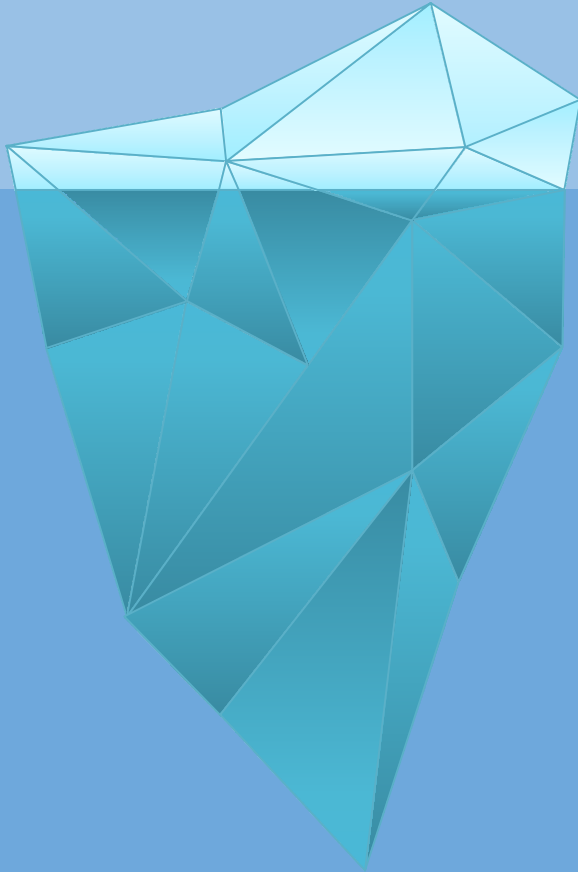# AZERBAIJAN UNIVERSITY OF ARCHITECTURRE AND CONSTRUCTION

QAC facilities and problems in their

Activities done in AzUAC QAC

Management

- Project coordination
- Planning activities of QAC
- Preparation of needed documents
- Conducting of info days
- Evaluation of achieved results

QAC opening

Preparation of documentation

Creation of surveys according ESG standards

Dissemination of the project idea

300

Number of students trained

250

Number of academic staff trained

70-80

Number of administrative staff trained

Challenges And Assumptions To Implement Quality Management system In Azerbaijan University of Architecture and Construction

Collection of documentation

Mostly all information needed for the project implementation is was availablein the University but had different document structures and not stored in one place but in different

Teachers' different level of preparation

Language

Not all academic staff have the same foreign language level. Some of them doesn't have any level.

Experience

All teachers have different levels of their professional prepareness.
There should be more individual approach for their development which needs moretime and other resources.

Psychological aspect

Older teachers are less tend to new facilities, activities and system.

Interpretation of achieved results

▸**Some parameters are difficult to interpret as they are not categorized to any of measurable parameters**

SWOT analisys

STRENGTHS		AREAS OF IMPROVEMENT		
Strengths	**Weakness**	**Opportunities**	**Threats**	
-Strong support from Rector and administrative staff in accepting new ideas. **(In terms of Standard 1.9: On-going monitoring and periodic review of programmes** Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.) -Cooperation with business and academic partners - Support from partner organizations (establishing new laboratories with their sponsorship)	**-**Big number of teachers in age >65 (**In terms of Standard 1.5: Teaching staff** Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.) **-**Number of non-special lessons' hour is high. **(In Terms of Standard 1.9: On-going monitoring and periodic review of programmes**	-As AzUAC one of the advanced Engineering University of Azerbaijan and of Caucasian Region a lot of partner Universities want to establish long-period cooperation. (**In Terms of Standard 1.7: Information management** Institutions should ensure that they collect, analyses and use relevant information for the effective management of their programmes and other activities.)	-Nowadays most of foreign Universities have online or distant education. For now students in Azerbaijan mostly prefer classic education. But distant education can be more attractive for foreign students **(In terms of Standart 1.6: Learning resources and student support** Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	

SWOT analisys

STRENGTHS		AREAS OF IMPROVEMENT	
Strengths	**Weakness**	**Opportunities**	**Threats**
Wide range of mobility programs **(In Terms of Standart 1.9: On-going monitoring and periodic review of programmes** Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.) -Low initial cost (especially, considering currency value) (**In Terms of Standard 1.4: Student admission, progression, recognition and certification**	-Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.)	Establishing of double programs with partner Universities **(In Terms of Standard 1.9: On-going monitoring and periodic review of programmes** Institutions should monitor and periodically review theirprogrammes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.)	-Budget shortfalls (**In Terms of Standard 1.6: Learning resources and student support** Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.) - Low motivation level. (There a lot of trainings and business trips can be conducted, but if the coordination is weak and the motivation level of staff is low the process can be difficult)

SWOT analisys

STRENGTHS		AREAS OF IMPROVEMENT	
Strengths	**Weakness**	**Opportunities**	**Threats**
Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.) - Most programs content meets European standards for 80-90% **(In Terms of Standard 1.2: Design and approval of programmes** Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.)		Opportunity to share the QA idea with administrative, academic staff and all interested parties, so all stakeholders could know the aims and the direction for development. **(In terms of Standard 3.6: Internal quality assurance and professional conduct** Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.)	-**(In Terms of Standard 1.3: Student-centred learning, teaching and assessment** Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.)

SWOT analisys

STRENGTHS	AREAS OF IMPROVEMENT		
Strengths	**Weakness**	**Opportunities**	**Threats**
-Existence of QAC in the University **(In terms of Standard 3.2: Official status** Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities. **)** -Conducting training and QA idea dissemination among academic staff **(In Terms of Standard 3.6: Internal quality assurance and professional conduct** Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities. **)**		**(In Terms of Standard 1.1: Policy for quality assurance)** Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	-**(In Terms of Standard 1.3: Student-centred learning, teaching and assessment** Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.)**

Thank you for Attention!