

Mingachevir State University

Suallar/Questions	Cavablar/Answers
<p>1. Policy for quality assurance</p> <ul style="list-style-type: none"> - Do you have an institutional strategic plan or equivalent document? / (If yes, when adopted and which period covers, main institutional goals) 	<p>Mingachevir State University, established in 2015 on the basis of Mingachevir Polytechnic Institute, has developed a Strategic Plan for 2015-2020. The Strategic Plan defines the 5-year goals of the university. In December 2020, the Strategic Plan of the university for 2021-2030 was approved by the Academic Council of the university. The mission of the university is not to be limited to teaching and research activities in the era of the fourth industrial revolution, artificial intelligence and blockchain technologies, but also to be one of the important performers in the general ecosystem of the region, as well as to become a producer of innovations.</p> <p>The strategic vision is defined as follows:</p> <ul style="list-style-type: none"> - To make Mingachevir State University the center of education, science and innovation of the region; - To raise Mingachevir State University to the level of capital universities; - To be among the top 10 leading universities of the Republic. <p>In order to achieve its mission and realize its strategic vision, the University has the following strategic goals:</p> <ol style="list-style-type: none"> 1. Improving the quality of education.

	<ol style="list-style-type: none"> 2. Increasing the efficiency of scientific activity. 3. Training of highly qualified specialists able to meet the requirements of the labor market. 4. Development of personnel potential. 5. Solving the social problems of students. 6. Expanding mutually beneficial relations with local and foreign universities. 7. Formation of a positive new university image with modern infrastructure, material and technical and educational base.
<p>- Does your institution have a policy for quality assurance that is published and specifies structures and processes through which it is implemented?</p>	<p>MSU has published its Quality Assurance Policy, (hereinafter QAP) and posted it in the relevant section of the university's website open to the public and stakeholders. QAP covers the following issues: creating the necessary conditions for the effective use of new educational technologies and the results of scientific activity; involvement of the university in the formation of an effective quality system, improving the quality of education through the development of corporate culture; Improving the system of material and moral incentives for teaching staff and employees, increasing their satisfaction through social security of employees as well as students; formation of infrastructure and institutional conditions for the development of international cooperation in education and research; strengthen the university's position as a reliable partner in the market of educational services through the integration</p>

	of the educational process into science, production activities, improvement of the teaching methodical and material-technical base of the university and the development of a quality management system and strengthen cooperation with employers for the training and employment of graduates
- Do you have an institutional quality assurance (QA) policy statement?	YES
- Who is responsible for QA?	Ensuring the quality of education at MSU is the main direction of activity. The management of quality assurance at the university, all structural units (faculties, departments, centers, etc.) as well as ordinary employees realize their responsibility in terms of quality assurance, and take an active part in this process. The work plan of each structural unit specifies the areas of activity related to quality assurance. The role of all structural units in the quality assurance processes in the established QAS is clearly indicated. Each structural unit contributes to the overall QAS by performing its function. The Education Department (which includes the Quality Assurance Monitoring and Assessment Unit) is dealing with overall coordination of QA at university.
- How would you define the role of senior leadership (rector, vice-rector) in building a quality culture within your institution?	The interest of the university administration in the effective functioning of the quality assurance system and, as a result, in the formation of a culture of quality can be seen in the measures taken. The management is

	<p>constantly monitoring the involvement of all departments in the QAS, mobilizes forces to achieve the set goals, complies the quality assurance policy with the general strategic goals of the university and, as a main goal, prioritize the customer satisfaction. At the same time, to meet international standards in terms of QAS, the management ensures that the responsibilities are appropriately shared within the enterprise by means of the implementation of the following activities as, developing an action plan, attracting resources, supporting QAS(technical, human resources, etc.), taking into account the competencies of QA staff in order to improve the quality assurance system, etc.</p>
<p>- Does your institution review its quality assurance policy on a regular basis? Is there a specified period for review?</p>	<p>The core principles of the QAP of University mostly remain stable. However, new education requirements, stakeholder feedback, changes in the labor market and other issues make some changes inevitable. Thus, some changes have been made to the QAP over the past two years. For better expansion of internal and international relations of University it is necessary to take into consideration the ESG requirements of Quality Assurance Policy(QAP).</p>
<p>- How did you introduce a quality assurance system?</p>	<p>The QAS at MSU is a system, mainly based on the stakeholders satisfaction, ensuring the quality of teaching process adjusted with state legislation and the requirements of society.The system includes the</p>

	<p>processes ensuring the quality of teaching (staff provision, infrastructure, information provision, library and so on), assessment of the quality of teaching process (learning environment, management of the learning process, socio-psychological environment, etc.), as well as the evaluation of the results of educational activities. It is important to note that the QAS does not define quality, but examines to what extent the processes or outcomes comply with quality, control, reporting or development.</p>
<p>- What is the place of a Quality Assurance Center within an organizational structure?</p>	<p>"Quality Assurance Monitoring and Evaluation Unit" is a section functioning within the Department of Education. The Department regulates the organization of the educational process of the university, the implementation of quality policy, as well as the process of career planning and internships of graduates, and is under the curatorship of the Vice-Rector for Academic Affairs. The combination of activities in all three areas in a single structure allows to ensure efficiency and coordinate processes. In the existing structure of the university, KTMQ performs the function of coordination of quality assurance among other structural units.</p> <p>The new nature of the quality assurance activity and the lack of experience in its management limited its operation as an independent structural unit. However, the functioning of the unit as an independent department is planned for the near future.</p>

<ul style="list-style-type: none"> - What is the main role of the Quality Assurance Center at your university? 	<p>The role of QA unit in the process of quality assurance at the university is reflected in the existing regulations. The main areas of activity of QA Unit include monitoring the quality of education at the university, data collection, preparation of analytical information to ensure optimal management decisions, organizational, methodological, information support for state accreditation, organization of testing and evaluation of knowledge and skills of learners at all stages of training/education, development of innovative models and competitions to improve the professional level of educators, participation in the development of new curricula, standards, planning, reports and other documents to improve the teaching and methodological activities of the academic staff, etc.</p>
<ul style="list-style-type: none"> - Did you launch the Quality Assurance Center within the EQAC project? 	<p>Yes, The QA Unit at MSU was launched after joining the EQAC project.</p>
<p>2. Design and approval of programmes:</p>	
<ul style="list-style-type: none"> - What kind of structure do you have in place to support the internal quality assurance processes for the study programmes? 	<p>The University's internal quality assurance system has support tools and procedures for managing existing programs and ensuring program quality. Information on the implementation of the program, as well as on the "professional destiny" of graduates is regularly collected, analyzed and sent to the relevant faculty (or department). Stakeholders on in the program are involved in the evaluation and improvement processes. So that, with QA Unit initiative, a team for each specialty was formed within the specialty departments to discuss the results of</p>

	<p>the program. This specialty team includes representatives of all stakeholders. The program team holds regular meetings- at least 2 times a year, after the exam sessions. The program team prepares proposals for the quality assurance of the specialty. This package includes tools to ensure the quality of the program (staffing, information support, teaching aids, enrichment of material and technical means, etc.). At the same time, the implementation of documents reflecting the responsibilities of educators in the program (Quality Policy, employment contract, internal disciplinary rules of the University, etc.) are monitored. Proposals are periodically discussed and decisions are made in the Faculty Scientific Councils with the participation of all stakeholders.</p>
<p>- Does your institution have in place(a)procedure(s) for the design and / or approval of programmes?</p>	<p>The university has certain procedures for developing and approving programs. Despite the fact that the system of procedures is not working at full capacity, but we can note the process is continuing successfully. Prior to the programming process, a program group consisting of educators (program teachers), the Career, Internship and Alumni Department, QA Unit staff, employers, a human resources specialist and other stakeholders is formed. The program team compares the current requirements of the labor market, the human resources of the university, provision of information and teaching methods of programs taught by other higher education institutions in</p>

	<p>this field of education. If the team makes a positive decision on the possibility of conducting training at the university on the target program and the requirements for the program are sufficient (curricula, subject syllaby, staff, information and teaching aids, etc.), then the program is directed to the Academic Council of the Faculty for approval. Once it is approved by the Academic Council of the Faculty, at the next stage, the prepared documents are submitted to the Department of Education for verification of compliance with the existing legislation. After the positive feedback of the Department of Education, it is discussed by the Academic Council of the University. In the end, after an approval of of Academic Council of the University, the Ministry of Education is asked to allocate places for the program.</p>
<p>- How does the process for designing syllabuses work within your institution?</p>	<p>The syllabus applied at the university includes a description of the subject prepared and taught on the basis of the relevant program, its goals and objectives, brief content, duration and types of lessons, assignments for independent work and its duration, counseling hours, information about teacher, teacher's requirements, evaluation criteria, an intermediate evaluation schedule, and a list of references. Preparation of syllabuses is carried out in accordance with the existing programs on the subject, as noted. The topics included in the syllabus are changed in accordance with the latest achievements in the labor market and the subject. In addition,</p>

	<p>Mingachevir State University has recently updated its syllabuses according to European standards. After joining the "EQAC" project, the teaching staff participated in trainings on the preparation of syllabi in accordance with European standards. Initially, the specialty of "Foreign language teaching (English)" and 5 subjects in that specialty were selected as pilot specialties. Teaching methods of involved teachers and subjects were monitored and the results of the monitoring were sent to European experts. Syllabuses for pilot subjects were developed and applied. Four teachers of the pilot subjects participated in trainings, organized at Baku Business University within the project, shared their experience with other staff. As a result, from the 2020/2021 academic year, syllabi on the subject of "Foreign language teaching (English)" and non-specialty teaching "Foreign language" have been compiled in a unit form.</p>
<p>- Are these processes designed by involving students and other stakeholders (employers and other partners)?</p>	<p>Opportunities for education users (stakeholders) to participate in the education process have been expanded (surveys (student satisfaction, surveys with employers)) and a mechanism for implementing their opinions has been established. So that, in accordance with the requirements of the labor market, the participation of students and employers in the development of curricula, subject programs for specialties at the university is provided. At the same time, regular work is carried out to</p>

	<p>improve the subjects taught (syllabuses, lectures, etc.). The most obvious example of cooperation with employers is the recruitment of specialists in this field as teachers. These specialists are directly involved in the educational process and also participate in the preparation of educational documents. An example of this is the sustainable cooperation with "Azerbaijan" TPS LLC operating in Mingachevir. So, as a result of the cooperation, the syllabi of the specialties of Thermal Power Engineering and Electrical Engineering of the Faculty of Engineering fully meet the requirements of the institution. In addition, we can mention about the cooperation of Faculty of Pedagogy with schools and kindergartens, and the Faculty of Economics and Management with the public and private sectors as well.</p>
<p>3.Student-centred learning, teaching and assessment:</p>	
<p>- How do you evaluate if the students reached the expected learning outcomes?</p>	<p>Various tools are used to assess students' expected learning outcomes. These include setting grades according to the program, taking satisfaction surveys and questionnaires from graduates and employers, collecting feedback, selecting focus groups, interviews, self-assessment of students and graduates for self-study, and so on.</p>
<p>- Does your institution use a variety of teaching and learning methods, including those which encourage active and interactive engagement of</p>	<p>The use of different teaching/training methods in education enables students to become active participants in the training process. Despite the wider opportunities</p>

<p>students in their learning?</p>	<p>for application of active and interactive teaching methods in traditional classes, certain limitations are present in distance education. The application of modern / changing teaching methods at the university stimulates a sense of independence of students while meeting the diversity of needs and helping them to develop critical, creative thinking. The University encourages the participation of faculty members in various trainings and courses and creates all necessary conditions for the participants to pass on what they have learned to their colleagues. Monitoring of distance lessons shows that more than 90% of teachers in the Faculty of Pedagogy, more than 80% in the Faculty of Economics and Management and the Faculty of Engineering use active or interactive teaching methods and ICT in their lessons.</p>
<p>- Does your institution evaluate and adjust the modes of delivery of programmes, teaching and learning methods on a regular basis?</p>	<p>The university has a system of regular evaluation of teaching, learning and training methods of the program. One of them is to get regular feedback on teachers 'teaching methods and students' learning. In addition, examining the students' feedback at the end of the semester is widely used.</p>
<p>- Does your institution publish in advance the criteria for and method of assessment as well as criteria for marking?</p>	<p>Criteria and methods for assessing requirements of quality assurance processes on evaluation, as well as assessment criteria, are provided in advance by publishing to students, since assessment is important for students' advancement and future careers, Thus, the "Regulations on the assessment of students' knowledge</p>

	<p>studying in the credit system" approved by the order of the Minister of Education of the Republic of Azerbaijan dated 11.09.2008 No. 1060 is posted on the official website of the university. During the traditional form of education, a seminar was organized for the first year students (with participation of the parents) by the tutor service and QA unit staff in order to raise awareness about the criteria and methods of assessing the students' knowledge. During the workshop, students were informed about the evaluation criteria and methods, and a handbook was distributed to them. Due to the current situation, as the training was organized remotely, an online seminar was organized for first-year students and they were sent an electronic version of the handbook/guidebook.</p>
<p>- Does your institution evaluate checks if procedures, methods and criteria enable assessing the extent to which the intended learning outcomes have been achieved by students?</p>	<p>The applied assessment process allows students to demonstrate the expected learning outcomes. Students may be asked to demonstrate understanding and skills by writing, creating a presentation, or successfully completing a task.</p>
<p>- Does your institution have in place a procedure to ensure consistency and fairness in student assessment is in place?</p>	<p>Continuous measures are taken to ensure that the assessment of students' knowledge is objective and in accordance with pre-announced procedures. Thus, relevant seminars and trainings are held for the academic staff to get familiar with the methods of examinations and tests and to further improve their knowledge and skills. They get acquainted with the criteria and methods of</p>

	<p>knowledge assessment by participating in trainings organized for the newly started teaching staff. In addition, the assessment process is carried out by several teachers. Distance exams are conducted by a group of teachers, which provides objective assessment of students.</p>
<p>- Does your institution have in place a procedure for student appeals/complaints is in place?</p>	<p>Formal procedures exist for complaints on the assessment of students' knowledge at MSU. The absence or lack of complaints about the assessment of students' pre-exam/daily activity education can be explained by the establishment of student-teacher relations based on mutual respect, as well as objective assessment of students' knowledge and transparency in classrooms. In other words, any complaint is resolved in place. In addition, students have the opportunity to apply electronically or directly to the university and faculty management. Thus, the Appeals Commission, which includes representatives of public organizations and student organizations, is formed at each exam session. The commission carefully examines the student's application and engages other experts in the field to investigate and re-evaluate the application. The analysis shows that an objective assessment process, non-discrimination and compliance with pre-announced procedures have reduced the number of complainants.</p>
<p>4. Teaching staff:</p>	

<p>- What is your role in quality assurance as a faculty dean/chair</p>	<p>Each structural unit realizes its responsibility in the implementation of quality assurance policy and the establishment of the system at the University. The dean of the faculty organizes the implementation of the Strategic Plan of the university and the faculty and the Quality Assurance Policy as well. The Faculty defines intended activities in terms of QA in the annual/half-year Action Plan. The dean of the faculty/head of the department is directly responsible for the quality assurance of the program (specialty), the indicator of the learning outcomes of the students, the organization of the teaching process and scientific-research activities, the creation of a teaching educational environment, etc. The dean of the faculty, who heads the Academic Council of the faculty, regulates the processes ensuring the quality of the teaching process at the faculty, organizes the assessment of the quality of the teaching process and the results of the teaching activity. The First Deputy Dean of the Faculty is responsible for the successful implementation of the quality assurance policy of the faculty and the management of its processes.</p>
<p>- What is the role of academic staff in QA?</p>	<p>The university has an academic staff that meets the requirements of the educational program. Qualifications and number of teaching staff are suitable for obtaining learning outcomes. At the same time, a fair and transparent environment is created for recruitment, and teaching and research activities as well as the</p>

	<p>professional development of the teaching staff. The role of the academic staff in the process of quality assurance is reflected in both teaching and research activities, which in turn, proves itself with the rate of success in teaching, applied research activities, project participation, and other activities. Realizing that the quality of education primarily depends on educators, the university administration regularly provides its support to increase the professionalism of the teaching staff.</p>
<p>- How does your institution ensure that the teaching staff is qualified and competent?</p>	<p>The University has a system of recruitment procedures and requirements to determine the level of professionalism and qualifications of the academic staff. The existing system allows to determine the qualifications, work experience, skills and needs of the candidate. Training courses on pedagogical skills are conducted for the newly hired staff members and experienced teachers of the department are assigned for that. Besides, the participation of young teachers in exemplary lessons is provided. In addition, regular satisfaction surveys are conducted among students to determine the level of professionalism of teachers, knowledge and skills in the subject, the ability to interact with the audience, the use of modern teaching methods, etc. The results of the survey are summarized and proposals are prepared accordingly. These proposals include the courses the teacher needs, the professionalism trainings, and even the termination of the</p>

	contract.
- Do you organize pedagogical training for academic staff?	At the beginning of the academic year, the organization of various types of trainings in accordance with the needs of the academic staff is planned. The trainings focus on the courses on the development of pedagogical skills, as well as trainings on modern and interactive methods for young employees. A series of trainings were organized by project participants for the academic-administrative staff to pass on the knowledge and skills gained at KTH in Sweden and SMK in Lithuania in 2019 within the framework of the EQAC project. In general, the university organizes trainings for young teachers to develop or increase their pedagogical skills.
- Does your institution offer incentives to encourage the use of new technologies in teaching?	Training and seminars were organized for the technical support of the teaching staff to use new technologies in the teaching process, as well as for the development of ICT skills. In connection with the current situation, which makes it necessary to shift to distant education, in May, September and December 2020, the staff of the Department of Information Technology of MSU conducted trainings on the rules of using Microsoft Teams program in order to develop IT skills of academic-administrative as well as technical staff. All faculty members were involved in the trainings. As a result of the trainings, the majority of the teaching staff gained the skills of using opportunities of new technologies in the teaching process.
- Does your institution have in place mechanisms	MSU is interested in creating an efficient environment for

<p>for rewarding teaching achievements?</p>	<p>the professional development of teaching staff. There is a system of rewarding for teachers' achievements in teaching and research. Besides, a package of stimulating measures was prepared by the decision of the Academic Council of the university to increase the scientific activity of employees in leading scientific publications. The package of incentive measures determines the amount of reward for the publication of the results of research work of staff in leading scientific publications. Furthermore, a ranking table is compiled at the university in order to ensure a comparative measurement of the achievements of the teaching staff, as well as to create a competitive professional environment and stimulate activity. At the end of each academic year (or semester), in the indicated areas of the rating table - information on the academic level and academic degree of each teacher, their teaching experience, subjects taught, practical experience in the subjects taught, research directly related to the curriculum, research , participation in projects, as well as scientific conferences, seminars, exchange programs, etc. is published.</p>
<p>- Does your institution regularly assess the performance of teaching staff?</p>	<p>Academic performance of the academic staff is regularly evaluated. The performance of the teaching staff is mainly assessed by the criteria for teaching, research and self-development. Semi-annual and annual reports of the teaching staff are collected and analyzed by the departments. The annual activity of the teacher is</p>

	evaluated on the submitted reports. The differential salary system is based on annual indicators.
5. Information management:	
- Does your institution have an overarching information system (i.e. database) used for the effective management of its activities? Please describe the system.	<p>Purposeful work has been done to form a unit information center at the university. So that, since 2017, the university has implemented a multifunctional e-learning and learning-management platform - Unibook. The system included a database of faculties, departments, libraries, specialties, structural units. The platform, which has an extensive database of students, not only recorded the progress and success of students, but also reflected the movement of students (expulsion, transfer, academic leave, etc.). The information included in the database was updated on a daily basis.</p> <p>Currently, the work on the establishment of a unit information platform in higher education - ATIS (Higher Education Information System) by the Ministry of Education of the Republic of Azerbaijan is about to be completed.</p> <p>This system contains information about students (age, gender, level of education, movement, progress, success, etc.).</p>
- How do you measure the quality of the programmes?	<p>The quality of the program is measured at the university by various means.</p> <p>We can mention expected learning outcomes of</p>

	<p>students, Student Assessment, academic staff quality, student quality, student admission results, academic staff, alumni, employers 'and especially students' feedback on the teaching of the program, employers' satisfaction, quality assurance of teaching and learning process, etc. In the last 5 years, data are collected and analyzed according to the aforementioned criteria.</p> <p>If the program covers a short period, the report collects data during the period of the program.</p>
<p>- How often do you conduct the surveys among students?</p>	<p>The university regularly conducts surveys to identify the needs of teachers in the field of professional specialization, the nature of management-teacher relations and the level of dissatisfaction of students with the quality of education, as followings:</p> <ul style="list-style-type: none"> - In 07.10. – 05.10.2018 a survey was conducted among the teaching staff of the departments at MSU.140 people took part in the survey, the purpose of the survey was: To identify the professional needs of teachers, the nature of teacher-student relations, the nature of management-teacher relations, teachers' interests and needs in terms of teaching; - In 21.12.2018 a survey was conducted among students. 147 students took part in the survey. The main purpose was to clarify the satisfaction of students with the activities of the teaching staff.

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| | <ul style="list-style-type: none">- In 02.05.2019 a survey was conducted among students on specialties. 273 students of the Faculty of Economics, 269 students of the Faculty of Pedagogy and 108 students of the Faculty of Engineering took part in the survey. The main purpose of the survey was to identify the quality of teaching and learning objectives, awareness on learning outcomes and assessment, and the use of learning technologies and teaching resources.- In 10.07.2020 a survey was conducted on the results of the spring session of 2019/2020. 120 students took part in the survey. The purpose of the survey was to determine the level of organization of online classes, to learn their views on the conducting of online exams- In 01.11.2020 a survey was conducted among the teaching staff. 50 teachers took part in the survey. The main goal was to learn ideas and suggestions on how to increase the level of professionalism, identify needs and solutions.- In 03.04-10.04.2020 a survey was conducted among students studying in the specialty of Foreign Language (English)Teaching, who joined the Pilot project at the MSU. 343 people took part in the survey. The main purpose was to identify the current state of teaching, learning methods, and other existing problems in the specialty |
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	<ul style="list-style-type: none"> - In 15.02.2021 a satisfaction survey was conducted among students. 134 students took part in the survey. The purpose of the survey was to determine the level of satisfaction with the organization of online lessons, opportunities to use the online library, to express opinions and suggestions on the organization of the educational process. In 01.04-11.04.2021 an online survey was conducted among MSU interns. 103 students took part in the survey. The purpose of the survey was to determine the situation with the organization of the internship and the possibility of applying soft skills during the internship, to learn the views of students on future career planning
<ul style="list-style-type: none"> - What kind of data does your institution collect on a regular basis? Please specify if you collect the following data: - A defined set of key performance indicators for the institution - Profile of the student population (e.g. age, gender, domicile; level, mode and subject of study) - Student progression, success and drop-out rates - Students' satisfaction with their programmes - Learning resources and student support available - Indicators of graduates' employability - Indicators of internationalisation of the institution - Other, please specify: 	<p>Purposeful work has been done to form a unit information center at the university. So that, since 2017, the university has implemented a multifunctional e-learning and learning-management platform - Unibook. The system included a database of faculties, departments, libraries, specialties, structural units. The platform, which has an extensive database of students, not only recorded the progress and success of students, but also reflected the movement of students (drop-out, transfer, academic leave, etc.). The information included in the database was updated on a daily basis.</p> <p>Currently, the work on the establishment of a single</p>

	<p>information platform in higher education - ATIS (Higher Education Information System) by the Ministry of Education of the Republic of Azerbaijan is about to be completed.</p> <p>This system contains information about students (age, gender, level of education, movement, progression, success, etc.).</p>
<p>6. Public information:</p>	
<p>- Do you inform the public about the results of evaluations carried out internally and externally?</p>	<p>Every effort is made to make information about university life available to the public. The achievements of the teaching staff, as well as students, are regularly shared in the social network accounts of the University. The results of the exam session, information on internal assessment are shared and posted on the official page</p>
<p>- Does your institution publish information about its programmes and graduate employment?</p>	<p>The main purpose of the university's information policy is to ensure that information about the university is open to the public and educational resources are accessible to everyone. The University's "Public Relations" Department, which is assisted to strengthen relations with the media, social media, website, social networks (facebook, tweeter, Instagram, Telegram and so on.) provides detailed information about all educational and social processes on the pages of MSU, which in turn makes the educational process accessible to the public and has a positive impact on quality. The official pages of the university have an extensive database of programs.</p>

	Information on university graduates and their employment indicators for the academic year is regularly posted. However, it was not possible to establish a complete system for clarifying the employment information of graduates.
7. On-going monitoring and periodic review of programmes:	
- What kind of processes do you have in place for monitoring programme design?	Monitoring of program design at the university is provided by a number of processes. First, need assessment surveys are conducted among stakeholders, especially employers and graduates, to study the labor market requirements. Besides recent scientific achievements on the program is researched. The results of the survey of employers and graduates are summarized and the competencies that graduates need are identified. At the same time, proposals to include innovations in science in teaching materials are made. The program team examines the proposals and proposes to include the subjects in the curriculum (elective subjects section) and make changes in the syllabus.
- Do you prepare self-evaluation report annually?	Semi-annual and annual reports are prepared for the university. The report reflects the activities carried out in the field of education and research during the academic year presented by the structural units. The report not only identifies the strengths and weaknesses of structural units, but also analyzes opportunities and expected

		threats. There is a need to improve the prepared reports
- Who is responsible for the evaluation of SER?		Although all structural units are involved in the process of preparing SER, the final report is prepared by the Education Department. The presented reports are analyzed, summarized and the final report on the university is prepared.
- Do you have internal monitoring processes?		<p>Internal Quality Assurance system at Mingachevir State University operates on the principle of "Monitoring, measurement, analysis, evaluation" and is provided with 4 main processes:</p> <p>Monitoring tools:</p> <ul style="list-style-type: none"> - Student progression, transition rates, labor market and graduate opinion, research results; <p>Measuring instruments:</p> <ul style="list-style-type: none"> - Student assessment, subject and curriculum evaluation, research evaluation, service evaluation; <p>Analysis:</p> <ul style="list-style-type: none"> - Provision of student assessment, staff quality assurance, quality assurance capabilities, student support assurance quality; <p>Evaluation:</p> <p>SWOT analysis, internal board audit, information system, etc.</p>
Existence of the documents		
QA policy	+	

QA strategy	+		
Statue of QA Centre	+		
QA staff job description	+		
Stakeholder mapping	+		
QA action plan	+		
QA reports	+		
<p>1. How will you evaluate the impact of the project for your institution? What has changed over the project? Please present what has been done according to the EU recommendation after the first monitoring?</p> <p>2. How many people trained during the project?</p> <p>3. How many retraining sessions are organized at the university?</p>			<p>1. The successes of the university since joining the EQAC project can be grouped as follows:</p> <ul style="list-style-type: none"> - Reorganization of the Strategic Plan for the University; - Identification of quality policy and needs for the university; - Preparing the Stakeholders Map; - Work on the formation of a culture of quality; - - Familiarity with ESG standards; - - Conducting trainings on ESG standards; - - Carrying out work on the organization and development of the Department of Monitoring and Evaluation of Quality Assurance in Education: <p>On the quality of education and the direction of the</p>

teaching process:

- Updating subject programs;
- Improving teaching aids, programs, syllabi and lectures;
- Expanding the opportunities for education users (stakeholders) to participate in the educational process (conducting surveys (student satisfaction, surveys with employers)) and establishing a mechanism for the implementation of their feedbacks;
- Organization of interactive training methods, seminars and trainings to increase the application of ICT opportunities, open and mutual lesson listenings;
 - Formation of a reporting system that meets modern requirements by improving the work plans and reports of faculties, departments, various structural units;
 - Creating an electronic "Alumni Coordination System" to create a monitoring mechanism for the professional future of graduates (Establishment of a department of internship, career and work with graduates)
 - Update of curricula, used literature and methodical literature base;
 - **On human resources;**
 - Establishment of human resources department;
 - Creating a fair and transparent recruitment environment;
 - - Carrying out the policy of rejuvenation, creating a

positive moral and psychological environment for the free and effective work of employees;

- Monitoring the level of professionalism of the teaching staff, the organization of trainings and seminars for using modern materials, teaching methods in the teaching and learning process;
- A "Working Group" was established to assess the activities of the teaching staff and the quality of teaching.
- For improving the professionalism of administrative staff Exchange of experience and participation in courses are provided.
 - **In the direction of Science and Innovation:**
- Department of Science and Innovations has been established
- Use of anti-plagiarism programs to ensure copyright in the publication of research papers;
- Implementation of stimulating measures to increase the scientific activity of employees in leading scientific publications;
- Start of publication of multidisciplinary journal "Dayanıqlı inkişaf" (Sustainable Development);
- Organization of scientific conferences for masters/graduates;
- **Student-centered education, teaching and assessment.**
- Conducting surveys to identify the level of

satisfaction among students and directing opinions and suggestions to the decision-making process;

- As a result of creating a creative environment for students to express their talents, involving students in scientific work, participation in intra-university and national level knowledge, competitions, intellectual, sports competitions are provided;
- Implementation of measures to develop students' independent work skills;
- Trainings were organized to further improve the work of the tutor service to support educational resources and students;
- The number of students and masters participating in exchange programs has increased;
- - The work plans and accountability system of student self-government bodies have been improved and, as a result, their activities have been strengthened (Youth Organization of the Year), the activities of SSC and the Student Trade Union Committee have been further strengthened.;
- **Information management:**
- The Public Relations Department of the University was established to strengthen the relations with social media;
- Textbooks, teaching aids, methodical aids have been digitized and placed in a single electronic database for accessibility.;

	<ul style="list-style-type: none">- Interaction between structural units:- - Structural reforms are being carried out to create an effective management model;- Carrying out work on the establishment of a unified reporting system as a result of the work established between the structural units; <p>The process of analysis of monitoring results and relevant decisions, delivery of feedbacks and suggestions to the relevant structures is optimized.</p>
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I hereby confirm that I have fully acknowledged the content of the presented report.

Rector

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