DOCUMENT FOR THE ASSURANCE AND ASSESSMENT OF QUALITY OF HIGHER EDUCATION STUDY PROGRAMMES UPDATED TO TRAIN SPECIALISTS WITH COMPETENCES FOR MANAGING THE PROCESSES OF IMPLEMENTING AND MAINTAINING FOOD PRODUCTION STANDARDS AND SYSTEMS (D3.1)

Dushanbe, Bishkek, 2018

TABLE OF CONTENTS

INTRODUCTION

The methodology for the assurance and assessment of quality of higher education study programmes updated to train specialists with competences for managing the processes of implementing and maintaining food production standards and systems was developed as part of a joint effort by 7 universities and 3 organisations representing the interests of food producers and processors:

- Latvia University of Life Sciences and Technologies (LLU);
- Khujand Polytechnic Institute of Tajik Technical University (KPITTU);
- Tajik Agrarian University (TAU);
- Kyrgyz State Technical University (KSTU);
- Kyrgyz Economic University (KEU);
- Lithuanian University of Health Sciences (LSMU);
- Agricultural University of Kraków (AUK);
- National Association of Small and Medium Businesses of the Republic of Tajikistan (NASMB);
- Association of Fruit and Vegetable Enterprises of Kyrgyzstan (AFVE);
- Hilfswerk International (HWI).

The development and implementation of the methodology are geared towards achieving two project goals:

1. Modernising the higher education system in Tajikistan and Kyrgyzstan, in order to implement international systems and standards for safety in food production and processing.
2. Improving the compliance of the higher education system with the needs of food production and processing industries in Tajikistan and Kyrgyzstan.

1. DESCRIPTION OF THE UPDATED PROGRAMMES

1.1. Goals and objectives of the updated study programmes

Goals:

The goal of the updated bachelor and master-level study programmes is to prepare academically-trained specialists and researchers with creative ideas and ability to make competent and independent decisions, thus fostering improvements in food safety and quality throughout the food production chain and boosting the competitiveness of the food industries of Kyrgyzstan and Tajikistan on domestic and international markets, encouraging exports to the countries of the European Union.

Tasks:

· To provide knowledge about food production and skills in analysing current problems;

· To provide knowledge about the production, processing and storage of food and agricultural products, and skills in analysing current problems;

· To provide knowledge on matters pertaining to the quality and safety of food and agricultural products;

· To teach using regulatory and technical documentation, correctly using production modes and changing them as necessary, to improve product quality;

· To provide the skills necessary to analyse and assess research results and to establish their significance in improving production, storage and processing technology;

· To prepare for independent research as part of further education in master's/doctoral programmes, and for learning new research methods;

· To teach the ability to select and use research methods for solving current problems in the food industry.

1.2. Updated programmes and integrated courses in each of the universities in Tajikistan and Kyrgyzstan

The corresponding programmes and courses were selected as a result of analysing the current education programmes that best match the scope of topics in question and that have potential for future growth. Information about the updated programmes implemented in each of the universities is provided below.

1.2.1. Khujand Polytechnic Institute of Tajik Technical University (KPITTU)

Bachelor-level programme — GAP production standards in farming

Updated programmes	Credits as part of the system used in the EU (ECTS)	Integrated subjects, topics
Programme No. 740206	1	Food hygiene and food inspections

'Manufacturing, storage and processing of plant origin products' (Plant origin products)	1	Farming product quality schemes
	3	Quality control systems
	3	Organic farming
	2	Management

Bachelor-level programme — HACCP production standards in food processing

Updated programmes	Credits as part of the system used in the EU (ECTS)	Integrated subjects, topics
Programme No. 490101 'Food raw plant material storage and processing technology' (Plant origin products)	2	Food hygiene and food inspections
	1	Food toxicology
	1	Food storage and processing
	3	Systems for food safety and quality control (HACCP)
	1	Food microbiology
	1	Food services

Master-level programme — HACCP production standards in food processing

Updated programmes	Credits as part of the system used in the EU (ECTS)	Integrated subjects, topics
Programme No. 490101 'Food raw plant material storage and processing technology' (Plant origin products)	1	Food legislation
	2	Food hygiene and food inspections
	1	Food toxicology
	1	Food quality schemes
	1	Food storage and processing
	5	Quality management systems
	2	Food microbiology
	1	Food services
	1	Food packaging

1.2.2. Tajik Agrarian University (TAU)

Bachelor-level programme — GAP production standards in farming

Updated programmes	Credits as part of the system used in the EU (ECTS)	Integrated subjects, topics
Programme 'Agriculturist/horticulturist/economist' (Plant origin products)	1	Food hygiene and food inspections
	1	Farming product quality schemes
	3	Quality control systems
	3	Organic farming
	2	Management

Bachelor-level programme — HACCP production standards in food processing

Updated programmes	Credits as part of the system used in the EU (ECTS)	Integrated subjects, topics
Programme No. 490101 'Fruit and vegetable storage and processing technology' (Plant origin products)	2	Food hygiene and food inspections
	1	Food toxicology
	1	Food storage and processing
	3	Systems for food safety and quality control

		(HACCP)
	1	Food microbiology
	1	Food packaging

1.2.3. Kyrgyz State Technical University (KSTU)

Bachelor-level programme — HACCP production standards in food processing

Updated programmes	Credits as part of the system used in the EU (ECTS)	Integrated subjects, topics
Programme No. 740100 'Production and technology of plant origin foods' (Plant and animal origin products)	2	Food hygiene and food inspections
	1	Food toxicology
	1	Food storage and processing
	3	Systems for food safety and quality control (HACCP)
	1	Food microbiology
	1	Global GAP

Master-level programme — HACCP production standards in food processing

Updated programmes	Credits as part of the system used in the EU (ECTS)	Integrated subjects, topics
Programme No. 700600 'Standardisation, certification and metrology' (Plant and animal origin products)	1	Food legislation
	2	Food hygiene and food inspections
	1	Food toxicology
	1	Food quality schemes
	1	Food storage and processing
	5	Quality management systems
	2	Food microbiology
	1	Global GAP
	1	Food packaging

1.2.4. Kyrgyz Economic University (KEU)

Bachelor-level programme — HACCP production standards in food processing

Updated programmes	Credits as part of the system used in the EU (ECTS)	Integrated subjects, topics
Programme 'Commerce: food service business' (Plant and animal origin products)	1	Legislation and food quality schemes
	2	Food hygiene and food inspections
	1	Food toxicology
	1	Food storage and processing
	3	Systems for food safety and quality control (HACCP)
	1	Quality management systems
	1	Food microbiology
	1	Global GAP
	1	Food services

Bachelor-level programme — HACCP production standards in food processing

Updated programmes	Credits as part of the system used in the EU (ECTS)	Integrated subjects, topics
Programme 'Commodity science and commodity inspections' (Plant and animal origin products)	2	Food hygiene and food inspections
	1	Food toxicology
	1	Legislation and food quality schemes
	1	Food storage and processing
	3	Systems for food safety and quality control (HACCP)
	1	Quality management systems
	1	Food microbiology
	2	Global GAP

1.3. Knowledge, skills and competences gained

After graduating, new specialists must have the following knowledge, skills and competences. At the same time, in setting the requirements for a specialist, one must account for the degree in question: bachelor or master. Masters have additional knowledge and skills in the field of quality management.

1.3.1. Knowledge

- Latest knowledge in the fields of structural and mechanical properties of foods and raw plant material storage and processing technologies, microbiology, and food quality and safety in general;
- Substantial knowledge of food biotechnology, functional properties of food and farming products, natural substances used in the food system, food shelf live analysis;
- Special knowledge in the field of genetically modified foods;
- Analytical and constructive knowledge in the field of researching the tools for supporting food raw materials and foods (Global GAP, GMP, GLP, GHP, HACCP and ISO 22000 series);
- In-depth knowledge of the use of food additives, food safety, and the quality system in the food chain (Codex Alimentarius);
- Legal and regulatory framework for managing food safety;
- Modern knowledge about the latest technological solutions in the manufacturing, storage and processing of food and farming products, and in the assessment of their quality.

1.3.2. Skills

- Ability to explain and justify technical parameters of food and farming product quality and safety;
- Ability to explain and justify the approaches selected in the processing, production and storage of food and farming products;
- Ability to explain and justify the methods used as part of the bachelor or master thesis, and interpret the results obtained;
- Ability to select and use various research methods for solving current problems in food safety and technology;
- Good grasp of matters pertaining to food science and the tools that enable high-tech and safe production;
- Ability to carry out risk analyses on the level of farming and production groups;
- Ability to analyse any deviations and deficiencies in the foods manufactured, and to find ways to correctly eliminate them and ensure high quality of the foods manufactured;
- Ability to analyse and interpret results.

1.3.3. Competences

- Ability to explain and handle problems and tasks pertaining to food safety and quality;
- Ability to carry out food raw material and food product safety research;
- Ability to effect control of the use of food additives;
- Ability to distinguish the development features of various food pathogens;
- Knowledge of theoretical and practical matters pertaining to the Global GAP system;
- Knowledge of theoretical and practical matters pertaining to the development of a safety assurance system in food production based on the HACCP principles;
- Ability to develop efficient process schemes for manufacturing canned foods, and to analyse the advantages and disadvantages of process schemes.

2. HIGHER EDUCATION PROGRAMME QUALITY ASSESSMENT PROCESSES

An annual study programme quality assessment takes place in order to determine if the study programmes have good quality and meet the needs of the food industries of Kyrgyzstan and Tajikistan, using the mechanisms and criteria set forth in the third part of this document. This assessment takes place within two months after the end of every academic year.

Each university sets up a team to carry out the study programme assessment. These teams comprise two elements: (1) monitoring team (MT) and (2) programme assessment team (PAT). The number of members of each of the teams is determined internally by each university.

The monitoring team comprises university management, as well as student and company representatives. The functions of this body are as follows: (1) Become acquainted with annual programme assessment results; (2) develop proposals for changes and additions necessary and submit them to the PAT; maintain communication with bodies representing industry interests. Whenever possible, the management of the universities provides funding for taking the measures necessary.

The programme assessment team comprises specialists who directly organise or participate in the study process as part of the study programmes in question.

The procedure for each of the universities that are updating their study programmes is provided below.

2.1. Khujand Polytechnic Institute of Tajik Technical University (KPITTU)

Monitoring team (MT):
The monitoring team comprises 4 people who directly participate in carrying out and supporting bachelor and master-level studies at KPITTU: • Vice-Rector for Academic Affairs; • Private sector representative; • Head of career centre;

· Head of quality management and strategic planning unit.

Programme assessment team (PAT):
The assessment is carried out by a team of 3 people who directly participate in carrying out and supporting bachelor-level studies at KPITTU: · Head of department; · Head of academic affairs; · Head of office of master studies. PAT plans and arranges the assessment process, prepares the overall report and submits it to the monitoring team. Responsible for planning programme improvements, whereby the measures to be taken during the next period are arranged in accordance with prior assessment results.

2.2. Tajik Agrarian University (TAU)

Monitoring team (MT):
The team comprises 3 people who directly participate in providing bachelor-level studies at TAU: · Vice-Rector for Academic Affairs; · Deans of faculties involved in the project; · Head of teaching and quality monitoring department.

Programme assessment team (PAT):
The assessment team comprises 5 people who directly participate in providing bachelor-level studies at TAU and supporting the corresponding programmes: · Vice-Rector for Academic Affairs; · Deans of faculties involved in the project; · Head of teaching and quality monitoring department; · Head of faculty teaching committee; · Head of Sh. Shotemtur TAU testing centre. PAT plans and arranges the assessment process, prepares the overall report and submits it to the monitoring team. Responsible for planning programme improvements, whereby the measures to be taken during the next period are arranged in accordance with prior assessment results.

2.3. Kyrgyz State Technical University (KSTU)

Monitoring team (MT):
The monitoring team comprises the following specialists: · Vice-rector for academic affairs · Head of quality management office · Head of the 'Tekhnolog' academic and practical centre of the university · Faculty dean · Processing company association · Student representative

Programme assessment team (PAT):
The Quality Council is in charge of the monitoring and regular assessment of education. The individuals responsible for this have been appointed in all units, tasked with

compliance with the Quality Guidelines that require annual verifications of implementation and updating of the study programme with the purpose of meeting the needs of employers, graduates and master students, in accordance with the quality assurance system. Specialists appointed:

- Head of office for academic affairs;
- Head of department;
- Head of office of master studies;
- Teaching staff of the department.

2.4. Kyrgyz Economic University (KEU)

Monitoring team (MT):
The monitoring team comprises university management, as well as student and company representatives. The team includes 5 persons: 1. Vice-rector for teaching and academic affairs   2. Head of quality and accreditation office   3. Head of retail and food services companies   4. Director of the Fruit and Vegetable Company Association of the Kyrgyz Republic (FVCAKR)   5. Year 4 student
Programme assessment team (PAT):
The programme assessment team comprises specialists who directly organise or participate in the study process as part of the study programmes. The team includes 3 persons: 1. Director of the Retail and Food Services Institute/Head of the department for 'Commodity Science, Commodity Inspections and Food Services'.   2. 1 lecturer participating in the implementation of the study process as part of the Food Services and Business programme.   3. 1 lecturer participating in the implementation of the study process as part of the Commodity Science and Commodity Inspections programme.

3. EDUCATION PROGRAMME QUALITY ASSESSMENT CRITERIA

Three key aspects are considered as part of the education programme quality assessment:

1) quality of programmes offered;

2) quality of implementation of the programmes;

3) results achieved, and the effect of the education programmes on the needs of their respective industries.
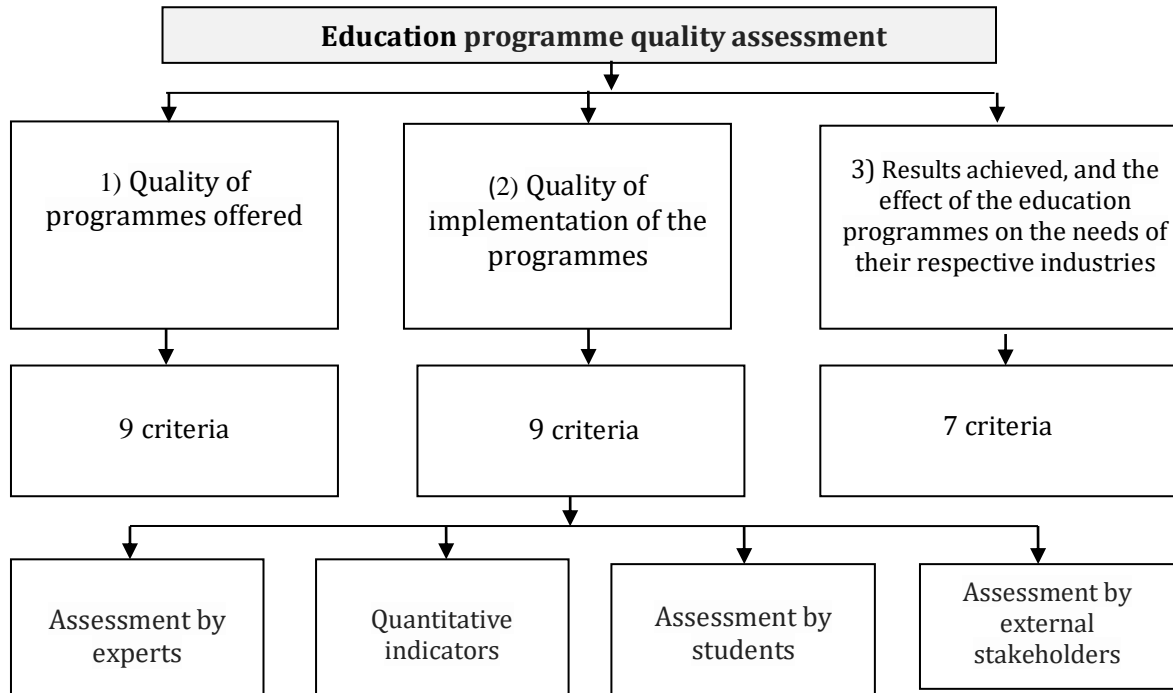
Each of the three aspects will be evaluated using the criteria described in the details, on a scale of 1 to 4:

'4' for 'very good, excellent': in the context of criteria subject to assessment, the programme was implemented at a very good or excellent level. There may be minor and insignificant deficiencies, but there is no significant need for eliminating them.

'3' for 'good': in the context of criteria subject to assessment, the programme was implemented at a good level, in compliance with all requirements. Positive aspects predominate, and no significant deficiencies are found.

'2' for 'satisfactory': in the context of criteria subject to assessment, the programme was implemented at a satisfactory level, in compliance with minimum requirements. The quality of implementation has a relatively high amount of deficiencies, with major problems in certain aspects. In order to eliminate the deficiencies, it is necessary to develop and implement a plan with specific measures and deadlines, involving third parties and additional resources.

'1' for 'poor, not satisfactory': in the context of criteria subject to assessment, the programme was implemented at a non-satisfactory level, as deficiencies that require significant improvements, involving third parties and additional resources, predominate.

3.1. Quality assessment criteria for the programmes proposed

The approach developed encompasses a maximum number of criteria, which, if used fully, will provide the best possible understanding of the quality of each programme. In view of the different mechanisms functioning within each of the universities, during the first two years after the implementation of this methodology, the universities will be allowed to use a limited number of criteria, gradually working towards the use of all of them. The period of transition must be completed within 4—5 years after the completion of the project, as part of which the plan and the criteria were developed. The 'X' symbol is used to mark the criteria that are already used to assess quality in the table.

Criteria	Assessment approaches, implementing parties	KPITTU	TAU	KSTU	KEU	Materials received; results used to draw conclusions
1. Clarity and accessibility of the goal of the study programmes	Surveys and testing of students, employers and lecturers *Programme directors*	x	x	x	x	Surveys; compilations of survey results
2. Compliance of the content with the goal of the study course and the expected results *Changes within 20% are accepted without approval by the ministry*	Surveys of students and lecturers *Programme directors*	x	x	x	x	Surveys; compilations of survey results
	Surveys of graduates *Programme directors, programme assessment managers*	x	x	x	x	Surveys; compilations of survey results
3. Study course content quality	Surveys and testing of students *Programme directors, programme assessment manager*	x	x	x	x	Surveys; compilations of survey and testing results
	Analysis of survey results *Programme directors, department commission*	x	x	x	x	**Survey compilation result analysis assessment**
	Review of annual results of programme analysis **assessment** *Monitoring team*	x	x	x	x	Monitoring team **conclusions**

	Development of **proposals** for changes and additions necessary and their submission to the PAT, maintaining communication with bodies representing industry interests. *Monitoring team*	x	x	x	x	**Proposals** on changes and additions necessary in the programmes
	Programme improvement planning *Programme assessment team*	x	x	x	x	Programme improvement **plan**
4. Study course continuous development process	Study course continuous development process analysis *Head of academic affairs; head of office for academic affairs* *Head of teaching and quality monitoring department.*	x	x			Review of the analysis and its approval by the department
5. Study programme systemic improvement and development process	Study programme systemic improvement and development process analysis *Head of programme assessment*			x	x	
6. The academic competences of the staff, which are reflected in the position of staff members in the academic staff structure, in the staff members holding academic degrees and meeting the corresponding requirements, in the professional experience of lecturers teaching the subject in question, and in the average age of lecturers	Annual analysis of the following information: 1. Proportion of teaching staff with master and doctoral degrees within the entire academic staff. 2. Year-on-year changes in this indicator. 3. Average age of teaching staff. 4. Changes in the average age of teaching staff. 5. Number of lecturers who have undergone courses and competence-improving training. 6. Ability of teaching staff to use computer equipment and the internet. 7. Number of lecturers with sufficient English language skills.	x	x		x	Report for the analysis completed, submitted by the vice-rector for academic affairs

	Head of office for academic affairs *Head of Teaching and Quality Monitoring Department*					
7. Research activities by teaching staff reflected in publications, and participation in conferences and projects	Study and teaching aids, monographs and research articles by lecturers. *Head of department of science and innovation, office of master studies and head of department*	x	x	x	x	Publications and participation in research and teaching conferences, workshops, Web of Science, Scopus
	Annual analysis of the following information: Number of lecturers: · participating in international science conferences · talking at international science conferences · involved in national-level research · involved in international-level research · who have developed a new product or technology · who have scientific publications in national journals · who have scientific publications in international journals Change in all the data over the last 5 years. *Head of office for science affairs* *Head of department of science and innovation*					Report of the head of office of science
8. The provision of libraries with resources, resulting in the availability of academic literature sources and databases, as well as in the provision of access to them	Annual analysis of the following information: Availability of study literature: · quantity · average age · topic relevance · proportion of foreign-published literature in English Change in all the data over the last 5 years *Head of library*	x	x			Report by head of library

	Annual analysis of the following information: Availability and quality of the digital library: · number of publications available · databases available · lecturer use frequency data · student use frequency data *Head of library*			x	x	Report by head of library
9. Classroom equipment, including laboratory equipment and availability of computers and the internet	Annual analysis of the following information: · Availability of teaching laboratories and their age · Teaching laboratory load · Availability and age of computer equipment · Student access to computer equipment · Availability of the internet and its accessibility by students, for study and research purposes *Vice-rector for academic and economic affairs*	x	x	x	x	Report of the vice-rector for academic and economic affairs

3.2. Quality assessment criteria for the implementation of the programmes

Criteria	Assessment approaches, implementing parties	KPITTU	TAU	KSTU	KEU	Materials received; results used to draw conclusions
1. Implementation of study courses characterised by coherence and interconnections among their disciplines	Surveys and testing of students, in accordance with the process and content of the studies *Programme directors*	x	x	x	x	Surveys and tests; compilations of survey results
2. Involvement and workload of teaching and support staff as part of the teaching process; their accessibility to students; cooperation and feedback between lecturers and students	Surveys of students *Programme directors*	x	x	x	x	Surveys; compilations of survey results
	Department performance review *Head of department* *Heads of specialist departments*	x	x	x	x	Performance review report
	Assessment with comparisons to prior academic years *Head of teaching and quality monitoring department, head of master studies, programme director*	x	x	x	x	Conclusions on the basis of the comparative assessment results
3. Demand for the competence of students who are undertaking internships, in the context of the needs and requirements of stakeholders (employers)	Surveys and employer feedback *Head of programme assessment, head of teaching and quality monitoring department, head of master's studies*		x	x	x	Surveys, interviews
4. Training that comprises a good foundation of theoretical and practical knowledge, including research skills and critical thinking. Encouragement of development of communication skills, including practical writing skills, presentations, discussions and teamwork, as well as foreign language skills, computer programming and	Surveys and employer feedback *Head of office for study quality and student academic performance control* *Head of Teaching and Quality Monitoring Department*		x			Surveys, employer interviews
	Assessment of student knowledge through surveys and employer feedback *Head of quality management and strategic*	x				

organisational skills.	*planning unit; study quality management sector*					
	Surveys and employer feedback *Head of Teaching and Quality Monitoring Department* *Quality management and head of department*	x	x			Surveys, employer interviews
	Surveying of masters, 2—3 years after graduation *Head of Teaching and Quality Monitoring Department* *Quality management and head of department; head of master's studies*	x	x			Surveys
5. Studies that foster critical thinking	Assessment and analysis of results of preliminary ratings, examinations, as well as term, bachelor's and master's paper presentations *Head of Teaching and Quality Monitoring Department* *Academic administration, dean's office, department*	x	x			Examination period results; award of bachelor's/master's degrees
6. Interactive studies that foster critical thinking	Assessment and analysis of results of preliminary ratings, examinations, as well as term, bachelor's and master's paper presentations *Head of teaching and quality monitoring department; testing centre.* *Academic administration, dean's office, department*		x	x		
7. International research experience reflected in the mobility of students and speakers, as well as the mobility of the teaching staff, with participation in international projects	Student mobility result assessment: quantity, knowledge and competences acquired, participation in the development of scientific articles and research etc. *Office of international affairs; head of department of science and innovation*		x	x	x	Annual report on the mobility of students, speakers and teaching staff

	Office of international affairs; head of office for academic affairs					
	Assessment of teaching staff mobility results: quantity, knowledge and competences acquired, participation in the development of scientific articles and research, scientific articles developed by lecturers independently etc. *Head of department of science and innovation, office of international affairs and project management*	x				
8. Conformity of internships to the goals and theoretical components of study programmes	Analysis of the final results of the internships undertaken by students *Head of teaching and quality monitoring department; heads of specialised departments*	x	x	x	x	Final results report
9. Satisfaction with the choice of study programmes, the methods used as part of the study courses provided (where the expected results are clearly explained, the teaching staff is supportive, and the standards and rules for research result assessment are clear and accessible) among the students	Surveys and tests for the students after every study year *Head of teaching and quality monitoring department; heads of specialised departments* *Quality and accreditation office*	x	x	x	x	Surveys, tests

3.3. Criteria for assessing the results achieved, and the effect of the education programmes on the needs of the food industry

Criteria	Assessment approaches, implementing parties	KPITTU	TAU	KSTU	KEU	Materials received; results used to draw conclusions
1. Number of students who got the bachelor's/master's degree compared to the number of students enrolled	Analysis of those enrolled and graduated among bachelor and master students *Academic office, head of teaching and quality monitoring department, office of master studies*	x	x	x	x	Report on those enrolled and graduated among bachelor and master students
2. Relevance of the competence of students who are undertaking	Employer surveys		x			Surveys; compilations of

Criterion	Method / Responsible					Documents
internships, in the context of the needs and requirements of stakeholders (employers)	*Programme director and head of office of master studies*					survey results
	Employer surveys *Programme director and head of teaching and quality monitoring department, head of academic office*	x				
3. Relevance of training that comprises a good foundation of theoretical and practical knowledge, including research skills and critical thinking. Encouragement of development of communication skills, including practical writing skills, presentations, discussions and teamwork, as well as foreign language skills, computer programming and organisational skills.	Assessment and analysis of results of preliminary ratings, examinations, as well as term, bachelor's and master's paper presentations *Head of study quality office; teaching and quality monitoring department*			x	x	Examination period results; award of bachelor's/master's degrees
	Employer surveys; investigation of programme results and their impact involving external stakeholders, i.e. companies and institutions, additionally accounting for expert assessments *Head of study quality office; teaching and quality monitoring department*	x	x	x	x	Surveys, interviews, reports
	Surveying of masters, 2—3 years after graduation *Head of study quality office; office of master studies*			x		Surveys; compilations of survey results
4. Relevance of the competences gained during studies among graduates, in the context of the needs and requirements of stakeholders (employers)	Surveying of employers and graduates, 2—3 years after graduation *Academic office, head of teaching and quality monitoring department, office of master studies*	x	x	x	x	Surveys; compilations of survey results
5. Number of students intending to continue their education with doctoral studies	Compilation of data about professional activities of graduates (surveys, interviews). Analysis of the data compiled about the students enrolling in doctoral studies *Office of master's studies; office/department of science and innovation*	x	x	x		Order on enrolment to doctoral studies
	Surveys, interviews with the graduate association	x	x	x		Surveys; compilations of survey and interview results

	Academic office, head of teaching and quality monitoring department					
6. Number of foreign students who enrolled/graduated from the updated study programmes	Analysis of foreign students who enrolled and graduated *Office for international affairs, office of master's studies, teaching and quality monitoring department/office*	x	x	x	x	List, analysis of changes
7. Career progress: number of graduates working in their profession, number of those unemployed etc.	Compilation of data about professional activities of graduates (surveys, interviews) *Career office; office for graduate employment; office for career development*	x	x	x	x	Annual report on the professional activities of graduates

---