs, including Erasmus+ and others. These

measures will serve to systematically develop international benchmarking at AIAA and improve educational programs based on international standards.

The issue of naming the subject "Foreign Language" in the curriculum as "English Language" is of great importance in terms of educational content, goals, and modern needs. The term "foreign language" is a general concept that encompasses any foreign language (English, German, French, Chinese, etc.). However, in practice, the primary language of instruction in our educational institution is English.

Therefore, defining the subject as "English" makes the content of the curriculum clear and understandable. Today, English has become the primary language of international communication, science, technology, and business. The majority of scientific articles, international conferences, information technologies, and internet resources are conducted in English. Therefore, it is advisable to show students which language is being taught in depth.

From the perspective of today's labor market requirements, it is appropriate to call it "English." This is because employers often require knowledge of English. Therefore, the precise name of this subject in the diploma or curriculum increases the student's competitiveness. To this end, the subject "Foreign Language" in the curriculum has been renamed "English Language". **(Appendix 2)**

AIAA operates clubs specializing in various languages to enhance students' language proficiency and ensure their competitiveness in the international arena. These clubs are an important form of additional education that enriches the educational process. Within the circles, not only English but also other foreign languages are taught. In particular, students have the opportunity to study Russian, German, French, Chinese, Korean, and other languages based on their interests and future professional needs. This serves to expand their language skills, introduce them to different cultures, and develop their ability for international communication.

Financial literacy, Accounting and taxation, and Information Technology are taught as elective subjects in all agricultural fields. Furthermore, as specified in paragraph 1.1, it is stipulated that within this modern personnel training project, subjects such as Business Management, Logistics, Economic Theory, Marketing, and Geoinformation Systems will be included as elective subjects.

It is emphasized that it is important to teach the topic of identifying and managing pesticide residues in the modules of the plant protection educational program at the undergraduate level. In accordance with the opinion of experts and based on the study of the experience of a number of foreign countries, including Germany, the Netherlands, the USA and China, the introduction of special modules for monitoring pesticide residues, laboratory analyses (GC, HPLC, LC-MS/MS) and risk assessment in agricultural educational programs, appropriate measures have been identified to improve this area and work has begun on their implementation. Specifically, starting from the 2026–2027 academic year, it is planned to include the "Identification and Management of Pesticide Residues" module in the curriculum of the "Plant Protection" field of study as part of the "Chemical Plant Protection and Agro-Toxicology" discipline. The primary objective of this module is to develop theoretical knowledge and practical skills in students regarding the scientific identification, assessment, and safe management of pesticide residues in agricultural products. It is also carried out by ensuring food security, mastering modern analytical methods, managing and reducing waste, knowing international standards and regulations, and fulfilling comprehensive tasks to ensure environmental sustainability. As a result, students will be able to identify pesticide residues in agricultural products using modern laboratory methods, analyze the results obtained on a scientific basis and draw conclusions, compare pesticide residues with permissible norms, determine and assess the level of risk to human health, make decisions on the rational and safe use of pesticides, develop agrotechnological measures aimed at reducing residues, know the requirements of international organizations and apply them in practice, ensure compliance with quality and safety requirements for export-oriented products, assess the impact of pesticides on the environment, apply approaches aimed at ensuring environmental sustainability, work with laboratory equipment, conduct research and prepare reports, and be able to apply the acquired knowledge in real production processes.

This module program is developed by U. Isashova, Associate Professor of the Department (PhD) (**Appendix 3**).

AIAA highly appreciates the recommendation on the changes of the curricula. And notes that we are eager to make some changes and upgrade it.

2. To ensure the perfect mastery of professional skills in undergraduate fields of study, curricula and curricula for specific disciplines provide for educational (introduction), production (clinical, creative, etc.) and pre-graduation qualification internships. Internships are a mandatory part of the undergraduate educational process and are aimed at forming students'

professional training, practical skills, and competencies. When organizing qualification internships, they are carried out based on the criteria established in the qualification requirements of educational fields based on State Educational Standards.

Credit hours are allocated for qualifying internships across semesters; the 1st credit is equal to 30 hours, and the student completes internships for 6 hours per day.

During the preparation of bachelors, the following qualification internships are conducted:

Educational (training) practice serves to familiarize with economic sectors, relevant organizations, institutions, and enterprises, and to strengthen theoretical knowledge in natural sciences and general professional disciplines;

Production practice is aimed at strengthening theoretical knowledge in general professional and specialized disciplines and harmonizing it with practical (production) processes, as well as forming relevant practical skills, competencies, and qualifications;

Pre-graduation internships are aimed at further strengthening professional skills in production (at enterprises, organizations, and institutions of the relevant industry), adapting to professional activities, and collecting and systematizing information for the preparation of final qualification work.

Other types of qualification internships may be applied in accordance with the specifics of the educational fields. Each type of internship is conducted in accordance with the curriculum and curriculum at relevant advanced enterprises, organizations, and institutions of economic sectors and the real sector, foreign and joint ventures, scientific organizations, educational, cultural, and other institutions, in field conditions, at special experimental sites (polygons), etc. The organization and conduct of internships, as well as the determination of student assessment criteria, are carried out by higher educational institutions.

AIAA confirms that final qualifying works (Bachelor thesis) is included in the program under the name Governmental Attestation, moreover AIAA requests experts to take into account that graduation qualification works have been reintroduced starting from the 2025-2026 academic year. This system functioned as one of the main forms of final certification in higher education institutions before the COVID-19 pandemic. However, taking into account the

difficult conditions that arose in the educational process during the pandemic and the need to create convenience for students, the completion of graduation qualification works was transferred to a voluntary form. That is, students are given the opportunity to prepare their final qualifying work on the basis of academic freedom or, as an alternative, take state certification exams in specialized subjects. **(Appendix 4)**

The reintroduction of final qualifying works for all undergraduate graduates starting from the 2025-2026 academic year serves to improve the quality of education, develop students' research skills, and develop their independent thinking skills. Particular attention is paid in scientific works to the harmonization of theoretical knowledge with practice, the use of modern scientific approaches, and the analysis of results.

It should be noted that statistical analysis methods are widely used in graduation qualification works **(Appendix 5)**. This plays an important role in ensuring the scientific validity and reliability of the research results. In particular, R. Tojiboev's graduation qualification work titled "Methods of Cotton Defoliation and Their Influence on Cotton Yield" can be cited as an example. In this scientific work, the primary statistical analyses are detailed on pages 48-49, while empirical data is systematically presented in tabular form on pages 32-37. This approach served as an important methodological basis for the in-depth analysis of research results and the formulation of scientific conclusions.

At the same time, in accordance with the recommendations given by experts, it is noted that it is necessary to use methods of mathematical and statistical analysis more widely, deeply and systematically in graduation qualification works. This is an important factor in increasing the scientific potential of students, equipping them with modern scientific research methods, and preparing them for future scientific activities.

3.1 AIAA request to take in to a count the fact that most of the teaching stuff in AIAA are the graduates from other universities that AIAA. In AIAA the faculties are formed not only from the Andijan region and the Fergana Valley regions but also from leading specialists recruited from foreign countries. This serves as an important factor in improving the quality of education and implementing international experience. In particular, Abdiev Murad, a resident of Osh, Kyrgyz Republic, works at the Department of Agribusiness and Marketing. Kh. Sotkinov, who completed his master's degree at the Vistula University in Poland, and S. Iskandarov, who completed his bachelor's degree at the Andijan Institute of Agriculture and Agrotechnologies

and continued his master's and doctoral studies at the Tashkent Institute of Irrigation and Melioration, are currently working at this department. The head of the department, G. Karimova, completed her master's degree at the University of Leeds in the United Kingdom and is conducting fruitful scientific and pedagogical activities at AIAA. The examples provided are within the scope of only one department, and such cases are widely observed in other departments as well.

In particular, Professor Mushtaq Ahmad, a citizen of Pakistan, works at the Department of Plant Protection and Quarantine. Additionally, this year, the head of the department, M. Rakhmonova, and the professor of the department, Kh. Abdullaeva, participated in professional development courses in the People's Republic of China, while the associate professors of the department, U. Isasheva, A. Rakhimova, and M. Rakhimov, participated in professional development courses in the Republic of Kazakhstan.

Another example is the Department of Crop Production, Soybeans, and Oilseeds. Ali Saiyad, a citizen of India, and Lee Kei Taeg, a citizen of South Korea, work in this department. This year, the head of the department, I. Nosirov, and associate professor, Kh. Juraeva, completed their professional development in India, while associate professors F. Atakhadjaeva, S. Mamadalieva, and D. Kholdarova participated in professional development programs in the People's Republic of China.

In general, the fact that the faculty is formed at the international level and has foreign experience is of great importance in improving the quality of the educational process, introducing modern knowledge and innovative approaches.

3.3 AIAA is partially agree that given the shortage of certain laboratory equipment and to ensure the educational process complies with international standards, an alternative and effective mechanism has been developed aimed at the full formation of laboratory competencies.

In accordance with this mechanism, laboratory classes are organized on the basis of production enterprises and external laboratories to use some laboratory equipment not available at AIAA. This approach provides students with the opportunity to work with modern technological equipment in a real industrial environment.

In particular, special technological equipment required for the disciplines "Technology of Storage and Processing of Cotton Raw Materials" and "Processing of Technical and Oilseed Crops Raw Materials" is being studied at "ROHATIYON SHODIYONA" LLC. Modern milling and processing

equipment for the disciplines "Grain Storage and Processing Technology," "Main Technological Processes and Devices," and "Equipment and Design Fundamentals of Processing Enterprises" is being practically mastered at the "Fayz-M Halal Un va Yoğlari" enterprise. **(Appendix 6)**

Within the framework of the disciplines "Technology for Processing Dairy and Meat Products," modern pasteurization, fermentation, and processing lines are being studied at the "Rash Milky" base, and practical classes are being conducted to determine the quality and composition of milk and dairy products. At the "Navigul Group" enterprise, intensive freezing of vegetables, storage processes, the use of refrigeration chambers, and logistics systems are being studied in the disciplines "Storage and Processing of Fruits and Vegetables," "Storage of Root Fruits," and "Processing of Horticultural Products."

Additionally, modern production lines have been organized at "Tavegdas" on the basis of the disciplines "Technology of Juicing and Beverage Production" and "Canning Technology." The use of analytical equipment not available at AIAA for determining the chemical composition of food products, assessing quality indicators, and conducting laboratory analyses has been established at the chemical laboratories of Andijan State University and the State Center for Food Safety.

This approach fully aligns with the principles of competency-based education, practical orientation, and integration with industry. As a result, students not only acquire theoretical knowledge but also develop skills for working on modern equipment in real production conditions.

In addition, all classes will be organized in strict compliance with occupational safety and hygiene requirements, mandatory briefings will be held for students, and they will gain skills to work based on international standards (HACCP, ISO).

Existing deficiencies related to compliance with safety and sanitary requirements in laboratory premises have been systematically eliminated, and comprehensive measures have been implemented in this regard. In particular, in order to protect the labor of laboratory staff and students, they are provided with special protective equipment, cotton or chemical-resistant robes, closed and non-slip shoes, protective goggles, rubber gloves, and respirators. In order to increase the possibilities of providing first aid in laboratories, work has been carried out to fully provide first aid kits and necessary medicines equipped in

accordance with modern requirements, and regular control over the validity period and constant availability of these means has been established.

Based on expert recommendations, foam and powder fire extinguishers were installed in the laboratory rooms to ensure fire safety. Their technical integrity, readiness for operation, and alignment with established standards are constantly inspected.

As part of ensuring sanitary and hygienic requirements, modern hand washing facilities have been established in all laboratory rooms. They are regularly provided with soap (solid and liquid), disinfectants, and disposable paper napkins. At the same time, special eyewash stations have been installed to provide rapid assistance in emergency situations. Additionally, to ensure the efficient and safe placement of laboratory equipment, work was carried out to provide special laboratory furniture—laboratory tables that are resistant to chemical impacts, durable, and meet ergonomic requirements.

In addition, regular cleaning and disinfection work was carried out in the laboratory rooms, microclimate indicators were maintained at a normal level, and special washrooms were organized.

As a result of the above work, full compliance with safety, sanitary-hygienic and environmental requirements, as well as the creation of a healthy and safe working environment in the laboratory rooms was ensured.

The AIAA draws attention to the fact that the deficiencies indicated by the experts have been eliminated.

4.1 Appropriate measures have been taken regarding this issue. In particular, all subject programs are fully and systematically posted on AIAA's official website. This ensures the transparency of the educational process and provides students and interested parties with the opportunity to freely familiarize themselves with the content of academic disciplines. In the future, work will continue to regularly update this information and ensure its relevance. <https://andqxai.uz/training-programs>

4.2 Appropriate measures have been developed regarding the identified problem. In particular, it was decided to introduce a system for reflecting the rating and grades obtained by each student in relation to the group in the diploma application. Through this approach, the transparency of student knowledge assessment and the possibility of comparative analysis are ensured. In order to eliminate this problem, relevant changes are being made to the system of organizing and documenting the educational process, and their full implementation is planned for the 2026-2027 academic year.

5. AIAA fully recognizes the recommendations made by experts and confirms its firm commitment to the consistent continuation and further strengthening of international benchmarking practices. In this regard, educational programs are regularly analyzed in comparison with the experience of leading European and other prestigious international higher education institutions. In particular, the content and structure of programs are evaluated based on the principles of the Bologna process and the requirements of the ECTS system.

Benchmarking activities are comprehensive and systematic in nature, involving an in-depth analysis of the structure of curricula, educational outcomes, subject content, teaching methodologies, and assessment systems. At the same time, this process serves to ensure compliance with international academic and professional standards, develop a competency-based approach, and introduce modern pedagogical technologies. To adopt best practices, AIAA will expand international cooperation and effectively utilize academic mobility programs, including the Erasmus+ program.

Based on the results of benchmarking, the curricula are regularly updated and improved. This serves to ensure their relevance, increase their adaptability to labor market requirements, and strengthen their competitiveness in the international educational space. Additionally, through the alignment of programs with international quality standards, the necessary conditions are being created for graduates' professional competencies and global recognition.

G Summary: Expert recommendations (28.04.2026)

Taking into account the additional information and the comments given by AIAA the peers summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Agronomy	With requirements for one year	30.09.2031
Ba Plant Protection and Quarantine	With requirements for one year	30.09.2031
Ba Technology of Storage and Processing of Agricultural Products	With requirements for one year	30.09.2031
Ba Horticulture and Grape Growing	With requirements for one year	30.09.2031

Requirements

For all programmes

- A 1. (ASIIN 1.1) Ensure that the learning outcomes of the programmes are described briefly and concisely, and transparently publish them on the programmes' websites.
- A 2. (ASIIN 3.3) Provide a concept for updating the laboratories to an international work safety and hygiene standard.
- A 3. (ASIIN 4.1) Provide module descriptions for all modules, including the internships and thesis.
- A 4. (ASIIN 4.1) Precisely outline the foreign language modules/ options in the module handbook.
- A 5. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

For BaTSPAP and BaHV

- A 6. (ASIIN 3.3) Provide a concept for the update of the laboratories and equipment to an international standard.

Recommendations

For all programmes

- E 1. (ASIIN 1.1) It is recommended to broaden the qualification profiles.
- E 2. (ASIIN 1.3) It is recommended to offer more flexibility in choosing elective modules.
- E 3. (ASIIN 1.3) It is recommended to further foster both incoming and outgoing student mobility.
- E 4. (ASIIN 1.4) It is recommended to adopt active recruiting measures to attract students not only from the Fergana valley.
- E 5. (ASIIN 1.6) It is recommended to strengthen research competences, e.g. by offering a module on research methodology/ scientific work, strengthen project work of the students and encourage critical and controversial discussions as a methodology of scientific work.
- E 6. (ASIIN 1.6) It is recommended to foster scientific work with international literature.
- E 7. (ASIIN 1.6) It is recommended to foster English language competency through better integration into the teaching methodology.
- E 8. (ASIIN 1.6) It is recommended to include experimental design, practical application of statistics and data analysis in the teaching of the applied modules.
- E 9. (ASIIN 3.1) It is recommended to foster the English language competency of the staff body.
- E 10. (ASIIN 3.1) It is recommended to consider international experience as criterion for hiring new academic staff.

For BaPPQ

- E 11. (ASIIN 1.3) It is recommended to include the topic of residue management in the teaching contents.

H Comment of the Technical Committee 08 – Agriculture, Forestry, and Food Sciences (03.06.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure including the multitude of issues mentioned critically by the expert group. Nevertheless, based on further experiences, the quality of the programmes can be considered advanced in the Uzbek comparison. The Technical Committee therefore agrees to recommend the award of the accreditation with the formalisation of the proposed six requirements and eleven recommendations.

The Technical Committee 08 – Agriculture, Forestry and Food Sciences recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Agronomy	With requirements for one year	30.09.2031
Ba Plant Protection and Quarantine	With requirements for one year	30.09.2031
Ba Technology of Storage and Processing of Agricultural Products	With requirements for one year	30.09.2031
Ba Horticulture and Grape Growing	With requirements for one year	30.09.2031

I Decision of the Accreditation Commission (26.06.2026)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The Accreditation Commission discusses the procedure and confirms the assessment of the experts and the Technical Committee without changes.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Ba Agronomy	With requirements for one year	30.09.2031
Ba Plant Protection and Quarantine	With requirements for one year	30.09.2031
Ba Technology of Storage and Processing of Agricultural Products	With requirements for one year	30.09.2031
Ba Horticulture and Grape Growing	With requirements for one year	30.09.2031

Requirements

For all programmes

- A 1. (ASIIN 1.1) Ensure that the learning outcomes of the programmes are described briefly and concisely, and transparently publish them on the programmes' websites.
- A 2. (ASIIN 3.3) Provide a concept for updating the laboratories to an international work safety and hygiene standard.
- A 3. (ASIIN 4.1) Provide module descriptions for all modules, including the internships and thesis.
- A 4. (ASIIN 4.1) Precisely outline the foreign language modules/ options in the module handbook.
- A 5. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

For BaTSPAP and BaHV

- A 6. (ASIIN 3.3) Provide a concept for the update of the laboratories and equipment to an international standard.

Recommendations

For all programmes

- E 1. (ASIIN 1.1) It is recommended to broaden the qualification profiles.
- E 2. (ASIIN 1.3) It is recommended to offer more flexibility in choosing elective modules.
- E 3. (ASIIN 1.3) It is recommended to further foster both incoming and outgoing student mobility.
- E 4. (ASIIN 1.4) It is recommended to adopt active recruiting measures to attract students not only from the Fergana valley.
- E 5. (ASIIN 1.6) It is recommended to strengthen research competences, e.g. by offering a module on research methodology/ scientific work, strengthen project work of the students and encourage critical and controversial discussions as a methodology of scientific work.
- E 6. (ASIIN 1.6) It is recommended to foster scientific work with international literature.
- E 7. (ASIIN 1.6) It is recommended to foster English language competency through better integration into the teaching methodology.
- E 8. (ASIIN 1.6) It is recommended to include experimental design, practical application of statistics and data analysis in the teaching of the applied modules.
- E 9. (ASIIN 3.1) It is recommended to foster the English language competency of the staff body.
- E 10. (ASIIN 3.1) It is recommended to consider international experience as criterion for hiring new academic staff.

For BaPPQ

- E 11. (ASIIN 1.3) It is recommended to include the topic of residue management in the teaching contents.

Appendix: Programme Learning Outcomes and Curricula

According to the documentation provided on the programme's website, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Ba Agronomy:

AG1 – Understands the main directions and urgent issues of state policy, analyses the socio-economic processes taking place in the country, and develops the ability to make decisions that contribute to strengthening interethnic harmony and religious tolerance.

AG2 – Possesses the skills to communicate freely in a professional field through a foreign language and the state language, express ideas clearly and fluently, and analyse professional documents and scientific sources.

AG3 – Forms a healthy lifestyle through physical education, understands the importance of maintaining and strengthening personal health, and acquires the skills to follow the principles of a healthy life.

AG4 – Effectively uses ICT tools based on the laws of probability theory and mathematical statistics to collect, digitise, analyse, and manage data in agriculture.

AG5 – Studies the composition and properties of soil, knows the ways to preserve and improve its fertility, applies proper tillage methods, and acquires practical skills to prevent erosion.

AG6 – Develops skills in applying biological methods in agriculture, studying the anatomical, physiological, and morphological characteristics of plants, and identifying, describing, and analysing various plant species.

AG7 – Acquires practical skills in mechanising technological processes in the agro-industrial complex, organising them effectively, and understanding the structure and working principles of agricultural machinery.

AG8 – Studies the main directions and content of agronomic activities, analyses the formation and development stages of the farming system, and understands the relationship between education and production.

AG9 – Studies the fundamentals of genetics, selection, and seed production of agricultural crops, develops skills in selecting and evaluating high-yield and resistant varieties, and applies biological and agrotechnical methods to combat diseases, pests, and weeds.

AG10 – Acquires skills in applying modern and non-traditional agrotechnologies based on the biological characteristics of cotton, field, and fodder crops to obtain high and quality yields and create a feed base for livestock.

AG11 – Assesses the impact of natural and anthropogenic factors on the reclamation condition of irrigated lands, analyses water regimes and balance, identifies existing problems using GIS technologies, and develops proposals to eliminate them.

AG12 – Knows the current regulatory requirements in the production, storage, and processing of agricultural products, possesses practical skills in assessing product quality, complying with standards and certification requirements, and analysing production technologies.

AG13 – Acquires basic concepts in ecology and environmental protection, analyses the rational use of land resources, and gains knowledge and practical skills in labour protection and life safety.

AG14 – Studies the basics of sericulture and mulberry cultivation, learns the technologies of caring for mulberry trees and rearing silkworms to produce high-quality silk.

AG15 – Based on the agroecological conditions and soil-climatic features of farms, acquires knowledge and skills in crop placement, introduction of organic farming systems, preservation and improvement of soil fertility, and conducting effective farming under arid conditions.

AG16 – Acquires practical skills in applying modern agrotechnical methods in various soil-climatic conditions, considering the biological characteristics of non-traditional, oilseed, and industrial crops to ensure high productivity.

AG17 – Knows the principles of accounting and taxation in agricultural enterprises, develops practical skills in determining production costs and profits, maintaining financial documentation, and evaluating the efficiency of economic activities.

AG18 – During this practice, students strengthen their theoretical knowledge through practical training, directly participate in production processes, and acquire necessary professional skills.

AG19 – Based on the theoretical knowledge acquired in agronomy, students develop the ability to identify, analyse, and find practical solutions to agricultural problems.

The following **curriculum** is presented:

1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
JMSB1104 Physical culture and sports 4 ECTS	XJTNB1108 Foreign language 4 ECTS	TPAKB1308 Soil Science and Agrochemistry 4 ECTS	TPAKB1308 Soil Science and Agrochemistry 4 ECTS	QXBTMB1308 Agricultural biotechnology and microbiology 6 ECTS	O'SHB1712 Plant Science 4 ECTS	YEXYEOTB1508 Forage Production and Feed Preparation 6 ECTS	
ANFKBKB1104 Analytical, physical and inorganic Chemistry 4 ECTS	BO' FZB1108 Botany and plants Physiology 4 ECTS	DEHB1310 Farming 4 ECTS	DEHB1310 Farming 6 ECTS	FALB1504 Philosophy 4 ECTS	O' HQB1508 Plants protection make 4 ECTS	DEYNTB1706 Field crops in cultivation unconventional Technologies 4 ECTS	
DINB1204 Religious studies 4 ECTS	O' EYTB1104 Uzbekistan the most new History 4 ECTS	MELYTB1310 Reclamation and land Composition 6 ECTS	MELYTB1310 Reclamation and land Composition 4 ECTS	O' SHB1712 Plant Science 6 ECTS	ESSTB1510 Crops irrigation and irrigation Systems 4 ECTS	QXMSSB1804 Standardization and certification of agricultural products 4 ECTS	
QXMB1106 Mechanization of agriculture 6 ECTS	O'TO'SQB1204 Uzbek (Russian) language: Uzbek language in the field Application 4 ECTS	MEVSABB1308 Fruit growing and Vegetable growing 4 ECTS	MEVSABB1308 Fruit growing and Vegetable growing 4 ECTS	O' HQB1508 Plants protection make 4 ECTS	PAXTEB1508 Cotton Production 6 ECTS	QXMSQITB1806 Technology of storage and processing of agricultural and household products 4 ECTS	
AGRAB1104 Agronomy basics 4 ECTS	ENMTB1204 Probability theory and mathematical Statistics 4 ECTS	QXEGSUB1508 Agricultural x Farm Crop Genetics, Selection and Seed Production 4 ECTS	QXEGSUB1508 Agricultural x Farm Crop Genetics, Selection and Seed Production	ESSTB1510 Crops irrigation and irrigation Systems 6 ECTS	Selection sciences IT2604 Sericulture and Mulberry IA2604 Sericulture Fundamentals	Selection Sciences O' BA2704 Plant Science biological basics NEYET2704 Non-traditional crops cultivation	

0 Appendix: Programme Learning Outcomes and Curricula

			4 ECTS		4 ECTS	Technology 4 ECTS	
XJTNB1108 Foreign language 4 ECTS	QXAKTB12 04 Infor- mation and Communi- cation Technolo- gies in the Agricultural Farm 4 ECTS	Selection sciences EAMM2304 Ecology and environment HFX2304 Life activity Se- curity 4 ECTS	O' SHB1712 Plant Sci- ence 4 ECTS	Selection sciences GIO' ShDIA2504 Global cli- mate change un- der the cir- cumstances of farming scientific basics LD2504 Lalmicor Agriculture 4 ECTS		Selection subjects BXST2704 Accounting account and to tax weigh- ing MS42704 Financial liter- acy 4 ECTS	
BO' FZB1108 Botany and plants physiology 4 ECTS	BIOB1204 Biology 4 ECTS	Selection sciences MEYIT2304 Oily crops in cultivation innovative technologies TEBYT2304 Technical crops biol- ogy and cul- tivation Technology 4 ECTS				Selection sci- ences OD2704 Or- ganic farming MOMYT2704 Interregional organic prod- uct cultiva- tion Technol- ogy 4 ECTS	
	Internship 2 ECTS		Internship 4 ECTS		Interns- hip 6 ECTS		Interns- hip in- terns- hip 30 ECTS
30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS

According to the documentation provided on the programme's website, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Ba Plant Protection and Quarantine:

PPQ 1 Analyses the essence and meaning of events and ideological contradictions occurring in Uzbekistan, ensures interethnic harmony and religious tolerance, forms a healthy mindset, understands the nature of the relationship between the state and the individual, and is able to make decisions based on these principles.

PPQ 2 Is able to apply physical activity in daily life, engage in sports, observe personal hygiene, diet and rest regimes, assess and improve own physical condition, and select appropriate exercises for development. JMSB1104 Physical Culture and Sports

PPQ 3 Effectively uses information and communication technologies based on the laws of probability theory and mathematical statistics in the collection, digitisation, analysis, and management of data in the agrarian field.

PPQ 4 Possesses skills to apply modern methods of soil cultivation based on the study of soil origin, structure, physicochemical composition, and agrobiological properties, to increase soil fertility through digital analysis and assessment, and to develop effective measures against erosion processes

PPQ 5 Develops skills in intensive plant cultivation, selects and applies advanced and innovative technologies in plant studies, and analyses plant anatomy, physiology, morphology, and classification.

PPQ 6 Acquires the ability to express thoughts clearly and fluently, participate freely in communication, correctly use grammatical structures, and apply them effectively in speech activity.

PPQ 7 Develops and implements Integrated Pest Management (IPM) programmes, applies insecticides and biochemical agents, evaluates the agroecological effects of each insect, provides recommendations for agricultural production, and applies them in practice.

PPQ 8 Operates tractors and agricultural machinery produced domestically and abroad, explores and applies measures to ensure food security, understands the degree of mechanisation in agricultural production, and uses ICT skills to execute algorithms and employ digital and cloud technologies in agriculture, studying and applying e-government services.

PPQ 9 Develops agro-technical measures for specific crops and varieties based on soil-climatic conditions, determines appropriate fertiliser rates, irrigation norms, and plant protection measures (agrotechnical, biological, chemical).

PPQ 10 Identifies plant diseases, predicts their development and spread, applies disease control systems according to types, and uses modern laboratory methods for disease diagnostics.

PPQ 11 Assesses the spread and ecological characteristics of quarantine pests and diseases, plans, implements, and controls quarantine measures in practice, ensures environmental safety, adheres to professional ethics, and understands social responsibility.

PPQ 12 Analyses the relationship between agro-technological processes and environmental factors in fruit and vegetable cultivation, selects and applies effective technological elements for high yield and quality production, assesses technologies ensuring product quality and safety, applies innovative approaches, and uses scientific research methods in horticulture and vegetable production

PPQ 13 Selects, applies, and evaluates biological and chemical plant protection methods, propagates, stores, and applies entomophages and entomopathogens, finds and analyses scientific data, works in teams, and studies environmentally friendly methods of pest and disease control.

PPQ 14 Determines a professional direction in the field, forms professional activity, understands normative documents and laws, applies them in the field, conducts practical observations, and collects factual information.

PPQ 15 Forms skills to identify and control harmful organisms imported into the country, assess their development, distribution, and economic damage, and plan protective and quarantine measures to prevent them, conduct phytosanitary control, and issue phytosanitary certificates.

PPQ 16 Understands the bioecology and damage of quarantine harmful organisms, calculates accumulated effective temperatures, determines the timing of control methods and tools, creates reserves of control means against quarantine organisms, and estimates related costs, forming relevant professional skills.

PPQ 17 Studies bio-contamination as a response of the environment to human innovation, examines materials and products interacting with natural processes in the biosphere, analyses their effects on biocenoses and economic sectors, and selects and applies technologies aimed at solving related problems.

PPQ 18 Develops competence in analysing causes, factors, and consequences of pest spread, creating scientifically based solutions for real-life problems, considering ecological safety and human health in pest control, using pesticides rationally, choosing and

evaluating biological control methods, and identifying pests based on signs of stored product infestation.

PPQ 19 Masters scientific methods of using antibiotics in agriculture and plant protection, evaluates their effectiveness against harmful microorganisms, understands the consequences of misuse, and develops skills to ensure a safe environment.

PPQ 20 Analyses agricultural production, processing, marketing, and service processes, organises agribusiness entities such as farms, agrifirms, cooperatives, and clusters, identifies problems, applies innovative solutions, understands accounting principles, and uses them in practice

PPQ 21 Solves problems related to ensuring safe working conditions in production sectors, follows basic safety requirements when operating and maintaining electrical equipment, machinery, and mechanisms, understands the causes and prevention of fires, uses organisational and technical firefighting tools, analyses causes and consequences of emergencies, and applies safety methods.

PPQ 22 Understands the composition of the biosphere, studies atmospheric pollution and its prevention, analyses ecological factors affecting the growth and distribution of agricultural crops, determines their causes, and develops monitoring capabilities.

PPQ 23 Effectively applies biotechnological methods in the field, searches for, tests, and analyses new biological control methods, selects environmentally friendly protection means, promotes them, and applies them in practice.

PPQ 24 Professional internship enables students to acquire professional skills and work experience, understand and justify the nature of plant protection activities in agriculture, apply theoretical knowledge in practice, and develop general and professional competences.

PPQ 25 Based on mastering subjects in the curriculum of the Plant Protection and Quarantine education programme, the student gains the ability to analyse and solve problems in agriculture.

The following **curriculum** is presented:

1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
DINB1204 Religious Studies 4 ECTS	B O' FZB1208 Botany and plants Physiology 4 ECTS	O' SHPB1306 Plant growth and Cotton farming 6 ECTS	TPAKB1308 Soil Science and Agrochemistry 4 ECTS	FALB1504 Philosophy 4 ECTS	O' KZKB1508 Plants quarantine pests and diseases 4 ECTS	QXEN-TOB1608 Agricultural entomology 4 ECTS	
JMSB1104 Physical culture and sports 4 ECTS	XJTNB1108 Foreign language 4 ECTS	O' SIMB1306 Plants immunity 6 ECTS	UFT-MKB1310 General phytopathology and microbiology 4 ECTS	O' KFNDDB1506 Plants in quarantine phytosanitary control and diagnostics 6 ECTS	MEVSABB1508 Fruit growing and Vegetable growing 4 ECTS	QXFITOB1608 Agricultural Phytopathology 4 ECTS	
ENMSB1104 Probability theory and mathematician Statistics 4 ECTS	UENHSB1110 General entomology and insects Systematics 4 ECTS	TPAKB1308 Soil Science and Agrochemistry 4 ECTS	DHMELB1308 Farming and Land reclamation 4 ECTS	O' KZKB1508 Plants quarantine pests and diseases 4 ECTS	ISEHQB1606 Greenhouse crops protection to do 6 ECTS	O' BHQB1706 Plants biological protection to do 6 ECTS	
ANFKBKB1104 Analytical, physical colloid and bioorganic Chemistry 4 ECTS	O' TO'SQ204 Uzbek (Russian) language: Uzbek language in the field Application 4 ECTS	UFT-MKB1310 General phytopathology and microbiology 6 ECTS	MIKLB1406 Mycology 6 ECTS	MEVSABB1508 Fruit growing and Vegetable growing 4 ECTS	QXEN-TOB1608 Agricultural Entomology 4 ECTS	OKHQATB1706 Chemical Plant Protection and Agrototoxicology 6 ECTS	
BO' FZB1208 Botany and plants Physiology 4 ECTS	O' EYTB1104 Uzbekistan the most new History 4 ECTS	DHMELB1308 Farming and Land reclamation 4 ECTS	Selection sciences O' KIET2404 Plants import and quarantine export systems O'QOP2404 Plants	Elective subjects OHQITF2504 Predicting the development of agricultural pests B2504Biohazards 4 ECTS	QXFITOB1608 Agricultural Phytopathology 4 ECTS	O' MKFTEB1706 Plants and products in quarantine phytoexamination 6 ECTS	

0 Appendix: Programme Learning Outcomes and Curricula

			quarantine organisms Forecasting 4 ECTS				
XJTNB1108 Foreign language 4 ECTS	QXITB1204 Innovative equipment and technologies in agriculture 4 ECTS	Selection sciences O' HQFK2304 Quarantine Basics MK2304 Specialization entrance 4 ECTS		Selection sciences QXMSAZO2504 Rural economy products storage during the period harmful organisms QXAQ2504 Village on the farm antibiotics Application 4 ECTS	Selection sciences HFX2604 Life activity security QXEX2604 Village on the farm ecological Security 4 ECTS	Selection Science O' HQB2804 Plants protection in doing biotechnology A2704 Agrobiotechnology 4 ECTS	
UENHSB1110 General entomology and insects Systematics 6 ECTS	QXAKTB1204 Information and Communication Technologies in Agriculture 4 ECTS			Selection sciences ATEB2504 Agribusiness organization to grow and management BHST2504 Accounting account and to tax weight 4 ECTS			
	Internship 2 ECTS		Internship 8 ECTS		Internship 4 ECTS		Internship 30 ECTS
30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS

According to the documentation provided on the programme's website, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Ba Technology of Storage and Processing of Agricultural Products:

TSPAP 1 – Analyzes the essence of events and ideological contradictions taking place in Uzbekistan, ensures interethnic harmony and religious tolerance, forms healthy thinking, and understands the relationship between the state and the individual to make well-grounded decisions.

TSPAP 2 – Acquires the skill of expressing thoughts clearly and fluently, participates freely in communication, applies grammatical structures correctly, and uses them effectively in speech activities.

TSPAP 3 – Demonstrates physical activity in daily life, engages in sports, maintains personal hygiene, proper nutrition, and rest schedule; can assess and improve own physical condition.

TSPAP 4 – Develops skills in using computer graphics for creating and assembling technical systems, analyzing uncertain and random phenomena mathematically, making conclusions and decisions based on data, and applying the principles of energy conversion.

TSPAP 5 – Applies chemical agents effectively in pest control in agriculture, understands the structure and physiological processes of plants, and applies this knowledge in practice.

TSPAP 6 – Gains basic understanding, knowledge, and skills in the field of storage and processing of agricultural products, evaluates sensory properties of products, and applies them effectively.

TSPAP 7 – Studies the principles of thermodynamic processes and systems in depth and gains practical skills to analyze and improve technological processes.

RS 8 – Acquires basic concepts of ecology and environmental protection, analyzes rational use of land resources, and develops practical ecological skills.

TSPAP 9 – Develops knowledge and skills in energy-saving and environmentally friendly technologies for drying, processing, and high-quality storage of fruit and vegetable products.

TSPAP 10 – Analyzes the relationship between agro-technological processes and environmental factors in fruit and vegetable cultivation, selects and implements effective technologies for high yield and quality, and evaluates innovative solutions ensuring product quality and safety.

TSPAP 11 – Develops skills to build ecologically sustainable, economically efficient, and socially just systems, and organizes entrepreneurship in agriculture based on market principles.

TSPAP 12 – Develops skills in standardization and certification to ensure product quality, protect consumer rights, and produce competitive products for national and international markets.

RS 13 – Gains skills to manage storage and processing processes, design enterprises, organize logistics, and effectively use modern packaging technologies and materials ensuring product quality.

TSPAP 14 – Ensures safe working conditions in production, follows occupational safety and fire prevention measures, and analyzes causes and consequences of emergencies.

TSPAP 15 – Develops skills to cultivate oil and industrial crops using modern innovative technologies, maintain cotton and industrial crop raw materials, and organize efficient processing.

TSPAP 16 – Acquires skills in modern methods of storing and processing grain raw materials, managing storage systems until processing, and preserving the quality of root crops for long-term storage.

TSPAP 17 – Develops skills and competence in food preservation, juice and beverage production, and wine-making technologies.

TSPAP 18 – Develops knowledge and skills in technologies of storage and processing of milk, meat, and livestock products.

TSPAP 19 – During professional practice, students consolidate theoretical knowledge, participate directly in production processes, and acquire professional skills in storage and processing of agricultural products.

TSPAP 20 – Based on theoretical and practical knowledge gained in specialized subjects, students identify, analyze, and develop practical solutions for problems in the field of agricultural product storage and processing technologies.

The following **curriculum** is presented:

1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
O' EYTB1104 Uzbekistan the most new History 4 ECTS	BO' FZB11208 Botany and plants Physiology 4 ECTS	FALB1304 Philosophy 4 ECTS	ETRASB13408 Electrical Engineering and digitization Fundamentals 4 ECTS	MKBB1506 Microbiology 6 ECTS	QXMSSB15608 Standardization and certification of agricultural products 4 ECTS	AT-JQB1706 Home technological processes and devices 6 ECTS	
JMSB1104 Physical culture and sports 4 ECTS	XJTNB11208 Foreign language 4 ECTS	ETRASB13408 Electrical Engineering and digitization Fundamentals 4 ECTS	MSB1340 Fruit and vegetable growing 4 ECTS	MTB1506 Engineering Thermodynamics 6 ECTS	BSEM-IBSB15608 Horticulture and vegetable crop to their products processing to give and save 4 ECTS	AG-BAB1706 Agribusiness Fundamentals 6 ECTS	
MTKB1106 Specialization entrance 6 ECTS	O' TO'SQB1204 Uzbek (Russian) language: Uzbek language in the field Apply 4 ECTS	MSB1340 Fruit and vegetable growing 4 ECTS	QXMQTB13408 Technology of drying agricultural products 4 ECTS	YIB1504 Green Economics 4 ECTS	MSQITB15610 Fruit vegetables again work Technology 4 ECTS	EAMMB1706 Ecological and environment Defense 6 ECTS	
MHKGB1104 Engineering and computer Graphics 4 ECTS	ANFKBKB1206 Analytical, physicochemical and bioorganic Chemistry 6 ECTS	QXMQTB13408 Technology of drying agricultural products 4 ECTS	Elective subjects DSQIT2406 Grain storage and processing technology DIT2406 Root fruit storage and primary processing technology 6 ECTS	QXMSSB15608 Standardization and certification of agricultural products 4 ECTS	OOMSBB1606 Food products sensory assessment 6 ECTS	QIKJLAB1706 Fundamentals of Processing Plant Equipment and Design 6 ECTS	
ENMSB1104 Probability theory and	DINB1204 Religious Studies	Elective subjects XFX2306 Life safety	Elective subjects MSSHIICHT2404	BSEM-IBSB15608 Horticulture and	Elective subjects SGMSQIT2604	OOMQQMB1706 Food products	

0 Appendix: Programme Learning Outcomes and Curricula

mathematician Statistics 4 ECTS	4 ECTS	MTX2306 Occupational and technical safety 6 ECTS	Technology of production of juices and beverages from fruits and vegetables SHTT2404 Technology of winemaking 4 ECTS	vegetable crop to their products processing to give and save 4 ECTS	Technology of storage and processing of dairy and meat products CHMSQIT2604 Technology of storage and processing of livestock products 4 ECTS	packaging and packaging materials 6 ECTS	
BO' FZB11208 Botany and plants Physiology 4 ECTS	OOKTB1206 Food chemistry and Analysis 6 ECTS	Selection sciences O' 2304 Plant science O'BA2304 Plant science biological Fundamentals 4 ECTS	Selection sciences KTT2404 Canning technique and technology QXMUSHSK2404 Village economy products house under the circumstances storage and conservation 4 ECTS	MSQITB15610 Fruit vegetables again work Technology 6 ECTS			
XJTNB11208 Foreign language 4 ECTS		Selection sciences PXSQIT 2304 Cotton raw material storage and again work Technology TMXASDIT 2304 Technical and oily crops raw his/her thing stor-					
		age and initial work Technology 4 ECTS					
	Internship 2 ECTS		Internship 4 ECTS		Internship 6 ECTS		Internship 30 ECTS
30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS

According to the documentation provided on the programme's website, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Ba Horticulture and Grape Growing:

FVV1. Be able to analyze the essence and content of events and ideological conflicts occurring in Uzbekistan, ensure interethnic harmony and religious tolerance, develop healthy thinking, understand the nature of relations between the state and the individual, and make decisions based on these principles.

FVV2. Be able to express ideas in one of the foreign languages, explain the essence of documents and tasks related to professional activities, participate freely in communication, and correctly use grammatical structures in speech and writing.

FVV3. Be able to apply physical activity in daily life, engage in sports, follow personal hygiene, nutrition, and rest regimes, assess one's physical condition, and select exercises for personal development.

FVV4. Be able to apply the laws of higher mathematics and use information technologies related to the agricultural sector in professional activities, including digitizing, collecting, transmitting, and monitoring information.

FVV5. Acquire skills in applying modern methods of soil cultivation based on determining the origin, structure, physicochemical composition, and agrobiological properties of soil; improve soil fertility through digital analysis and assessment; and develop effective measures against erosion processes.

FVV6. Apply biological methods in agriculture, study and analyze the anatomical, physiological, and morphological structures of plants and their species.

FVV7. Understand the mechanization of technological processes in the agro-industrial sector and study the structure and operation of agricultural machinery used in technological processes.

FVV8. Study the main biological processes of fruit and vegetable crops, their structure and developmental features, and be able to effectively apply biological methods in practice.

FVV9. Test varieties of fruit and vegetable crops under local agro-climatic conditions, select appropriate breeding methods, and study and apply plant protection methods against pests and weeds.

FVV10. Plan and implement agro-technical measures for the cultivation, care, fertilization, irrigation, and protection of plants against weeds and pests.

FVV11. Develop and manage standards for agricultural products, carry out certification, analyze normative quality requirements, and study and apply innovative and modern technologies for the storage and processing of agricultural products.

FVV12. Acquire deep knowledge of the agrobiological and agrotechnical characteristics of fruit and vegetable crops grown under protected conditions, apply and analyze modern technologies in cultivating nontraditional vegetables, melons, and potatoes.

FVV13. Be able to plan and achieve high yields by applying modern agrotechnical measures, advanced methods, propagation techniques, and intensive technologies in the cultivation of fruit, vegetable, and grape crops.

FVV14. Master technologies of organic fruit and vegetable production, horticulture, and berry cultivation, plan the production of environmentally friendly crops, and manage and increase productivity through intensive and innovative methods.

FVV15. Ensure the stability of ecological systems, use natural resources rationally, monitor environmental safety in agricultural processes, and develop and implement scientifically based solutions for environmental protection.

FVV16. Apply skills in agricultural economics and agribusiness management

FVV17. Strengthen theoretical knowledge through professional practice.

FVV18. Demonstrate the ability to analyze and solve problems during the final state examination

The following **curriculum** is presented:

1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
JMSB1104 Physical culture and sports 4 ECTS	BO' FZB1108 Botany and plants Physiology 4 ECTS	O' SHB1306 Plant Science 6 ECTS	TPAKB1308 Soil Science and Agrochemistry 4 ECTS	FALB1504 Philosophy 4 ECTS	UZUMB1510 Viticulture 1.2 4 ECTS	ME-VAB1610 Fruit growing 1.2 6 ECTS	Internship 30 ECTS
QXMB1106 Mechanization of agriculture 6 ECTS	XJTNB1108 Foreign language 4 ECTS	TPAKB1308 Soil Science and Agrochemistry 4 ECTS	DHMELB1308 Farming and Land reclamation 4 ECTS	UZUMB1510 Viticulture 1.2 6 ECTS	SABB1512 Vegetable Production 1.2 6 ECTS	IBM1706 Intensive Fruit growing 6 ECTS	
QXAKTB1104 Information and Communication Technologies in Agriculture 4 ECTS	MEBB1204 Fruit crops Biology 4 ECTS	DHMELB1308 Farming and Land reclamation 4 ECTS	O' HQB1308 Plants protection to do 1.2 4 ECTS	SABB1512 Vegetable Production 1.2 6 ECTS	HEMSB1508 Protected land Fruit and vegetable growing 4 ECTS	QXMSSB1704 Standardization and certification of agricultural products 4 ECTS	
DINB1204 Religious Studies 4 ECTS	O' EYTB1104 Uzbekistan the most new History 4 ECTS	O' HQB1308 Plants protection to do 1.2 4 ECTS	MSESUNB1308 Fruit and Vegetable Crop Selection, Seed Production and Varietal	HEMSB1508 Protected land Fruit and vegetable growing 4 ECTS	PKB1510 Polenta and Potato growing 4 ECTS	KTN-SEYeT1706 Rarely distributed and unconventional vegetable crops cultivation	
			Science4 ECTS			Technology 6 ECTS	

0 Appendix: Programme Learning Outcomes and Curricula

ENMSB1104 Extimols theory and mathematics Statistics 4 ECTS	O' TO'SQB120 4 Uzbek (Russian) language: Uzbek language in the field Application 4 ECTS	MSESUNB13 08 Fruit and Vegetable Crop Selection, Seed Production and Varietal Science 4 ECTS	QXMSQITB 1406 Technology of storage and processing of agricultural and household products 6 ECTS	PKB1510 Polenta and Potato growing 6 ECTS	ME- VAB1610 Fruit growing 1.2 4 ECTS	Selection sciences SPKEG2704 Vegetable, melon and potato crops gene pool SEK2704 Vegetable crops Nursery 4 ECTS	
BO' FZB1108 Botany and plants Physiology 4 ECTS	ANFKBKB1 204 Analytical, physico-chemical and bioorganic Chemistry 4 ECTS	Selection sciences OMS2404 Organic fruit and vegetable growing MEK2404 Fruit crops 4 ECTS	Selection sciences BK2504 To the forest entry RM2504 Berry Fruit growing 4 ECTS	Selection sciences EAMM2304 Ecology and surroundings environment protection QXEX2304 Village on the farm ecological Security 4 ECTS		Selection sciences HFX2304 Life activity Safety TX2304 Technique Security 4 ECTS	
XJTNB1108 Foreign language 4 ECTS	SEBB1204 Vegetable crops Biology 4 ECTS	Selection sciences QXI2704 Agricultural economics ATEB2704 Agribusiness organization to grow and Management 4 ECTS					
	Internship 2 ECTS		Internship 4 ECTS		Internship 6 ECTS		Internship 30 ECTS
30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS