

**REPORT ON THE MONITORING AND EVALUATION OF CURRENT QA
SYSTEM IN AZERBAIJAN TOURISM AND MANAGEMENT UNIVERSITY
UNDERTAKEN BY SMK & BBU
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1. Introduction

Issue as identified by ESG	Conformity	Non-Conformity	Areas for improvement
1. <i>Policy for quality assurance</i>	yes		The University has the draft of a quality assurance policy that is made public (in EQAC project website) and is part of the University's strategic management. The quality assurance policy is not approved yet, because the university is in the transit period.
2. <i>Design and approval of programmes</i>	yes		The University has a legal procedure for the development and approval of syllabuses, which defines processes and formal procedures and establishes responsibilities. Syllabuses are developed and improved in such a way as to reflect the needs of internal and external stakeholders of the University and to meet the set goals and expected study results and to be in line with the University's strategy. ATMU was assigned by the Ministry of Education to develop the State Standard for Tourism study programmes. The most important issue on the agenda of the ATMU QAS is further accreditation of the study programme according to the new national regulations. However, it is necessary to strengthen the involvement of internal and external stakeholders in to the design and approval of programmes.

<i>3. Student-centred learning, teaching and assessment</i>	yes		<p>The implementation of student-centered studies takes into account the diversity of students and their needs, creates conditions for flexible choice of learning paths and promotes students' independence (22 weeks internships in foreign countries are provided for ATMU students, for instance), as well as ensuring appropriate counselling and support from teachers. ATMU managed to adapt to Covid19 pandemic circumstances and move to the teaching and learning online. However, the online education needs to be developed further.</p> <p>Despite the institution's best efforts, this area remains one of the most problematic issues at the moment. ATMU's new strategy seeks to set up a Centre for Learning and Teaching Excellence to find a more sustainable solution to academic staff development.</p>
<i>4. Teaching staff</i>	yes		<p>The University takes the view that the role of the lecturer is essential in order to create a quality student experience and to create conditions for the acquisition of knowledge and skills necessary for a person's professional, social and personal life. ATMU provided support for the teaching staff how to use technology to teach online in the outbreak of Covid19 pandemic. However, the University should ensure that academic staff not only meet the qualification requirements set by legal acts, but in the context of student-centred studies, at the institutional, national and international level, should provide opportunities for teachers and promote the development in professional (subject and didactic) activities.</p>
<i>5. Information management</i>	yes		<p>The University ensures that reliable and appropriate quantitative and qualitative information is collected. However, the analysis and usage of this data should be enhanced to help self-evaluate and effectively manage study activities.</p>
<i>6. Public information</i>	yes		<p>The University regularly publishes up-to-date, accurate, quantitative and</p>

			qualitative information about its activities for the benefit of prospective and current students, as well as other stakeholders and the public. It is recommended to publish students', graduates' and other stakeholders' opinions on the quality of studies in the languages in which the study programs are conducted. The results of the external evaluation of the University's activities also should be the information of public interest.
<i>7. On-going monitoring and periodic review of programmes</i>	yes		The University has a legalized procedure for the development of study programs, which defines processes and formal procedures and establishes responsibilities. However, the real regular evaluation and review of study programmes with the involvement of students and other stakeholder should be strengthened.

2. General recommendation

Approve University's Quality Assurance Policy.

To set up Study programmes committees (composed from representatives of teaching staff, administrative staff, students, alumni, employers) to include them into the cycle of the Design and approval of programmes.

To set up Centre for Learning and Teaching Excellence asap and take an advantage of online webinars to invite international experts to develop competences of academic staff.

Quality Assurance Centre should act as an independent unit not subordinated to any other unit of the university.

3. CONCLUSIONS

The project has had a significant impact on the implementation of the studies, providing the basis for a quality assurance system that needs to be further developed despite the challenges ahead. The University's Quality Assurance Policy should be translated into practice through internal quality assurance processes that ensure the involvement of the entire institution.

Existence of the documents

QA policy	+
QA strategy	Not available, but considered to be produced in the process of implementation of the Strategy 2021-2025.
Statute of QA Centre	+
QA staff job description	+, only draft, not approved
Stakeholder mapping	+
QA action plan	+
QA reports	+

Monitoring questions:

What is the project impact on quality of teaching, learning methodology?

What is the impact on quality of assessment methodology?

What are the main hints to use a variety of teaching and learning methods, including those which encourage active and interactive engagement of students in their learning?

What are you doing with the feedback given by the stakeholders of university? Where do you use it? What have been changed? Please provide examples.

How did you manage Covid19 pandemic at the university? How established internal QAS supported to manage Covid 19? What did you do to ensure quality of distance education?

