

A PLAN OF QUALITY ASSURANCE DEPLOYMENT IN MODERN HIGHER EDUCATION

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Abstract

This paper discusses the main areas of a strategic plan for the deployment of quality assurance at institutional level. The paper is based on prior work from a Tempus project in the field of Higher Education Management and will share lessons learnt from eight academic institutions. The paper also shares current activities involving several Universities from Azerbaijan in the deployment of Quality Assurance mechanisms.

Introduction

The paper's sections will discuss the main issues associated with the shift towards a culture of quality in Higher Education. Emphasis is on identifying when opportunities rise, and the most appropriate way to strategically plan the deployment of quality mechanisms. The discussion also identifies the major challenges relating to such a major transition and proposes ways to understand what triggers such obstacles and how to tackle them.

This paper serves as a reference for institutions that are engaged with the deployment of Quality Assurance (QA) systems. The paper discusses the work carried out for the MHATMA EU-funded Tempus project and in particular the introduction of a Quality Framework for piloting quality assurance systems and mechanisms at institutional level. The paper shares findings from the work carried out with eight institutions residing in two countries. These findings serve as a reference point for a current project that involves eleven institutions aiming to establish Quality Assurance Centres (QAC) in Azerbaijan. The paper focuses on key elements required for the deployment of QA systems and explains the importance of each one for the establishment of sufficient quality standards at institutional level. These elements have been identified by combining a literature review in similar projects and insights from years of experience in quality assurance with international institutions.

Background

As mentioned earlier, this paper describes work carried out as part of a work package implemented for the MAHATMA project; an EU-funded Tempus project on Master in Higher Education Management – Developing Leaders for Managing Educational Transformation. The four-year project involved eighteen partners from eight countries, with eight institutions from Armenia and Georgia working towards the creation of a joint masters programme. The paper discusses in total thirteen key elements of a QA system that is focused on monitoring and management of quality processes at institutional level. The aim of the work carried out was to:

- Identify the core elements of a QA system.
- Determine processes necessary for monitoring QA at institutional level.
- Identify sources of information necessary for quality monitoring.
- Report performance of QA management including both areas where quality systems and mechanisms are progressing sufficiently, as well as areas of concern due to inadequate progress.

The MAHATMA project provides the backbone of the work carried out for training and knowledge transfer for the EQAC project. This is another EU-funded project supported under the Erasmus+ Capacity Building in Higher Education programme. The EQAC project aims at the establishment of QACs in eleven (11) Universities in Azerbaijan. This paper presents a

proposed quality framework that can be used for monitoring the deployment of QA systems and processes. Such a framework could be used as a reference point for a newly established QAC.

Quality Assurance systems – structure and deployment

The scope of establishing a QA framework that can be used as a reference point is to ensure that institutions with limited experience in similar projects can refer to a set of standardised procedures. Emphasis was given on identifying appropriate elements that can be used to provide some structure and guidance for QA deployment. The key elements that are part of the QA framework are essential for achieving an internationally acceptable standard of QA at institutional level. It is critical to ensure that the identified elements are appropriate, relevant and sufficient to cover the QA areas of a University. The elements cover the majority of processes necessary to align QA initiatives with established standards such as ISO9001 and ESG.

Initially an extended literature review was conducted focused on getting sufficient justification for each element of the framework. It was important to ensure that each element was in line with common practice at international institutions. The proposed elements of a QA system were tested as part of a pilot programme that ran in four Georgian and four Armenian institutions as part of the MAHATMA project. This programme was a Joint Masters in Higher Education Management and included shared programme learning outcomes that were delivered through courses that were customised to fit the needs of individual institutions. Therefore, while eight institutions shared the same core curriculum and QA aims, it was possible to adapt QA practices and mechanisms to meet the needs of individual institutions. The admission and enrolment criteria for the pilot programme of the MAHATMA project included high grades from undergraduate level studies, and high level of English language competence due to the international nature of the study, necessary for student exchange with EU institutions.

The programme was launched with an induction period for the newly enrolled students into the innovative approaches related to teaching, learning, research and organisation of the programme. Students and staff were trained during the first eighteen months of the project prior to their exchanges. Middlesex University trained staff in various areas including programme induction, transferable skills and academic practices. The proposed framework for QA systems will be more effective if institutions ensure that sufficient induction is provided for both staff and students. It should be noted that all six EU institutions participating in the MAHATMA project concurred with the identified elements and their importance for the QA system.

The proposed QA elements are complementary to existing practices of institutions deploying QA systems. It is necessary to appreciate the existence of structures, policies and practices that are created over years of development. Sometimes these are dictated at national level by ministries, customised according to the vision of institutional executives and availability of resources. Experience with similar projects led to the understanding that it is highly unlikely to find a standardised model at regional or national level that could be adopted and be fit for all. The author provided the necessary infrastructure for the pilot monitoring of the programme. This was implemented through a series of templates for those partners who might not have already a detailed procedure in place or wish to adapt their current procedures. The framework's toolkit includes all the necessary templates for evaluating each element and the associated QA practices. All templates include a SWOT analysis that helps to map institutions that are deploying QA initiatives to more mature ones. The indicative list of components for each template could be adapted according to the needs of each partner and the particular requirements of the programme run.

The selection of the thirteen structures was justified from relevant literature and the desk study undertaken during the MAHATMA project coordination meetings. Emphasis was given on quality assurance mechanisms. Learning teaching and assessment practices as well as administrative structures used for ensuring quality of delivery. All the proposed elements were focused on the use of internal procedures and associated resources.

Elements of the Quality Monitoring framework

The thirteen (13) elements used for monitoring QA in higher education are associated with specific programme activities. We will discuss each element in this section, while the benefits from the deployment of each element are described in a table included in Appendix A.

Element 1 – Recruitment / Admissions. This element depends on a country's education system that may include entry-level examinations at national level. According to Cardoso et al [5] “programs that restructured to follow the Bologna principles were subject to higher demand than comparable programs that did not restructure, as if Bologna were understood as a quality stamp”. Admissions are closely related to the recruitment strategy used by an institution. According to Hanover Research, for some institutions, “one practice that feeds directly back into the expansion of enrolments for foreign and adult students is the lowering of admissions standards in order to boost numbers” [9]. The obvious benefit from such practice is the increase in admissions and enrolment numbers.

Element 2 – Enrolment / Registration / Induction. According to the UNESCO Institute for Statistics (UIS) there was an average annual growth in tertiary enrolment in higher education of 4.3%. This growth is really impressive when compared to the average growth of world's population that was 1.6% for the same period [16]. The shift towards post-industrial economies has also affirmed that an educated workforce is essential for economic development and has heightened the demand for white-collar workers in the public sector and service industries” [8] [15] [1]. It is critical for institutions to ensure that students are provided with sufficient support when they start an academic programme.

Element 3 – Administration (issues addressed). This element relates to all aspects of an academic programme that must be regulated and supported by a structured process. There are well-documented procedures for the quality assurance and improvement of higher education programmes through evaluation since the 1980s [2] [14].

Element 4 – Interruptions / Deferrals. The next element is quite frequently addressed as part of generic administrative aspects of academic programmes. According to the literature, study fail may relate to [13]: (i) determining whether study fail is due to intrinsic factors relating to individual students or extrinsic factors that are independent of an individual student's particular situation, (ii) determining whether the activities in which individual students are involved in have an effect on the students' progress and overall performance, (iii) assessing the role of educational materials as well as teaching and supporting staff on student progress and (iv) investigating patterns of study fail across programmes, programme modes or level of study.

Element 5 – Academic misconduct. Increasingly universities realise the necessity of clear procedures when students fail to abide by regulations. It appears that still most academic misconduct cases refer to plagiarism and other forms of cheating. Relevant research has focused on suggesting suitable strategies for awareness, prevention and detection of plagiarism [10]. Other work established that the students' need for cheating could be reduced through the establishment of a learner-centred approach [6].

Element 6 – Attendance records. Attendance is not often regulated through standardised approaches. Attendance systems vary significantly from advanced solutions

based on the use of technology such as RFID readers and bar code readers [11] or systems that are based on establishing an appropriate communication protocol.

Element 7 – Board of Studies. The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and The European Quality Assurance Register for Higher Education (EQAR) provide trustworthy resources, including appropriate agencies that can be used for quality assurance of higher education programmes [7]. An important element relating to programme quality is putting in place a **Board of Studies** or similar structure.

Element 8 – Module/Course feedback. There is recent work that discusses the student feedback cycle [4], advocating the need for module/course feedback opportunities.

Element 9 – Programme evaluation. Certain institutions invest in models or frameworks for “quality implementations in higher education through an analysis of quality systems and program evaluation using a systems approach” [3].

Element 10 – Peer observation. In line with the rest of the evaluation processes, peer observation is also essential as it offers opportunities for staff evaluation and opportunities to identify areas for improvement through Continuous Professional Development.

Element 11 – Assessment board. Assessment boards ensure that academic work is scrutinised consistently, accurately and fairly across an institution.

Element 12 – Learning Resources support. Ensuring that there is a awareness of available resources and potential gaps in infrastructure and provision, helps to better design new curricula and maintain acceptable education standards.

Element 13 – Learning, Teaching & Assessment review. Finally, regular learning, teaching & assessment review assists in ensuring that academic provision is of the highest standard and meets an institution’s mission, aims and objectives.

The elements discussed above are summarised in a QA framework illustrated in the following figure 1. The Framework for Pilot Monitoring (FraPiMo) can be used as a reference for the deployment of QA systems in Higher Education Institutions and support the deployment of QACs.

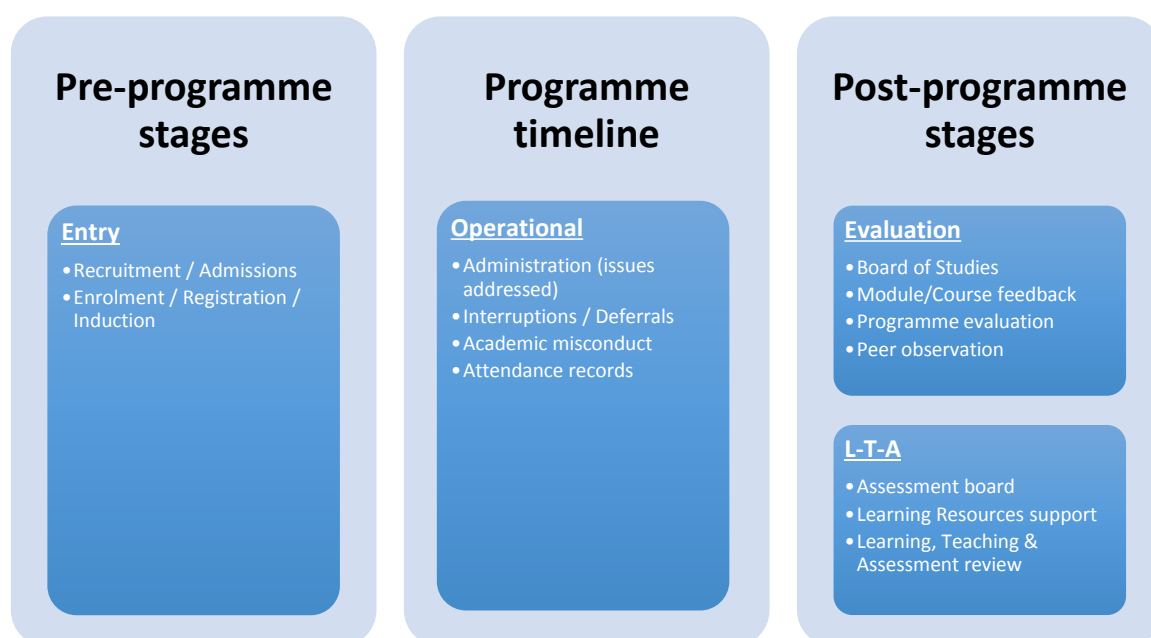


Figure 1: Framework for Pilot Monitoring (FraPiMo)

Currently the framework helps in shaping the training of staff from eleven (11) universities from Azerbaijan are participating in the EQAC project aiming at the deployment of QAC in each institution. FraPiMo is used as a reference point for providing capacity building support and knowledge transfer at these institutions. Each university has performed a self-assessment and a detailed review of current QA practices has been crosschecked with EU partner institutions. The participating institutions have proceeded with the development of SWOT analysis identifying their strengths, weaknesses, opportunities and threats in an effort to determine areas for improvement based on continuous training, and practice sharing sessions.

Conclusions

This paper focused on the FraPiMo quality framework and its role is supporting pilot programmes that are focused on the deployment of quality mechanisms. The paper discussed how the framework's elements have been identified and how they are being used to improve QA system deployment in institutions from Azerbaijan.

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Appendix A

Element	Benefits for institutional QA
1. Recruitment / Admissions	<ul style="list-style-type: none"> • Assessing the existence of a well-planned recruitment strategy and any dependencies to external factors. • Identifying the criteria used for admissions and their source whether external or internal.
2. Enrolment / Registration / Induction	<ul style="list-style-type: none"> • Identifying record-keeping processes relating to the learners participating in academic programmes. • Providing learners with the necessary support during early stages of the programme to reduce the request for additional support later on due to lack of awareness.
3. Administration (issues addressed)	<ul style="list-style-type: none"> • Facilitating access to programme information through the use of well-defined processes. • Assessing various quality measurable criteria with the use of analytics associated to programme-specific issues and any sub-sequent actions.
4. Interruptions / Deferrals	<ul style="list-style-type: none"> • Identifying reasons for study fail. • Assessing programme performance against completion and progression criteria.
5. Academic misconduct	<ul style="list-style-type: none"> • Monitoring the frequency and other patterns of different misconduct types. • Assessing areas of institutional regulations that seem to trigger misconduct cases.
6. Attendance records	<ul style="list-style-type: none"> • Monitoring attendance at institutional level.

	<ul style="list-style-type: none"> • Determining factors affecting attendance at different levels.
7. Board of Studies	<ul style="list-style-type: none"> • Identifying strengths and weaknesses of the programme. • Determining an action plan for further improvement.
8. Module/Course feedback	<ul style="list-style-type: none"> • Assessing learners' views. • Determining areas for improvement.
9. Programme evaluation	<ul style="list-style-type: none"> • Performing a synthesis of all factors affecting programme performance. • Identifying quality gaps at programme level.
10. Peer observation	<ul style="list-style-type: none"> • Monitoring individual staff performance. • Determining issues associated with academic staff.
11. Assessment board	<ul style="list-style-type: none"> • Monitoring student performance across different periods and cohorts. • Determining any patterns in student progression.
12. Learning Resources support	<ul style="list-style-type: none"> • Identifying programme needs. • Forecasting resource investment required.
13. Learning, Teaching & Assessment review	<ul style="list-style-type: none"> • Determining issues associated with the academic delivery of a programme. • Assessing the standards of delivery and support.

THE ROLE OF DATA ANALYTICS IN MANAGING HIGHER EDUCATION QUALITY

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Abstract

This paper provides a range of scenarios where data analytics can be used to help institutions improve the quality of their provision. In this paper the authors will share some key benefits from using analysis of institutional data and will explain how the visualisation of educational information can help institutions in decision-making, as well as determine areas of concern.

Introduction

This paper discusses how data analytics and in particular the analysis of data from higher education institutions can be used from institutions as the means for improving their monitoring and management practices for quality assurance. The report first discusses different views on how learning analytics and their visualisation can be used for a number of

areas to improve institutional effectiveness. The paper continues with a presentation of a series of dashboards showing how learning analytics could be used, with guidelines on how data visualisations can assist decision-making.

Learning analytics can be used in different ways in order to improve higher education quality. Institutions can use analytics as predictive tools focusing on forecasting what will happen next based on patterns of what has happened before. Institutions may also choose to use analytics as prescriptive tools focusing on determining recommendations for decisions and actions based on the institution's assumptions on what is believed that it will happen.

The Role of Analytics in Higher Education

Analytics although not a new topic, it has been very popular with higher education institutions over the past few years. Emphasis is given on understanding the role of analytics in higher education, as well as determining the impact of analytics on academic programmes.

According to McKinsey & Company [3] there are a few challenges associated with the effective use of analytics in higher education including:

- Being overly focused on external compliance (meaning that emphasis is given more on meeting benchmarks and standards for producing reports and visualisations rather than focusing on understanding the institution's own data).
- Isolating the analytics program in an existing department (meaning that analytics are commissioned by specific units, failing to offer an institution-wide resource based on the integration of various analytics reports and merging of different data sources).
- Failing to establish a culture of data sharing and hygiene (meaning the reluctance for integrating institutional data and allowing information sharing between different organisational units).
- Lacking the appropriate talent (meaning the ability of universities to employ skilled individuals who can properly analyse data sets and offer meaningful visualisations). The report concludes to five actions steps for academic institutions [3] as follows: (i) articulating an analytics mandate that goes beyond compliance, (ii) establishing a central analytics team with direct reporting lines to executive leaders, (iii) winning analytics buy-in from the front line and create a culture of data-driven decision making, (iv) strengthening in-house analytical capabilities and (v) not letting great be the enemy of good (i.e. analytics do not always produce amazing results).

The Center for Digital Education identifies a number of ways smart universities use data and analytics [2]. First, institutions can use analytics to improve **recruitment**, by attracting students with better chances for retention and progression based on careful profiling of applicants. The **admissions** process can be also enhanced and lead to improved Return on Investment (ROI) after analysing several criteria such as demographics, academic prospects and historical data. Student **progression** can be also improved with strategic use of analytics, based on maintaining individual profiles with academics performance, personal tutorial information and student profiling. A very straightforward way to benefit from analytics is through evaluation of motivation, which can be done with the use of **attendance monitoring**. Emerging patterns can help institutions identify whether there is an issue for specific programmes and perhaps determine the reasons for increased absenteeism. Analytics have been historically used for **curriculum evaluation**, usually in the form of student surveys or other means for gaining feedback and student views. Analytics can be also used for designing lean, **efficient operations**. Cost and time gains can be the result of analytics for the way certain academic operations perform.

There are quite a few benefits from the use of analytics in higher education including [1]:

- Optimising academic programmes in such a way that they are more aligned to learners' needs.

- Improving programme delivery through scheduling according to room availability, student preferences and available resources.
- Assessing profitability and ROI of academic programmes against a number of factors including enrolment forecasts, budgets, computing resources, parking, and more.
- Determining issues relating to retention and progression and assessing individual learners according to certain benchmarks that flag cases in need for attention.

According to Deloitte [5] the types of data generated in academic institutions that can be used for effective analytics include the following: (i) timetables, (ii) administrative data, (iii) application and admissions data, (iv) research data, (v) financial data, (vi) planned work, (vii) maps, estates and facilities data, (viii) student and performance data, (ix) staff data, (x) course data, (xi) environmental data and (xii) alumni and historical data. In the UK, there are certain data collection institutions that serve the education sector including HESA, UCAS, SLC and UKVI [5].

Recommendations for using Learning Analytics

We could identify a number of motivating factors for deploying analytics in a Higher Education Institution (HEI). These can be as follows:

- Improving the institution's student retention results.
- Providing better feedback to students based on their performance.
- Assessing attendance patterns across cohorts and programmes.
- Enhancing the learning experience of students.
- Evaluating teaching and assessment practices.

According to Lord Norton and Sarah Porter, a set of recommendations “emphasise the importance of a strategy for data and analytics that needs to be put in place, and kept up-to-date, by each university” [5]. In this section we will adapt these recommendations, to provide suggested actions that can be implemented by institutions that wish to consider the deployment of learning analytics.

Recommended actions for the deployment of learning analytics in higher education institutions:

1. Having in place a sector-wide strategy for excellent and innovative data management.
2. Rationalising the data collection process across the sector.
3. Introducing an appropriate learning analytics system to improve student support / performance at each institution.
4. Putting in place clear ethical policies and codes of practices that govern the use of student data in analytics and other digital systems in each institution.
5. Seeking fully informed consent from students to the use of their personal and learning data in analytics before introducing learning analytics to an institution.
6. Driving learning analytics by improvement of learning and teaching processes and student engagement.
7. Reviewing institutions' internal data management approaches and put in place action to ensure that institutional data is fit for purpose.
8. Ensuring that digital literacy, capability and good data management strategies are an integral part of each institution's strategic plans.
9. Ensuring that the digital agenda is being led at an appropriate level within each institution.
10. Providing teaching and administrative staff with appropriate training and support to improve their digital capability and data management skills.

11. Ensuring that institutions are not exempt from the Freedom of Information Act.
12. Encouraging institutions to use the information from learning analytics systems to identify and foster excellent teaching.

It is important to ensure that institutions use learning analytics, with the understanding that one size does not fits all. According to research studies [7] it is imperative for learning analytics research to account for the diverse ways technology is adopted and applied in course-specific contexts. Alternatives to predictive models can be provided in the form of (i) social network analysis aiming to increase the effectiveness of student engagement in real-time and (ii) personalisation of learning, and guiding the student along a learning pathway that meets their specific needs, are other uses for learning analytics.

Another important aspect relates to institutional responsibility when using analytics. According to JISC's Code of Practice for Learning Analytics [8] universities should allocate specific responsibility for a number of areas including (i) the collection of data to be used for learning analytic, (ii) the anonymisation of the data where appropriate, (iii) the analytics processes to be performed on the data, and their purposes, (iv) the interventions to be carried out and (v) the retention and stewardship of data used for and generated by learning analytics.

Cases of Learning Analytics

In this section we briefly discuss some examples of how analytics can help academic institutions to improve the effectiveness of their operations. Figure 1 shows the processing status of Middlesex University programme applications, offering information about (i) the status of current applications, (ii) classification of different action associated with applications and (iii) analysis of activity and responsible stakeholders over the past 120 days.

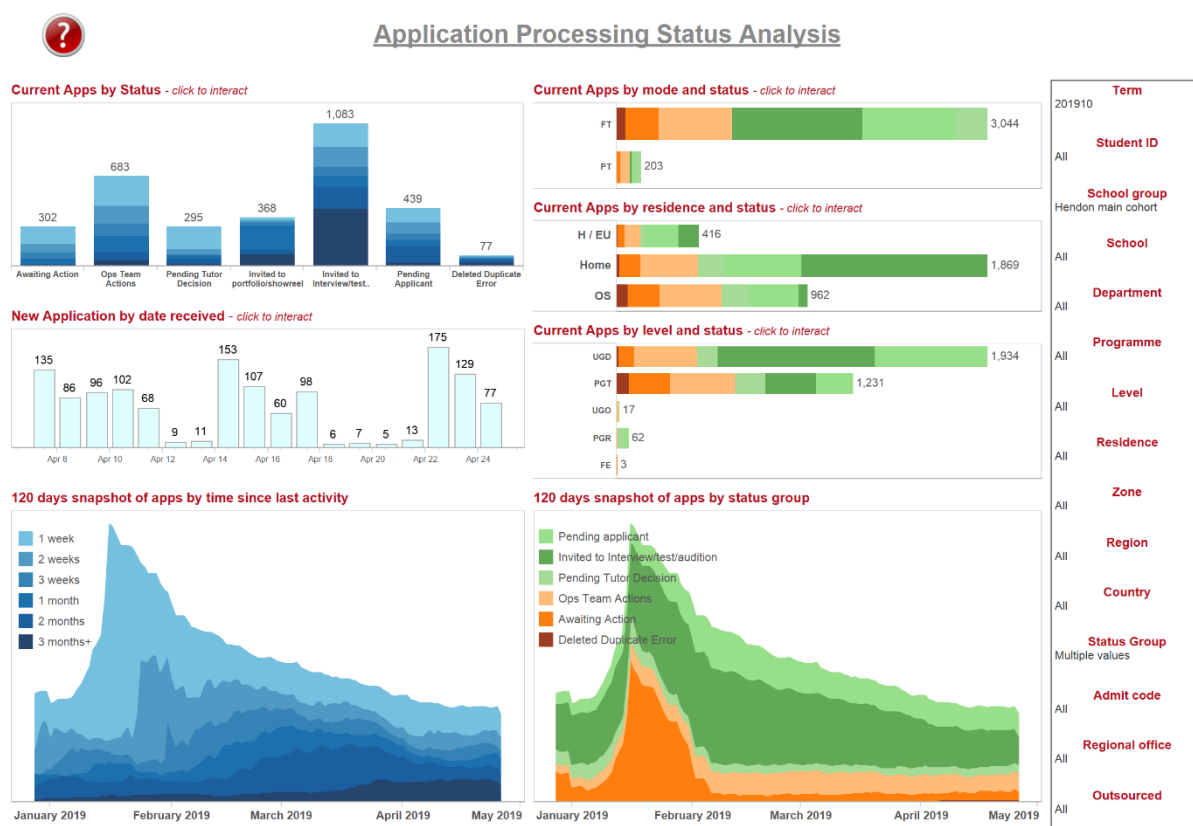


Figure 1: Application Processing Status Analysis.

The next figure shows the dashboard for the employability Key Performance Indicators that shows destination of students who leave the University. The dashboard can provide information in terms of (i) the entire sector, (ii) regional averages, (iii) averages for different groupings of alumni statistics and (iv) comparison with direct competitors.

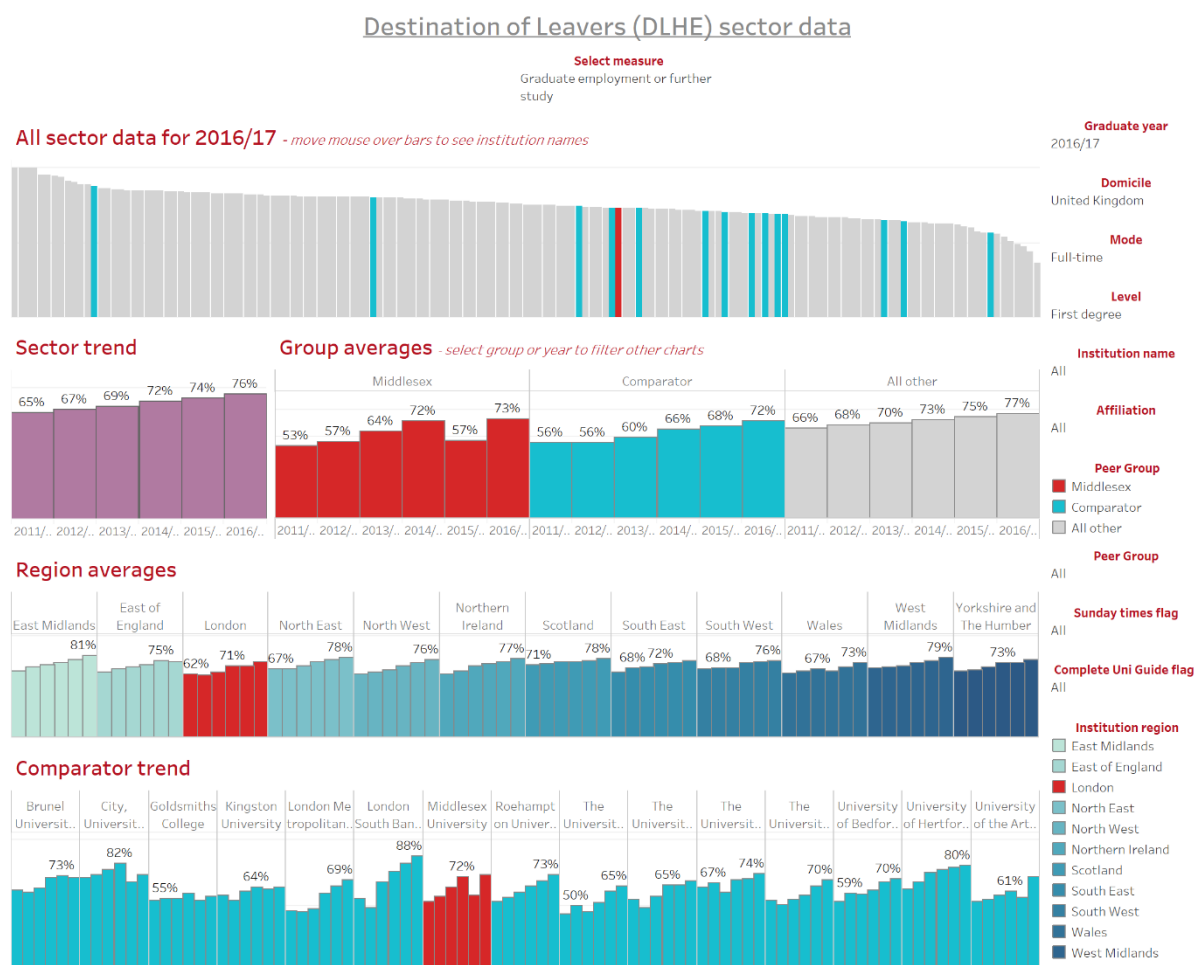


Figure 2: Employability.

The next figure shows the geographic dispersion of project partners in externally funded projects. This dashboard helps to determine potential partners for future research projects.

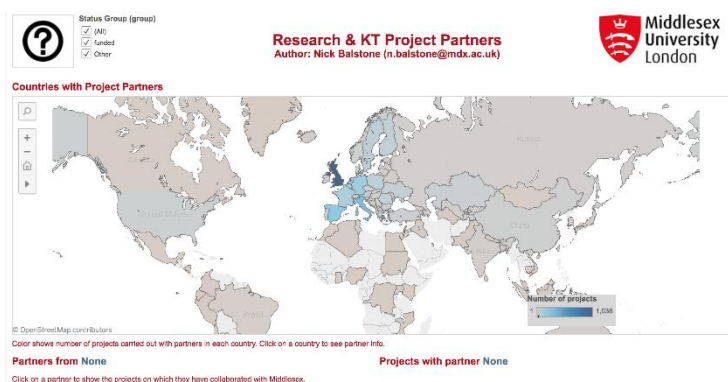


Figure 3: Research and knowledge transfer partners

Finally, the following figure provides detailed analysis of the assessment for individual modules. This helps help the institution to assess the trends with respect to the grade analysis with respect to the final grades of modules (see figure 4).

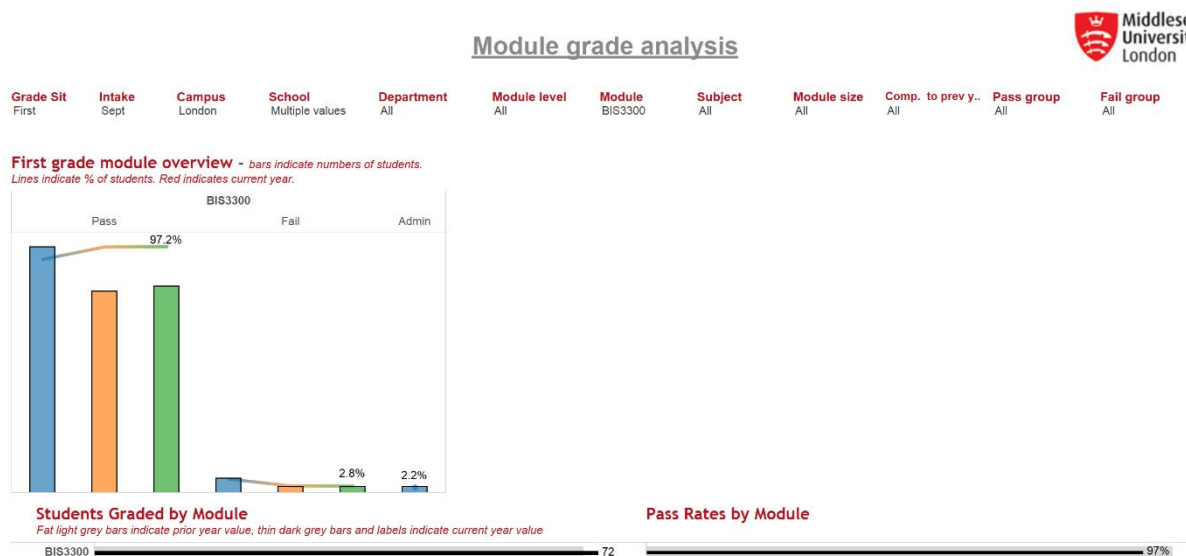


Figure 4: Module grade analysis

Conclusions

This paper discussed a number of uses for data analytics and how they can help institutions with monitoring and management of quality. In this paper the authors discussed benefits from using analysis of institutional data and will explained how the visualisation of educational information can help institutions in decision-making.

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ANALYZING THE CURRENT STATE OF QUALITY ASSURANCE AT GANJA STATE UNIVERSITY ACCORDING TO ISO 9001:2015

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Abstract

Quality assurance center has recently been established at Ganja State University. Up to now, there have been some offices, committees and groups that did job which are related to quality assurance issues. In this paper, the current state of quality assurance is analyzed according to ISO 9001:2015 at Ganja State University. The state of quality assurance was analyzed based on factors such as context of the organization, leadership, planning, support, performance evaluation, support, and improvement. It is concluded that introduction of quality management system that is built on previous experience, make quality related issues more systematic, introduce new quality related elements, and improve the university's performance.

Key words: *Ganja State University, quality assurance, ISO 9001:2015*

1. Introduction and background

At Ganja State University, following offices, committees and groups have been concerned quality assurance related issues:

The Office of Strategic Analysis, Evaluation and Monitoring have recently been created within the Department of Innovation. The office will offer recommendations to the university administration by preparing recommendations for the creation of stimulating mechanisms for development of the university human resources. In addition, it will try to add modern specialties to the collection of university programs, and work on creating specialties based on international educational programs. Improving work with graduate students and creating alumni information database. It learns need for specialists in different parts of the region and based on that information improves admission strategy to the university.

Monitoring Groups for Quality Assurance in Teaching and Discipline monitors the lessons aiming to improve the quality of teaching. It also monitors the labor discipline of professors, teachers, lab assistants and technical staff as well as teaching processes.

Committee for Quality Assurance in Ethical Issues has been created to monitor professor-teacher and students in terms of ethical behavior in the workplace. This committee monitors and tries to improve academic research and intellectual property issues.

Working Group for Quality Assurance in Teaching and Learning aims to assure that new approaches are applied in teacher preparation. It also works on preparation of human resources for future modern specialties that will be created at the university

2. Methods Data Collection.

Surveys, Interviews and Focus groups are the data collection methods were used during the analysis. Focus group was comprised of 8 people. Participants were gathered around the table and discussed and analyzed the current state of quality assurance at Ganja State

University. Then opinions were summarized and written in this paper. Participants were following top managers:

- Vice rector in science and innovation
- Vice rector in organization of teaching and training technologies
- Dean of biology and chemistry
- Director of department of innovations
- Head of ICT office
- Head of international relations office
- Head of technology transfer and marketing office
- Head of digital education center

3. Key findings

3.1 Context of the organization

a) Understanding the organization and its context. The university to some degree determined the external and internal issues that affect quality management. Yet, it needs to apply more appropriate and systematic approach similar to adopted by European universities such as indicated in Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) or principles of Bologna processes.

Followings are some of the quality related external and internal issues:

Internal issues. Recently, the university arranged with the local IT Company which will set up a new Learning Management System. Starting this fall, most of the teaching and learning issues at the university will be automatized. As already mentioned above, some other quality related internal issues identified are ethics in the workplace, discipline in teaching, effective teaching. Abovementioned monitoring groups consistently monitor and review these issues and report to the university administration every Friday.

External issues. Career and Internship center always cooperates with local schools with aim of placing students in those schools to have an internship. Moreover, the center works with local business and tries to find job opportunities for newly graduates students. Participating in programs such as Tempus, Erasmus+, Twinning, DAAD, Mevlana, the university tries to strengthen its intentional experience. Currently the university participates in four different Erasmus + projects. The university already participates Erasmus + project which is called Promoting Excellence in Teaching and Learning in Azerbaijani Universities.

Teaching and Learning Center is created within the framework of this project. New approaches to teaching and learning will be taught to teachers who can improve the quality of their teaching. In another Erasmus+ project, namely Advocacy Establishment for Students through Ombudsman position, the newly created ombudsman center aims to protect the rights of the students. Another Erasmus+ KA1 project, which is inter-institutional agreement program, helps teachers to participate in Ca Foscari Venice University, where they can improve their linguistic skills. The university collaborates with the Ministry of Education in many levels and participates in different projects.

b) Understanding the needs and expectations of interested parties. To understand the needs and expectations of interested parties, which are mainly students in our case, the university does some work. For example, newly created Office of Strategic Analysis, Evaluation and Monitoring conducts surveys in this regard. Yet their work still needs an optimization. Center of Electronic Education also conducts anonymous surveys before choosing elective courses, foreign language and instructor.

Surveys done with students are done in traditional way and it negatively affects the quality of decision and education. For example, last year students when choosing supervisor and topics would be better do it online. It would be better to conduct these surveys in an electronic way to better understand the needs of the students.

The newly created Ombudsman center will aim to understand student problems, analyze it and solve it with the help administration.

There are external monitoring bodies within the university such as a Student Trade Union which is a representative of Azerbaijan Trade Union Confederation, and Student Youth Organization which is a representative of Azerbaijan Ministry of Youth and Sports. These organizations provide financial aid such as stipends and lump sums for those who are in need of help. Besides, these organizations help students to spend their leisure time effectively. For example, there are several clubs functioning within the university such as sport club, dance club, book club etc.

But these organizations can improve their work and make it more systematic, effective and aligned with European standards. They can also collaborate and cooperate with international organizations, and learn their experience.

c) Determining the scope of the quality management system. Since there is not a quality management system functioning at the university, much of quality management related factors are not documented. Scope of the quality management system is one of them. Every department or office has their own work plan aligned with overall work plan of the university. The product and services are covered in the scope of these work plans. But, overall, since the quality management issues have not been considered in a systematic way, the concept of scope has not been paid enough attention.

d) Quality management system and its processes. In general, quality management system has not been established. But, as it is stated earlier, some elements of quality management are applied. For example, several monitoring groups function. Several processes are defined in the work plan of these groups but it may not include all the necessary quality management processes. Criteria and methods may be vaguely defined, and sequence and interaction of the processes may be limited. These monitoring groups have necessary resources, computers, human resources, transport etc. they have their own evaluation sheets and forms. Processes and methods usually defined by the monitoring groups themselves. But risks and opportunities may not be considered as stated in international standards.

3.2 Leadership

a) Leadership and commitment;

a.1 General. Top managers perform their duty based on the specifications described on the charter and regulations of the university. But, they perform these activities to accomplish their daily duties. They do not do it with quality management system in mind. Thus, having quality management system may increase the effectiveness of the quality of their job.

Since there is not a quality management system, top managers may not think about quality policy and objectives when accomplishing their duties.

University has identified two main business directions one of which is having benefit from student tuition and the other is benefiting from academic research.

When it comes to student acquisition, last year all the vacant places for bachelors and master's students were occupied with 98.7 percent which was the second best in Azerbaijan. The reason for this was that marketing group from the university has been doing meetings with pupils from high schools in the city and the western region. As for earning money for academic research, commercialization of academic research is a relatively new area in Azerbaijan. Newly created Department of Innovation will engage in these issues. For what the university currently has regarding the quality management system, some resources such as human resources, transport, accommodation, and equipment are allocated.

When top management assigns duties they usually emphasize the effective completion of the duty, but they may not communicate and emphasize it in terms of quality management system.

Every weekend top management, namely rectors and vice rectors, conduct meetings with top managers and review the work has been done over the weeks. In these meetings, top managers are given orders to improve the work in the upcoming weeks.

a.2 Customer focus. To meet student's needs, several surveys are conducted. The university rector himself has meetings with students and interests in their needs.

Students Trade Union and Student Youth Organizations conduct activities so that students spend their leisure time effectively. Very often media tours and open door classes are held in which public such as parents can attend examinations and lessons. Finally, the student ombudsman center is open every day for students to visit and consult their problems.

b) Policy

b.1 Establishing the quality policy. Top management establishes, maintain and implement quality policies in a background, but these are not called quality policy. There are not any documents created saying that identified policies are quality policies. With the establishment of the quality management center, quality policy will be created and presented to academic council for approval.

b.2 Communicating the quality policy. Created policies are usually approved in the committee of the methodology and then sent to the faculties, departments and offices for the discussion. Then the final decision sent to the academic council for the final approval. Next the administration of these bodies familiarizes their members with the new policy and then instructs them to work with a new policy.

c) Organizational roles, responsibilities and authorities. After the creation of present monitoring groups, there has been a positive turn in the work of the teachers. Teachers usually set their work according to the guidelines of the policies. Compared to previous years there have been improvement in their work. Level of preparation and documentation of teachers improved recently.

Usually monitoring groups try to ensure that the processes are delivering their results, report the results of the present system, and discuss rooms for improvement. However, methodology and efficacy of these groups may be improved with the presence of quality management system.

3.3 Planning

a) Quality objectives and planning to achieve them. Every department, faculty and offices has their own work plans which have objectives. These work plans are determined by the administration. They are discussed and evaluated in the academic council of the university. Usually, these plans are monitored by the commission of the rector and accreditation in a yearly basis. Plans and objectives are updated every semester and communicated to the appropriate places. But, these plans may not be prepared with quality management system in mind. Thus when setting such objectives, some quality related concepts such as measurability or consistency may not have been taken into account.

b) Planning of changes. Changes are made to the plans in the beginning and end of the semesters.

3.4 Support

a) Resources;

a.1 General. Capabilities of and constraints on existing internal resources may be considered, but again, it may be done without considered quality management system in mind. Usually collaboration is done with external providers but there is a broad avenue for better opportunities.

a.2 People. Usually persons provided for operations and processes are determined by the rector and vice rector on training.

a.3 Infrastructure. The university does not have strong problems in terms of infrastructure. There are auditoriums, training labs and scientific research lab, centers, sport centers, necessary equipment, libraries, reading centers etc.

a.4 Environment for the operation of processes. Stable environment is provided for the operations of the processes.

a.5 Monitoring and measuring resources. To provide quality, there has been created monitoring groups by the order of the rector. These groups are provided by the resources necessary during monitoring. Groups have measurement documents such as measurement blanks, protocols, guidelines. But we need to adjust their documents based on program design, delivery or mobility and credit recognition according to The European Credit Transfer and Accumulation System (ECTS)

a.6 Organizational knowledge. Sometimes, the vice rector on science and innovation recommends necessary knowledge has to be mastered for the operations of the university's processes and the rector brings up the topic in the scientific council. After the discussion, the decision is made as to how proceed. As a consequence, activities are planned and implemented.

b) **Competence.** Usually, various trainings are offered for the teachers and the administrative staff. For example, currently the university participates in Erasmus KA1 and KA2 projects through which our administrative staff and teachers learn experiences of European universities. Besides, trainings are offered by the university itself. But currently, there is not any specific office which keeps track of the all trainings and documents information. Yet, Human Resources Department collects some of the achievements and includes in the personal documents of the individuals.

c) **Awareness.** Persons who are doing work related quality objectives always aware of the quality policy and relevant quality objectives. They are aware of benefits of improved performance.

d) **Communication.** The organization determined its internal and external communication relevant. Persons usually know and instructed on what to communicate, with whom to communicate, when to communicate etc.

e) **Documented information.** As stated earlier, since there is no quality management center, not all the information documented considering quality management elements.

3.5 Performance evaluation

a) Monitoring, measurement, analysis and evaluation;

a.1. General. Things are monitored and measured usually include examinations, attendance etc. Always, the monitoring groups know when and how to monitor. Every weekend the monitoring groups reports to the rector and administration about the work they have done. The quality of the work is discussed and evaluated.

a.2 Customer satisfaction. Usually, there are surveys conducted among students anonymous and open to learn their opinion. Alumni are contacted to collect information about them. Media tours are often held so that people from public and parents can attend and see the process and provide their opinion.

a.3 Analysis and evaluation. Monitoring groups usually evaluate the results themselves. They have evaluation sheets. Yet the evaluation criteria, tools etc. are identified by the monitoring groups themselves. These methods and overall approach may not be aligned with the international quality management standards and therefore the modernization of these approaches would be desirable.

b) **Internal audit.** According to the order of the rector a temporary work committees are created. These committees implement internal audit based on the order. The results are documented and then presented to the rector. The rector sends the documents to the

appropriate places for discussion. After the discussion, the decision is made and then presented to the scientific council. Then academic council makes final decision. But these internal audits are traditional way of doing an audit and may not be aligned with ISO 9001:2015 standards.

c) Management review;

c.1 General. Since there is no quality management system, top management do not review the system. But, it reviews quality related issues such as the work of monitoring groups.

c.2 Management review inputs. Management may not usually consider status of actions from the previous management review. But they usually pay attention to the effectiveness of quality in the processes and check if the quality objectives are met.

c.3 Management review outputs. Management always monitors the processes, takes corrective action and tries to do improvements. When necessary, it does changes to the quality related issues.

3.6 Improvement

a) **General.** The university tries to meet customer requirements and meet customer satisfaction. But these could be improved and be better.

b) **Nonconformity and corrective action.** When nonconformity occurs the top management holds meeting and tries to determine the causes. The top management tries to analyze the results of the meetings. Next the decision is made whether there will be changes in the initial decision to get conformity.

c) **Continual improvement.** The top management continually makes improvements to the current system. But, since it is not a fully functional quality management system, top management may not systematically analyze results, evaluate or make improvements.

Conclusion

Some work has already been done regarding quality at Ganja State University. Building upon that and integrating previous quality related work into new quality management system could improve the processes. One of the strengths is that university administration thoroughly supports the innovative ideas. Another advantage in terms of the implementation of the project is that the university has enough experience in such projects. The university has necessary resources to support the implementation of the similar projects. The most important improvement would be introduction of the quality management system which will make quality related issues more systematic as well as introduce new quality related elements.

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ANALYZING THE CURRENT STATE OF QUALITY ASSURANCE AT AZERBAIJAN TECHNOLOGICAL UNIVERSITY (UTECA) ACCORDING TO ISO 9001:2015

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Abstract

Quality Assurance Department has been established recently, and has its own Statute, Work plan, Job descriptions of employees of the abovementioned Department. Info days are organized not only for academic and administrative staff, but also for students. QAC department try to make awareness toward qualitative issues and establish feedback system. In this paper, the current state of quality assurance is analyzed according to ISO 9001:2015. The state of quality assurance was analyzed based on factors such as student satisfaction, academic and administrative staff productivity, study programs, syllabus and other quality related factors.

Key words: *Azerbaijan Technological University, UTECA, quality assurance, ISO 9001:2015, Scientific Council,*

Introduction

Azerbaijan Technological University (UTECA) was founded on the initiative of national leaders in 1970 in Ganja. The university provides education in a compact campus consisting of six educational and one administrative building. Besides, for the incoming students there is a dormitory, which can host 1,000 students in the city. The university offers 22 bachelors, 17 masters, and 5 doctoral degree programs and serves to 2,500 students with a teaching and research staff of 550.

UTECA's main educational fields are IT and Computer Science, Electronics and Telecommunication Engineering, Mechanical Engineering, Material Science and Engineering, Chemical Engineering, Textile Engineering, Food Sciences and Technology, Tourism, Machinery, Business Administration, Industrial Management, Public Administration, Management and Training-Education Technologies of Human Resources.

a. Relevance of the Strategy and Its Coherence with Vision and Mission. Azerbaijan Technological University builds strategic plans in 5 years round. Currently UTECA has a 5-year Strategic Development Program for 2016-2020. Every faculty administration decides a five-year roadmap roundly and proposes it to the university authority for final decision. The authority raises the proposed plan in the monthly university academic board for vote. If approved the plan is permitted for implementation. The short term and medium term goals are clearly stated in the strategic plan and they are to be consistently applied under supervision of the faculty administrative board periodically. Although it's always topical in the faculty, it is hard to say that these plans are verbally implemented because of staff capacity and timely dissemination.

b. Implementation of the strategy and monitoring of indicators. The assigned delegates by the rector regularly control the steps of the Strategic Plan. Besides, by the end of the year all faculty Deans and Head of Departments have to present their yearly report to the Scientific Council. The report is monitored by the Council members and is open to comments. At length, the report is proposed for vote. Based on the latest survey students and staff of the university are partially aware of the overall strategy of the institution. Although UTECA builds and implements staff development programs, the staff argues that there is not enough effort to improve staff quality. Besides, not all staff performs in correlation with the strategic plan of the university.

c. **The Effectiveness of Decision-making.** Since decisions pertaining to the development of the university units are discussed in the Scientific Council, the decision making process is relatively effective at UTECA. The Council members approve new teaching materials, PhD dissertation topics and supervisions, budget allocation issues.

d. **Student involvement in institutional governance.** Student Union, Student Scientific Union, Student Sport Union enroll in university activities. Heads of these Unions have to report their yearlong activities at the University Scientific Council. The faculty administration considers student complaints about teaching and examination procedure. However, a routine survey of student satisfaction is not implemented within the university. Based on the last survey among the students, student involvement in decision-making of the university is low. Students argue that their arguments are not considered while preparing the study programs.

e. **Selection, appointment, promotion and dismissal of academic and administrative staff.** Selection, appointment, promotion and dismissal of academic and administrative staff are implemented by the approval of the Rector. Centre for Human Capital Management is in charge of recruitment and dismissal procedures in the university. In special cases, the selection and dismissal decisions are consulted in the University Scientific Council. All the procedures are coherent with the Labor Code of Azerbaijan Republic

f. **Staff development.** UTECA prioritizes personnel development and training activities. Sustainable Development Educational Technologies Centre and Centre for Human Capital Management directly involved in human capital development and training. The centers operate under the charter of the university. Successful managers (practitioners) are regularly (once a month) invited to the university to deliver Master Classes to students and staff. Human Recourses Development and Training Center also delivers some masterclasses for updated Scientific Soft wares due to different specialty such as SPSS. These are usually CEOs or leading experts of industries or well-known motivators or education professionals. However, according to the survey results among the university staff, employees are not satisfied with these activities and complain about the lack of dissemination of trainings among staff.

g. **Remuneration of work and motivation of staff.** Remuneration is implemented according to the state legislations and Labor Code of the Azerbaijan Republic. Beginning from 2017 a new remuneration strategy has been approved which highlights differentiation in staff salaries based on individual performance (40% Teaching performance, 40% Academic performance, 20 % Self-development). The performance appraisal of academic staff was held in 2016-2017 and results were announced. However, monetary incentives have not been introduced yet because of budget constraints. Based on survey results, the university has not succeeded to implement successful remuneration program of staff. Since the infrastructure needs renovation an evaluation of the administration is not organized, the staffs feel isolated from the administration.

h. **Staff satisfaction.** Currently, staff satisfaction is evaluated through faculty meetings. Individual faculty member applications for betterment, complaints and open discussion meetings are main methods for measuring staff performance. However, no anonymous staff satisfaction survey exists.

i. **Participation of staff in international cooperation projects and mobility programs.** UTECA appreciates international cooperation in academic field. The university has more than 70 international cooperation and mobility agreements with foreign higher education institutions. Academic staffs of the university participate in mobility activities and visit partner institutions. After the mobility, the respective staffs must share their experience and thoughts with the faculty members. They are encouraged to apply newly adapted skills and knowledge during teaching and research activities. Currently no special treatment is

considered for the exchange staff and students. However, these faculty members generally have privilege in promotion processes. Seven teaching staff members participated in Mevlana (Turkey) mobility program. Four students participated in Erasmus Mobility.

UTECA has a Quality Assurance Center. IT implements strategy in accordance with the Vision and Mission and the 5-year Strategic Plan. Each faculty Dean and Head of Departments ensure the quality of the lectures by observing the lectures periodically.

There is a Quality Assurance Commission, which periodically assesses quality of the teaching staff. Evaluation criteria involve readiness, using of technology, using interactive methods, class management skills and documentation. Final reports of the evaluation are presented to the university administration (namely Vice-rector for education) and presented in the University Scientific Council if needed.

The evaluations are limited to academic performance and do not involve administrative activities. There is no specific unit for staff quality evaluation within the university management structure apart from these temporary or long-term commissions.

The outcomes of periodical internal evaluation are considered in decision-making (lecture and other duty assignments for next year) by the faculty and Scientific Council. The feedbacks by the aforementioned commission and delegates are passed to the respective units to recover deficiencies.

Very rarely are surveys conducted among students to measuring staff and teaching quality. However, students are welcome to express their ideas to the university administration both verbally and in written form.

Teaching and learning

a. Procedures for Initiating, Monitoring and Periodic Review of the Programs and Activities. The Faculty professors and staff, as well as the university administration initiate the University programs and activities. All lecture materials and programs need to be approved by the Vice Rector for Academic Affairs and the Academic Committee who are members of the Scientific Council of the university. Unfortunately, periodical review and update of study materials are not common. Discussions over renewal of study materials are not held frequently and no other parts (stakeholders) are involved in the process. Another issue is a fixed study program standards determined by the Ministry of Education, which are not eligible for any change.

b. Renewing of the study programs considering student oriented studies. Rector of the university periodically assigns delegates to monitor and evaluate faculty performance and lecture materials. However, study programs are not easily renewed due to government standards determined by Ministry of Education.

c. Academic support. All faculties have faculty library facilities supported by the University Main Library. University lecturers have consulting hours where they meet students for further discussion of the lecture topics. All students are eligible for excellence and academic achievement stipends. The university authority provides financial support (stipends) for students based on their semester final grades. Successful students are paid stipends on monthly basis for the following five months (one semester).

d. Evaluation and recognition of prior learning achievements. Students attending international mobility programs and those are moving from another university apply for recognition of their prior transcript credits. UTECA participates in Bologna Educational Process and recognizes international credit mobility grades.

e. The system of observing graduate employment and career and its usage for improvement of studies. Department of Alumni and Career is in charge for internships of the students in partner industries and they collaborate with regional businesses and industries to recruit university graduates. The department organizes career exhibitions every year with the

aim of uniting industries and graduate students. Many students get jobs. However, there is no systematic tracking program of the alumni employment.

f. Collaboration with academic, social and business partners and their influence on University studies. UTECA cooperates with local and international higher education institutions and organizes joint conferences, field trips, and academic student and staff mobility with the partners. Besides, UTECA faculties prioritize collaboration with local and national industries to foster quality of graduates. Based on the agreement with the industries, UTECA faculties benefit from the laboratories and field trips to the production zones. Authentic learning environment provides a better learning outcome for the students. UTECA receives research grants from cooperating industries. Research results are disseminated through co-organized seminars, roundtables or conferences. However, students are not actively involved in the research process.

g. Dynamics of Lecturers and Students' International Mobility and Its Influence on University activity. Currently UTECA cooperates with more than 70 international institutions. University Lecturers and students have participated in Mevlana and Erasmus+ international mobility programs. The participants of the mobility programs become more motivated. They are encouraged to share their knowledge with students and staff. However, there is no specific performance measuring tool for the mobility effectiveness.

h. Current regional and national labor-market situation. Azerbaijan situates on the transit roads from east to west and north to south. The country's oil and gas reserves have contributed to recover from poverty and war disaster in 1990s. Currently Azerbaijan runs policy to change oil dependent economy to diversified one based on human capital. The situation requires experts and engineers mostly. Unfortunately, majority of such kind experts are expats. The government encourages institutions to prepare skillful graduates to fulfill the vacancies in non-oil sectors. Labor market has high demand for engineers in different fields.

i. Use of educational technology in teaching and learning. UTECA lecturers use projectors and white boards in their lectures. There is only one smart board in the university. Lecture materials and selected books are being uploaded to the electronic system of university library. However, they are not accessible online for now.

j. Ensuring the competitiveness of graduates. To ensure the quality and competitiveness of the graduates, senior students are sent to internships to partner industries. Optional training is available for mastering specific topics. According to the latest survey results, academic programs and curriculum in the university should be modernized and updated.

k. Student involvement in research activities. University students take part in laboratory researches. However, they are less likely to be employed in research projects. Successful senior students are encouraged to apply for the faculty vacancies. Occasionally, they are employed as teaching assistant rather than research assistants. However, successful graduates are encouraged to continue their education on master and doctoral programs at UTECA. Weak university research facility is another reason for lower participation.

l. Level of Satisfaction of Students in Relation to Personal and Professional Development provided by the University. Azerbaijan Technological University administration tries its best to ensure students and staff satisfaction. According to the recent survey held among the university students, majority of the correspondents are relatively satisfied with the university's performance. However, they are less satisfied with the library (up-to-date materials) and research facilities, lecture syllabi, and consideration of student opinion in building lecture programs.

m. Monitoring and supporting students' academic progress. There is no specific methodology or procedure for monitoring student academic progress. At the end of each semester faculty discusses the results of student achievements. However, this is general

statistical review of faculty performance based on student achievements. Students are not invited to discussions. Student academic progress is supported through extra reading materials plus frequent meetings with practitioners.

n. **Student assessment.** Students' academic progress is monitored and evaluated throughout the semester activities. 50% of the final grade derives from students' semester performance (attendance, class assignments). Another 50 % comes from final exam. Examinations conducted either on computer, through lab work, or in the written form.

o. **Feedback from graduates.** Currently, UTECA does not have graduate feedback mechanism to self-evaluate its performance. A graduate track database and periodical contact with graduates is needed for a better contribution for the community.

Conclusion

Based on the survey held among the students and staff, UTECA administration and staff behavior towards students is fair enough. The university acknowledges students about the measurement and evaluation criteria of courses in the beginning of the semester. UTECA supports student attendance in extracurricular and international events and mobility. The staffs are satisfied with the administration's treatment. UTECA is unique in terms of its engineering programs on light and food industry. Transparency and accountability are crucial. University has administrative staff with international experience and up-to-date knowledge and skills. UTECA managed to build strong cooperation with industries. But, there is a need for defined criteria for evaluation of administrative staff performance. Besides, students should be acknowledged of their rights with a booklet. Curriculum programs need to be updated.

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KEYFİYYƏT TƏMİNATINA TƏSİR GÖSTƏRƏN FAKTORLAR: MARAQLI TƏRƏFLƏRİN MƏMUNİYYƏTİ VƏ TƏHSİLİN DEMOKRATİKLƏŞDİRİLMƏSİ

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Hər bir ali məktəbdə keyfiyyətli tədrisin təşkili və həyata keçirilməsi maraqlı tərəflərlə qurulan əlaqələrin səviyyəsindən asılıdır. Ali məktəblərdə tədrisin təşkili zamanı bütün maraqlı tərəflərin istək və arzularının nəzərə alınması prioritet istiqamət təşkil etməlidir. Tədris prosesinə təsir etmək imkanından asılı olmayaraq bütün maraqlı tərəflərin (istər daxili və xarici, istərsə də əsas və ikinci dərəcəli) ehtiyaclarının öyrənilməsi, monitorinqi, analizi və qiymətləndirilməsi onlarla qarşılıqlı surətdə işləməyi şərtləndirir.

Ənənəvi biliklərimizdə “maraqlı tərəflər” (stakeholders) termini daha çox iqtisadi bir anlayış kimi işlədilir. “Maraqlı tərəf” anlayışına bir çox yanaşmalar mövcuddur. Bütün verilən təriflərin ümumi ortaqlıq cəhəti ondan ibarətdir ki, “maraqlı tərəf” dedikdə o fərd və ya fərdlər qrupu nəzərdə tutulur ki, onlar konkret şəraitdə prosesin aktiv iştirakçılarıdır və layihənin məqsədlərinə təsir göstərə bilirlər. Məsələn, “maraqlı tərəf-fərd və ya fərdlər qrupudur ki, layihənin məqsədlərinə və reallaşmasına təsir göstərir” [3,c.78], “maraqlı tərəf-müəssisənin nəticələrinin əldə olunmasında və nəticənin bölüşdürülməsində yaxından iştirak edən fərd və ya fərdlər qrupudur” [4,c.180], “maraqlı tərəf- fərd, qrup və ya təşkilatdır ki, müəssisədə maraqları və narahatçıları var” [5,c.17], “maraqlı tərəf müəssisədə qərarların qəbul edilməsi prosesində birbaşa və dolayısı yolla iştirak edən fərd və ya fərdlər qrupudur” [7,c.37] və s.

Dünya təcrübəsi göstərir ki, ali təhsil müəssisələrinin inkişafı kadr hazırlığının keyfiyyətindən birbaşa asılıdır. Keyfiyyət anlayışının əsasını isə maraqlı tərəflərin məmuniyyəti təşkil edir. Maraqlı tərəflərin məmuniyyəti, müştərilərin məhsulun keyfiyyəti ilə əlaqədar gözləntiləri ilə hazır məhsul arasında ziddiyyət olmadıqda yaranır.

Ali təhsil məktəblərində maraqlı tərəflər əsasən iki yerə ayrılır: daxili və xarici (birbaşa və dolayısı) maraqlı tərəflər. Ali təhsil sistemində maraqlı tərəflər: abituriyentlər, valideynlər, tələbələr, akademik heyət, məzunlar, işəgötürənlər, ictimai təşkilatlar, biznes dairələri, dövlət, ictimaiyyət və s.

Ali təhsil müəssisələrində daxili və xarici maraqlı tərəflərin məmuniyyətinin (və ya narazılıqlarının) öyrənilməsi üzrə müntəzəm olaraq monitorinqin aparılması keyfiyyət təminatı sisteminin qurulmasında mühüm rol oynayır. Bu müxtəlif yollarla reallaşırıla bilər, məsələn tələbə və məzunlar arasında anket sorğularının keçirilməsi, işəgötürənlər tərəfindən qiymətləndirmə və s. Müasir dövrdə maraqlı tərəflərin məmuniyyəti haqqında müxtəlif konsepsiyalar vardır [6]. Bunlar:

- 1) Təsdiqetmə nəzəriyyəsi;
- 2) Ədalətlik nəzəriyyəsi
- 3) Münasibətlər nəzəriyyəsi.

Təsdiqetmə nəzəriyyəsinə görə müştəri məmuniyyəti müştərinin gözləntiləri ilə faktiki yerinə yetirilən xidmət arasındakı prosesdir.

Ədalətlik konsepsiyasına görə müştərinin xərclədiyi vəsait məhsulun yaxud xidmətin dəyərinə uyğundur.

Münasibətlər nəzəriyyəsinə görə insan fəaliyyəti səbəb-nəticə əlaqələrinə əsaslanır. Belə ki, istehlakçının tələbatlarının ödənilməsi ilə müştəri məmuniyyəti arasında münasibətlər düz mütləqdir.

Tədris müəssisələrində maraqlı tərəflərin determinatları kimi aşağıdakılar göstərilir:

- tədris müəssisəsinin mövcud imici;
- maraqlı tərəflərin gözləntiləri;

- qəbul olunmuş keyfiyyətin birinci və ikinci növləri;
- xidmətin hiss olunan dəyəri [4].

Təhsil təşkilatlarında müştəri məmuniyyətinin ölçülməsi daha çox empirik tədqiqat metodları ilə həyata keçirilir. İstehlakçı sadıqlığı 4 indikator vasitəsilə təyin etmək olar:

1) İstehlakçının (tələbə, dinləyici) yenidən həmin tədris müəssisəsinə müraciət etmək niyyəti;

2) İstehlakçının (tələbə, dinləyici) yenə həmin tədris müəssisəsində başqa bir xidmət üçün müraciət etmək niyyətinin olması;

3) İstehlakçının (tələbə, dinləyici) başqa bir müəssisəyə köçmək niyyətinin olması;

4) Bu təhsil təşkilatını başqa istehlakçılara tövsiyə etməsi.

Maraqlı tərəflərin ali təhsil müəssisəsinin rəhbərliyi ilə münasibətlərinin qurulmasına və keyfiyyətin təmin olunmasına təsir göstərən faktorlardan biri ali təhsil müəssisəsində demokratik, açıq mühitin və təhsilin demokratikləşdirilməsinin hansı səviyyədə olmasıdır.

Bütün cəmiyyətlərdə təhsilin demokratikləşdirilməsi problemi ictimaiyyəti və pedaqoji mühiti düşündürmüşdür. Təhsil dövlət sisteminin demokratikləşdirilməsində güclü təsirə malik olduğundan vətəndaşlar bütün dövrlərdə bu prosesdə aktiv iştirak etmişlər. Onlar həmişə sosial təlabat kimi təhsil sisteminin modernləşməsinin və kadr potensialının yaxşılaşdırılması uğurunda mübarizə aparmış, bunların həyata keçirilməsinə çalışmışlar.

Demokratiyanın təhsil sistemində, ümumiyyətlə cəmiyyətdəki rolundan danışdıqda qeyd etmək lazımdır ki, demokratiya azlıqların hüquqlarının müdafiəsini nəzərə almaqla bütün insanların bərabərliyini tanıyan, siyasi qərarların çoxluq tərəfindən qəbul edilməsini nəzərdə tutan özünüidarəetmə sistemidir. Demokratiya qərarların qəbul olunması prosesində vətəndaşların birbaşa imkan yaradır, onun öyrənilməsinə ciddi və məsuliyyətli bir iş kimi baxmağı nəzərdə tutur. Beləliklə, demokratik cəmiyyət siyasi, iqtisadi və sosial dəyişikliklər aparmaqla öz vətəndaşlarının hüquq və azadlıqlarını genişləndirir. Təhsil müəssisələrində demokratik idarəetmənin təmin olunması üçün çoxluq tərəfindən müdafiə edilən rəhbərin qərarları prosesin iştirakçıları tərəfindən qəbul edilməli, cəmiyyətin bütün qanunlarının yerinə yetirilməsi təmin olunmalıdır.

Təhsildə demokratikləşdirmə dedikdə tədris müəssisələrinin idarə edilməsində demokratik münasibətlər mühitinin yaradılmasında marağı olanların – həm dövlət strukturları, həm də ictimaiyyətin (müəllimlər, tələbələr, onların valideynləri və ictimai təşkilatların) fəal iştirakını nəzərdə tutur.

Tədris prosesində demokratiya və humanizm şəraitinin yaradılması müəllim-tələbə münasibətlərinin tənzimlənməsini tələb edir. Bildiyimiz kimi, təlim öyrədən və öyrənənlərin daimi əlaqədə olduqları prosesdir. Öyrənən-öyrədən cütünü arasında demokratik prinsiplərə əsaslanan ünsiyyət formalaşmalıdır. Xüsusilə sağlam ünsiyyətin mahiyyət etibarlı ilə ictimai təlabat, ictimai zərurət üzündən irəli gəlmiş, onun yalnız fərdlər arasında baş verən sosial proses olduğu elmi cəhətdən aydınlaşdırılmalıdır.

Qarşılıqlı münasibətlər pedaqoji prosesdə çoxcəhətli olub, müəllim-rektor, müəllim-akademik heyət, müəllim-tələbə, müəllim-valideynlər, tələbə-ictimai qurumlar, tələbə-valideyn və s. sahələri əhatə edir. Heç şübhəsiz, tədris prosesinin keyfiyyəti, səmərəliliyi bu münasibətlərin demokratiyanın tələb və prinsiplərinə uyğun qurulmasından asılıdır. Demokratiyanın tələblərinə əsasən tədris subyektdən obyektə yönəlmiş bir istiqamətli proses olmayıb, hər şeydən əvvəl, qarşılıqlı təsir prosesinin, “subyekt-subyekt” münasibətlərinin qanunauyğunluqları ilə idarə edilməlidir.

Tədrisin keyfiyyətinin təminatı sistemində mühüm rol oynayan digər amil müəllim əməyinin monitorinqi və onun nəticələrinin obyektiv qiymətləndirilməsidir. Bu iş öyrənənlərin mənimsədikləri bilik, bacarıq və vərdislərin səviyyəsi, təhsilin məzmununa verilən tələblərlə müqayisəli araşdırılmalı və müəllimin özünü-təhsil, elmi-tədqiqat işlərinin nəticələrinə uyğun aparılmalıdır. Ali məktəb sistemində diferensial əmək haqqı sisteminə

keçid tədrisin keyfiyyətinin yüksəldilməsində, eləcə də demokratik dəyərlərin möhkəmləndirilməsində mühüm rol oynayır. Professor-müəllim heyətinin bir tədris ilindəki fəaliyyətinin göstəricisi olan reyting cədvəli özündə müəllimin özünütəhsil, elmi-tədqiqat, karyera yönümlü işləri və s. göstəriciləri birləşdirir. Belə bir sistemin tətbiqi eyni zamanda rəqabət mühitinin yaradılmasına təkan verir.

Tədris prosesində keyfiyyətin təmin olunmasının əsas yollarından biri də rəhbərlik və onun idarə edilməsi prosesinin mərkəzləşdirilməsi, qərarların qəbulu prosesinə maraqlı tərəflərin cəlb olunmasıdır. Qərarları qəbul edilməsində səsvermə hüququna malik olan tələbələrə yanaşı, akademik heyət, işəgötürənlər, valideynlər, ictimai təşkilatlar, və digər maraqlı tərəflərin iştirakı təmin olunmalıdır. Eləcə də yaradılan müxtəlif Şuralar (Validəyn-Müəllim Assosiasiyası, İdarəedici Şura, Qəyyumlar Şurası və s.) formal yaradılmamalı, qərarların qəbul edilməsi prosesində aktiv iştirak etməlidir.

“Azərbaycan Respublikasında təhsilin inkişafı üzrə Dövlət Strategiyası” da təhsilin keyfiyyətin təminatı üzrə yeni sistemin yaradılması ilə bağlı müddəanın olması ali təhsil məktəblərində keyfiyyətin təminatı ilə bağlı yeni yanaşmaların tətbiq edilməsini aktuallaşdırır [3]. Müasir çağırışlara cavab verən keyfiyyət təminatı sistemi artıq onilliklərdəki Avropa təhsil məkanında mövcudur. Belə bir sistemlə yaxından tanışlıq, onların təcrübəsindən yararlanmaq Azərbaycan təhsil sistemi üçün yeni imkanlar yaratmış olardı. Avropa İttifaqının maliyyə dəstəyi Bakı Biznes Universitetinin koordinatorluğu ilə həyata keçirilən Təhsildə Keyfiyyətin Təminatı Sisteminin (EQAC) yaradılması üzrə layihə belə bir missiyanın həyata keçirilməsində mühüm rol oynayır. Layihənin nəticəsi olaraq Azərbaycanın 11 universitetində Keyfiyyətin Təminatı Mərkəzlər yaradılmış və yaxud fəaliyyət göstərən Keyfiyyət Təminatı Mərkəzləri öz işlərini yeni prinsiplər üzərində qurmuşlar. Həmin layihənin üzvlərindən biri olan Mingəçevir Dövlət Universiteti də keyfiyyətin təminatı üzrə yeni sistemin yaradılmasında fəal iştirak edir. Azərbaycan ali məktəblərinin nümayəndələri layihə çərçivəsində Avropanın əməkdaş universitetlərinə səfərlər edir və qazanılmış təcrübəni milli təhsil sisteminə uyğunlaşdırılmış şəkildə tətbiq etməyə çalışırlar. Belə bir layihədə iştirak həmin universitetlərə müasir tələblərə cavab verən keyfiyyət təminatı sisteminin qurulmasına imkan verir.

Summary

The article discusses the factors affecting the quality assurance system in higher education institutions. The organization and implementation of quality education in each higher education institution depends on the level of relations established with stakeholders. Higher education institutions, while organizing education, should primarily take into consideration interests and needs of all stakeholders. The development of universities directly depends on the quality of specialist training. The basis of the qualitative approach is the satisfaction of stakeholders. One of the factors influencing the establishment of relations and quality assurance of stakeholders with the leadership of universities is the level of democracy, openness and democratization of education at the university. Another factor that plays an important role in ensuring the quality of teaching is the monitoring of teachers' work and an objective assessment of its results. One of the main ways to ensure the quality of the educational process is the centralization of management and its management process, as well as the involvement of stakeholders in the decision-making process.

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THE KEY CONCEPT OF ESTABLISHING AND IMPLEMENTING OF QUALITY ASSURANCE AT "NAKHCHIVAN" UNIVERSITY

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Abstract

Within the framework of the EQAC project, Quality Assurance Center has been established in NU. The aim of the center is to create a higher level of teaching and learning process, including the quality of students and academic staff, in a way that is well-suited to European standards, preferring national values. Improving the existing University's strategic plan, establishing a short and long-term action plan and identifying appropriate targets are the core of the center. To monitor the adaptation of the teaching process and educational programs to the requirements of the labor market and also monitoring of the use of modern materials, innovative, creative and interactive methods and training technologies in the teaching and learning process included the context of the QAC.

Key words: *EQAC project, Quality Assurance Center (QAC), "Nakhchivan" University*

Introduction

In 2014 "Nakhchivan" University was fully reconstructed and provided with all kinds of facilities. Just now university meets modern standards. 7 buildings, educational corps, e-library, sport and art complex, multi-storey dormitory, social service centre are situated within the area of the University-campus.

The structure of the university is determined by its academic council (except for branches) and approved by the head (rector) of the educational institution. The functions of the structural units of the University are reflected in the university regulation. Heads of departments (except for branches) are appointed by the rector of the university. And all bodies are monitored by the rector.

Quality Assurance Center has been created at NU newly. The context of the QAC included: determining internal and external problems related to quality assurance in accordance with the organization's objectives and strategic plans, their monitoring, taking into consideration the needs and expectations of stakeholders in setting up a quality assurance

system, identifying the boundaries of the quality assurance system, the existence of documented information on the quality assurance system, system's compliance with international standards and so on.

The structure of Quality Assurance system in NU. Nakhchivan University Quality Assurance Sector conducted focus group discussion in order to collect data from the top management of the university. For this purpose, QA Center organized a meeting with 7 key persons.

- 1) Vice rector for educational affairs
- 2) Dean of Pedagogical Faculty
- 3) Dean of Foreign Languages Faculty
- 4) Head of International Relations Department
- 5) Head of Education Department
- 6) Head of Foreign Languages chairs
- 7) Specialist of QAC

Context of the organization. Generally the quality management system is a set of policies, processes and procedures required for planning and development of the university. Quality management system in NU has been established including the process needed and their sequence and interaction. One person appointed as the head of this center. The strategy of the quality management system is defined by the university rector. It will be determined processes, their interaction, inputs and outputs. QMS takes actions to address risks and opportunities as a result of changes. Although this system is newly established in our university but step by step we fulfill all requires of quality management system. NU confirms that employees receive applicable training in the quality system requirements. Documentation of QMS processes is maintained and controlled in our university. "Nakhchivan" University quality management system is available now but we must note that its documented information is not maintained fully yet. The organization identifies the boundaries and applicability of the quality management system. However, the scope of the organization is not established in quality management system.

Leadership and commitment. In NU top management - leaders are sufficiently competent in the planning, communication and management and also they have been able to develop vision of the quality management system, how to implement them as well as made to ensure the participation of workers in their implementation. Management should be engaged in the processes with a model attitude and should be able to engage the whole organization actively in achieving objectives. Top management has ensured that the quality management system achieves its intended results and has taken responsibility for the effectiveness of the quality management system, they promote its improvement.

There is not any relation between Quality Management system and university's business processes, as it does not have any business processes.

Customer focus. It must be noted that the ability to enhance customer satisfaction are determined and addressed sometimes but not in every situation.

Establishing the quality policy. However, QAC newly established in NU but we have already created and implemented the quality policy. Top management supports its strategic directions and provides a framework for setting quality objectives.

Organizational roles, responsibilities and authorities. Top management has assigned, communicated and understood within the quality management system the responsibilities and authorities for relevant roles. But International standards of the QA system are not implemented at the university fully.

Quality objectives and planning to achieve them. Quality policy of the university has high quality objectives planned to be established by the described below functions and ways. The appointed managers of quality management system are responsible to track the measure

for quality objectives and present the results to the administration in order to be compared with the set objectives.

The appointed quality objectives are aimed to be relevant to the problem of determining qualitative goals.

Being a strong part of quality management system planning of changes should be focused constantly. The strategic plan of the University is discussed in Scientific Council of the University and responsible staff members undertake to fulfill an assignment. University is planning to determine the need for changes and improvements to the quality management system thanks to the project we joined.

Support. Aiming to improve and implement the quality management system at the university, administration monitors the situation and provides the university with the needed facilities and creates all kinds of opportunities for employees.

The university is a leading multidiscipline private higher educational institution at the region aimed to train the broad-spectrum specialists in all levels of education, busy with additional educational programs and fulfils a number of fundamental and applied scientific researches.

The following management and self-governing bodies are established to ensure democracy and transparency in the management of the University: General meeting; Scientific Council; Scientific methodological council.

Environment for the operation of processes. The level of the existing conditions and opportunities at every institution is the main factor attracting the employees and surely students as well. We may confidently say that the organization really has determined, provided and maintained the environment necessary for the operation of its processes and to achieve conformity of products and services. Our university has kinds of Information and communication technologies (ICTs), more exactly, 444 computers, more than 20 e-boards are in the usage of the academic administrative staff and students. Besides, university library, computer rooms, ECDL center, Huawei center and more than 5 studies are equipped with all kinds of information technologies. These technologies are introduced to support learning and the development of professional competencies. Thereafter they might be used for effective quality management system implementation.

Monitoring and measuring resources. Nakhchivan University tried to determine and provide the resources needed to ensure valid and reliable results when monitoring or measuring is used to verify the conformity of products and services to requirement.

NU has been in the process of Bologna reform, which brings a significant shift from a traditional didactics to modern ones, which stresses competence development by means of an active role of students, a linking of teaching and research activities, group and team work, problem solving, utilization of electronic media, involvement of practitioners in teaching and training of students in work environments. Problem is not all academic, senior and middle administrative staff are required to have a good foreign language and the students as well.

Organizational knowledge. The representatives of the project visited our university and held the meeting for informing the university administration about the aim and plans of the organization, importance of the quality management system and discussed what can we do together for improving the system at our university.

Competence. The members of the quality management system are competent for the position they occupy and feel great responsibility for this. The University administration ensured that every member is intelligent and respected employee. Vice-rector, deans, heads of departments have appropriate education to hold the position. Along with this the members of Quality Assurance Group need to pass special courses for improvement qualification.

Teachers go abroad to improve their qualifications, to attend conferences, and to improve their knowledge of the methods of teaching.

Awareness. People working under the university's supervision are aware of their duties and objectives. Quality policy is also very important point about which the responsible persons should be aware. Along with the quality policy members should have new, creative ideas for forming the quality policy by themselves. The university administration ensured that the chosen members were able to fulfill that mission.

International standards of education are another point of great importance for every university. To gain the success in this field is possible only by collaboration of academic and administrative staff that aimed to produce the skilled and intelligent graduates. To achieve this, the Administrative and Academic staff have set a goal, and deadlines for the procedures implementation. So, the university administration aware of the duties and objectives, but they are looking for better ways of improving the quality and solving the existing problems, thereafter together with the project managers. The question is marked with 4.

Communication. The organization ought to determine the internal and external Communications relevant to the quality management system. Here some main points are necessary to be taken into consideration: on what it will communicate, when to communicate, with whom to communicate, how to communicate and who communicates.

The University is planning to determine the internal communications relevant to the quality management system. The system will be always available for communication, therefore it hasn't time-table. People may connect with each other any time. So, colleagues will feel free to ask their question and get advice from quality management system representatives.

Regarding the question on how to communicate, the staff communicates mainly by telephone, during general or individual meetings. The interviewers suggest creating electron communication system

Documented information; The organization's quality management system doesn't include all documented information required by the International Standard. All documentation related to academic process (syllabuses, curriculums) and the reports given for this documentation are retained in dean offices, departments and strategic planning department. In order to save data from loss, b deletion or corruption it is also stored in Google disk and printed copy.

Performance evaluation

Monitoring, measurement, analysis and evaluation; The structural units of the University are directly involved in the organization and realization of educational process and scientific research works, implement the decisions of the university's academic council, orders and decrees of the rector. And all bodies are monitored by the rectorate.

For quality assurance development we need to plan on monitoring the quality of administrative and support services for students and teachers. The aim is to establish a comprehensive quality monitoring and quality management system, which will provide regular activities of the management and administration.

Customer satisfaction. For student's satisfaction Education department and IT department of the university were held surveys for improvement of the service from time to time. But expectations haven't been fulfilled in a normal range. University has to determine the methods for obtaining and monitoring of information.

Analysis and evaluation. All bodies of the university compile their results into reports. It is within these reports that head of the departments identifies whether activities and plans have been effective, and recommend changes where appropriate. These reports then go through a comprehensive standard review process in the Scientific Council in order to ensure they are scientifically credible, accurate, and beneficial to university.

a) **Internal audit:** Internal audit provide the University's Council and Rector and other senior managers with assurance on the adequacy and effectiveness of the University's arrangements for risk management, control and governance.

The internal audit function provides a judgment on reasonable assurance, the responsibilities for control, risk management and governance in the University lie with the University's management. Internal Audit is simply to review the arrangements that the University has put in place to provide the necessary assurance, the internal auditors do have a role in assisting management to improve risk management.

In addition, the internal audit function also has a role in the required assurance in the specific area- the University's 'value for money' arrangements.

Management review inputs. Management reviews of the education system are not conducted and presented in a documented form in a planned manner. However, top management and department heads prepare a report on the work done, submit it to the supreme body of the university and rector.

Management review outputs. Within the accreditation process, which is currently being carried out by the deans, head of chairs and departments of our University the inspection commission from Ministry of Education, evaluators revise the content of education, comparison to education abroad, general quality and suggested actions related to future opportunities for improvement.

Improvement

a) **General.** The University currently faces many challenges such as low enrollment, reduction in workforce, along with higher expectations for service excellence and accountability. As a result, administration is looking for ways to improve and transform the way the University operates and improve the service. There are many opportunities for process improvement at the University that will lead to efficiency and effectiveness on both the academic and administrative side that will result in improved customer satisfaction. Improvement is about making things better, rather than maintaining the status quo.

b) **Nonconformity and corrective action.** When a nonconformity occurs, including any arising from complaints, the University reacts to the nonconformity, takes action to control and corrects it. University rector appoints responsible Persons-Ombudsman to cope with nonconformity and its consequences. For example, any if the student complaint related to educational process, content of the program, result of the exam he or she needs to appeal to the Ombudsman of the university from the link in the web site of the university or directly to the ombudsman office, if the complaint related to the exam process the issue will be observed review by exam and testing commission specialist and etc. At the same time for special cases the student can have a meeting with rector. Ombudsman needs to evaluate the need for action to eliminate the cause of the complaints.

c) **Continual improvement.** Nakhchivan university apply continual improvement principles and practices to both academic services and administrative processes. To increase the competitiveness, find out effective way to address new demands and university organize trainings for academic and administrative staff have a cohesive approach to improvement across the department or faculty level.

Conclusion

In conclusion we must note that at present period quality objectives are being monitored in the university, but need an opportunity to be improved. The university administration and quality management stake out the current trends in education and current methods to be improved for gaining higher quality of education. Therefore, our university tries to collaborate

with the world's leading universities and update quality objectives by the way of experience exchange and setting the training courses on improvement of proficiency for our teachers.

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QUALITY ASSUARANCE IN SUMGAYIT STATE UNIVERSITY

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Abstract

The article is based on quality assurance, self-assessment and needs assessment of Sumgayit State University (SSU). In 2015, Evaluation and quality control division is established in 2015 in SSU. in 2018, Quality Assurance Center is created in the frame of international ERASMUS+EQAC project. Before the establishment of this center, the division was responsible for the job which are related to quality assurance issues. In this paper, the current state of quality assurance is analyzed according to ISO 9001:2015 in Sumgayit State University. The state of quality assurance was analyzed based on factors such as context of the organization, leadership, planning, support, performance evaluation, support, and improvement. It is concluded that introduction of quality management system that is built on previous experience, make quality related issues more systematic, introduce new quality related elements, and improve the university's performance.

Key words: *Quality, evaluation, teaching and learning process, HEI-s, SSU*

1. Introduction and background

The concept of quality in teaching and learning process has gained a higher degree of public significance in higher education over the past few decades. This is due to several factors, first of all, to the undeniable reality of constant pursue by the developing nations to bring their social life standards close to those of the well-established democracies. Education often opens the list of the spheres where change and reform is considered most vital. The concept of academic quality, which has become a top agenda in quite a number of developing

countries, in particular, in the post-Soviet nations, started its migration from Europe, where the context in which higher education operates has changed due to a number of factors.

For the recent 2 or 3 years the first steps have been taken to start reforming higher education in Azerbaijan. Many Universities have successfully been placing specialists and experts from West, particularly, from the USA. American embassies and the US State Department in developing countries have been partnering with local Universities to design the reformation process in higher education, to ensure a smooth transfer to the credit system, and to facilitate the democratization processes at Universities. The programs financed by the European Union such as TEMPUS and ERASMUS+KA 2 can be a good example. These programs are also based on to reform in education system – teaching and learning process, development and improvement of quality of teaching and learning.

Sumqayit State University is a public university in Sumgayit. The university has seven faculties and approximately 6000 students: Mathematics, Physics and Electrical Power Engineering, Chemistry and Biology, Engineering, Economy and management, History, and Philology.

It is founded in 1961, it operated as a remote branch of the Azerbaijan State Oil Academy until 1992 when it became independent as the Azerbaijani Industrial Institute. On June 13, 2000, it was reconstructed into Sumgayit State University due to the decree of the President of the Republic of Azerbaijan.

2. Methods of Data Collection

Surveys, Interviews are the data collection methods were used during the analysis. Focus group created in the frame of ERASMUS+EQAC project in SSU. it was comprised of 8 people. Members of focus group gathered around the table and discussed and analyzed the current state of quality assurance in Sumgayit State University. Then opinions were summarized and written in this paper. Participants were following top managers:

- Vice rector in organization of teaching and training technologies
- Vice-rector on Humanitarian issues
- Head of ICT office
- Head of international cooperation office
- Head of management chair of Economics and Management faculty
- Head of QAC
- Deputy head of Accountant
- Chairman of Students' youth organization

3. Context of the organization

University determined the external and internal issues that are relevant to organization purpose and its strategic direction and those that affect its ability to achieve the intended results of the quality management system. In University, from the results of surveys we can say that there is going monitoring and reviewing of information about these external and internal issues. Organization tried to determine the needs and expectations of interested parties that are relevant to the quality management system. We can say organization didn't determine the boundaries and applicability of the quality management system to establish its scope. As well the scope of the organization's quality management system is not available and can't be maintained as documented information.

3.1. Leadership

The top management of the University takes accountability for the effectiveness of the quality management system. Management of the University ensured that the quality policy and quality objectives are established for the quality management system and are compatible

with the context and strategic direction of the organization and ensured that the integration of the quality management system requirements into the organization's business processes. But top management of the University hasn't promoted the use of the process approach and risk-based thinking and we can say they are ensured 50 to 50 that the resources needed for the quality management system are available.

In the first year of the EQAC (Establishment of Quality Assurance Centers in Azerbaijan Universities) project we conducted surveys. As that survey results it shows that 47% of the people that participated in survey said the top management hasn't communicated anything about that.

Selection, appointment, promotion and dismissal of academic and administrative staff are implemented by the approval of the Rector. Centre for Human Capital Management is in charge of recruitment and dismissal procedures in the university. In special cases the selection and dismissal decisions are consulted in the University Scientific Council. All the procedures are coherent with the Labor Code of Azerbaijan Republic.

The supreme governing body of the University is the Scientific Council. The Scientific council is the elective body. The Ministry of Education of Republic of Azerbaijan and the charter itself regulates its activities. The Rector leads the activities of the University. The President of the Republic of Azerbaijan assigns and dismisses the Rector of the university. Vice-rectors of University are appointed by the Minister of Education among candidates recommended by the rector of the University. Faculty is academic, scientific and administrative unit of the University. The Scientific Council carries out general management of the university faculties. The University Scientific Council determines vision and mission of the university. The Vision of the university is to become a leading research institution in social-humanitarian fields in the region and competitive with world universities. The Mission of the University is to prepare skilled specialist for the Azerbaijani marketplace who satisfy the market's demand.

Top managers of SSU participate at the trainings in abroad related Quality policy and assurance and improve their knowledge and experience related quality in teaching and learning process. Trainings in Gazi University of Turkey in the frame of ERASMUS+PETRA project, in SMK University of Lithuania in the frame of ERQAMUS+EQAC, trainings in Poland, Latvia and Lithuanian universities in the frame of Twining project can be a good example.

3.2. Planning

Strategic planning documents of the university are Statutes of the university and the Strategic Plan. The Statutes is the foundation document of the university, which defines all strategic aspects, and limitations of the university's activities. University Strategy plan is based on State Strategy on the Development of the Education approved by the President of the Republic of Azerbaijan on 24 October 2013 and Action Plan on Implementation of Strategy due to the decree of the president of Azerbaijan Republic on 19 January of 2015. The assigned delegates by the rector regularly control the steps of the Strategic Plan. Besides, by the end of the year all faculty Deans and Head of Departments have to present their yearly report to the Scientific Council. The report is monitored by the Council members and is open to comments. At length, the report is proposed for vote.

3.3. Support

The organization has determined and provided some resources needed for the establishment, implementation, maintenance and continual improvement of the quality management system. The organization has considered the capabilities of, and constraints on, existing internal resources, what needs to be obtained from external providers.

Selection, appointment, promotion and dismissal of academic and administrative staff are implemented by the approval of the Rector. Centre for Human Capital Management is in charge of recruitment and dismissal procedures in the university. In special cases the selection and dismissal decisions are consulted in the University Scientific Council. All the procedures are coherent with the Labor Code of Azerbaijan Republic. Trainings for the staff are not organized by HR.

a. **Staff and student's development.** SSU prioritizes personnel development and training activity. SSU signed memorandum with International projects and training Center. Due to this MOM trainer come to our university and trains our students and staff. Additionally, we should mention that, SSU joined to ERASMUS+ PETRA project in 2016. Teaching and training center was established the frame of this project. The main goal and objectives of this center is to provide training for university teachers and students. The centers functions under the strategy of the university. Successful specialists are regularly (once a month) invited to the university to deliver Master Classes to students and staff.

However, according to the survey results among the university staff, employees are not satisfied with these activities and complain about the lack of dissemination of trainings among staff.

b. **Remuneration (awards) of work and motivation of staff.** Remuneration is implemented according to the state legislations and Labor Code of the Azerbaijan Republic. Beginning from 2017 a new remuneration strategy has been approved which highlights differentiation in staff salaries based on individual performance (40% Teaching performance, 40% Academic performance, 20 % Self-development). The performance evaluation of academic staff was held in 2016-2017 and results were announced. Certificates, honor diplomas are also presented to the university staff for their successful works and research activity.

However, monetary incentives have not been introduced yet because of budget constraints. Based on survey results, the university has not succeeded to implement successful remuneration program of staff. Since the infrastructure needs renovation an evaluation of the administration is not organized, it means that the staff feels isolation from the administration.

c. **Staff satisfaction.** Staff satisfaction is evaluated through faculty meetings. Individual faculty member applications for betterment, complaints and open discussion meetings are main methods for measuring staff performance. However, we do not conduct anonymous staff satisfaction surveys.

d. **Participation of staff in international cooperation projects and mobility programs.** SSU supports international cooperation in academic field. The university has international cooperation with world universities, agreements, and exchange programs with foreign higher education institutions. Academic staffs of the university participate in mobility activities and visit partner institutions in the frame of the projects. After the mobility, staff must share their experience and thoughts with the faculty members and students. They are encouraged to apply newly adapted skills and knowledge during teaching and research activities. Currently no special treatment is considered for the exchange staff and students. However, these faculty members generally have privilege in promotion processes.

e. **Academic support.** All faculties have faculty library facilities supported by the University Main Library. University lecturers have consulting hours where they meet students for further discussion of the lecture topics. All students are eligible for excellence and academic achievement scholarships. The university authority provides financial support (scholarship) for students based on their semester final grades. Successful students are paid stipends on monthly basis for the following five months (one semester).

3.4. Performance evaluation

Till 2015, the organization didn't evaluate the performance and the effectiveness of the quality management system and the organization hasn't retained any appropriate documented information as evidence of the results. Also there hasn't been any analysis, internal audit and evaluation. In 2015, we can see a few changes. Because Evaluation and quality control division was established in SSU. Great success of the university is establishment of Quality Assurance center in 2018 in the frame of ERASMUS+EQAC project. As a result of the project, work plan and statement document were designed based on ESG standards in 2019.

The internal quality assurance of the university in the frame of EQAC project

- a. Strategies and Procedures for Quality Assurance
- b. Structures and Policies for Quality Assurance
- c. Periodic Assessment Procedures of the Quality of the Staff
- d. The Quality of Teaching and Research Staff
- e. Surveys
- f. Feedbacks

IT implements strategy in accordance with the Vision and Mission and the 5-year Strategic Plan. Each faculty Dean and Head of Departments ensure the quality of the lectures by observing the lectures periodically.

There is a Quality Assurance Board in SSU. It was established on 03.12.2018 in SSU. It has 9 members. They are students, alumni, 2 directors from enterprises and teachers of SSU. They periodically assess quality of the teaching staff. Evaluation criteria involve readiness, using of technology, using interactive methods, class management skills and documentation. Final reports of the evaluation are presented to the university administration (namely Vice-rector for education) and presented in the University Scientific Council if needed.

The evaluations were limited before to academic performance and did not involve administrative activities. But now we solve this problem in the frame of EQAC project.

Surveys are conducted among students to measuring staff and teaching quality. However, students are welcome to express their ideas to the university administration both verbally and in written form.

3.4. Improvement

The organization has determined and selected opportunities for improvement and implement any necessary actions to meet customer requirements and enhance customer satisfaction. These has included:

- a) improving performance to meet requirements as well as to address future needs and expectations
- b) correcting, preventing or reducing undesired effects
- c) improving the performance and effectiveness of the quality management system

When a nonconformity occurs, including any arising from complaints, the organization has:

- a) react to the nonconformity and, as applicable:
 - 1. take action to control and correct it
 - 2. deal with consequences
- b) evaluate the need for action to eliminate the cause(s) of the nonconformity, in order that it does not recur or occur elsewhere, by:
 - 1. reviewing and analyzing the nonconformity
 - 2. determining the causes of the nonconformity
 - 3. determining if similar nonconformities exist, or could potentially occur
- c) implement any action needed

- d) review the effectiveness of any corrective action taken
- e) update risks and opportunities determined during planning, if necessary
- f) make changes to the quality management system, if necessary

The organization trying to consider the results of analysis and evaluation, and the outputs from management review, to determine if there are needs or opportunities that shall be addressed as part of continual improvement.

Conclusion

So, much work has already been done concerning quality in Sumgayit State University since 2015. Building upon that and integrating previous quality related work into new quality management system could improve the processes. One of the strengths is university administration thoroughly open to new ideas and they support modern methods in teaching and learning process. Another advantage in terms of the implementation of the project is that the university has enough experience in international projects such as TEMPUS, ERACTUS and ERASMUS. The university has necessary resources to support the implementation of the similar projects. The most important improvement would be installment of the quality management system which will make quality related issues more systematic as well as introduce modern mechanisms.

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ANALYZING THE CURRENT STATE OF QUALITY ASSURANCE AT AZERBAIJAN COOPERATION UNIVERSITY ACCORDING TO ISO 9001:2015

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Abstract

Quality Assurance Center has recently been established at Azerbaijan Cooperation University. Up to now, there have been some committees and groups that did job which are related to quality assurance issues. In this paper, the current state of quality assurance is analyzed according to ISO 9001:2015 at Azerbaijan Cooperation University. The state of quality assurance was analyzed based on factors such as context of the organization, leadership, planning, support, performance evaluation, support, and improvement. The

purpose of the questionnaire was to explore the development of quality assurance in education as well as the determination and investigation of needs at Cooperation University (ISO 9001:2015)

1. Methods and data collection.

At Cooperation University, committees and groups have been concerned quality assurance related issues: The Office of Strategic Analysis, Evaluation and Monitoring have recently been created within the Quality Assurance Center. A needs assessment Questionnaire consisting of six sections to be responded were used to collect data. Focus group was comprised of 10 people. Participants were gathered around the table and discussed and analyzed the current state of quality assurance at Ganja State University. Working Group for Quality Assurance in Teaching and Learning aims to assure that new approaches are applied in teacher preparation. It also works on preparation of human resources for future modern specialties that will be created at the university.

Surveys and Focus groups are the vital data collection methods were used in the period of the analysis. Focus group was created. 11 people from administrative staff as well as student staff were invited to focus group. Participants were gathered around the table and discussed, analyzed the current state of quality assurance at Azerbaijan Cooperation University. Then opinions were summarized and written in this paper.

- Participants were following:
- Vice rector for Educational affairs
- Vice Rector for International Affairs.
- Dean of Finance
- Dean of Marketing
- HR department
- Student Union
- Head of ICT office

2. Key findings

a) Understanding the organization and its context. Azerbaijan Cooperation University has determined the external and internal issues that are relevant to its purpose and its strategic direction and that effect its ability to achieve the intended results of its quality management system. Yet, it needs to apply more appropriate and systematic approach similar to adopted by European universities such as indicated in Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) or principles of Bologna processes. The Quality Assurance Center has just been established in our university (ACU), so monitoring and other methods need to be implemented well to determine the quality of education

Internal issues. In recent days, the university arranged with the local Neuron IT Company which will set up a new Electronic management of teaching. Most of the teaching and learning issues at the university will be automatized. As mentioned above, some other quality related internal issues identified are ethics in the workplace, discipline in teaching, effective teaching. All the surveys will be realized within this system. Monitoring Groups will be created to monitor and review these issues and report to the university administration every month within the Quality Assurance Center.

External Issues. Career Center has been newly established at Cooperation University. Although this center has been newly created, the center starts to work with local business and tries to find job opportunities for newly graduates students who applied. Our University participate in Erasmus+, Mevlana programs in order to expand its international relations and experience. Azerbaijan Cooperation University is going to participate in different projects.

b) Understanding the needs and expectations of interested parties. Our university created Art Club, Career Center to understand needs and expectations of interested parties, which are mainly students in our issue. The newly created Translator Center still needs improvement and optimization. Unibook system is also newly developed. It will help the students to do their surveys not traditional way. It will be held in electronic way. Unibook system will help students to conduct the surveys in an electronic way.

c) Quality management system and its processes. Quality Management System at Azerbaijan Cooperation University has not been established yet. Because management process of "Azerbaijan Cooperation University" is carried out on the basis of state registration 07.12.2011 on the basis of "Chatter". In accordance with the requirements of the "Chatter", the structure and management of the university is determined by its head (Rector) of the University.

Documented information source that supports the processes of quality assurance is vaguely defined. The maintenance of documentary information sources verifying the implementation of the work according to the plan is not sufficient.

3. Leadership

ACU's the most commonly used leadership models are the classic and/or traditional ones, which lead to stagnation in innovation. A broad effort is needed to improve cooperation and encourage leadership development. In ACU top management - leaders are sufficiently competent in the planning, communication and management. The top management has very defined roles and responsibilities within the university. The top management is responsible for overseeing the day-to-day operation of the university. Problems usually arise when these guidelines are not followed. Quality policy of the university has never been available and maintained as documented information. Today's ever-changing educational environment has created a need for new leadership styles that encourage positive change and improvement. ACU's the most commonly used leadership models are the classic and/or traditional ones, which lead to stagnation in innovation. A broad effort is needed to improve cooperation and encourage leadership development. In ACU top management - leaders are sufficiently competent in the planning, communication and management. The top management has very defined roles and responsibilities within the university. The top management is responsible for overseeing the day-to-day operation of the university. Problems usually arise when these guidelines are not followed.

The four points below outline the major responsibilities of the top management in our university.

- 1) Supervise, retain, evaluate the academic staff.
- 2) Provide direction for the organization. The top management has a strategic function in providing the vision, mission and goals of the organization.
- 3) Establish a policy based governance system. The top management has the responsibility of developing a governance system for the university.
- 4) Govern the university and the relationship with the Rector. Another responsibility of the top management is to develop a governance system.

4. Planning.

The University has determined its quality aims and ways to achieve them in its Charter and Quality Assurance Center. The university developed an action plan and human resources. The other structures and their responsibilities are taken into consideration. The action plan for quality assurance system is one year and main targets have been clarified. The Academic Council will determine the discussion and evaluation of the required actions. The university administration staff and quality management share the current trends in education and current

methods to be improved for gaining higher quality of education. Therefore, our university tries to collaborate with the world's leading universities and update quality objectives by the way of experience exchange and setting the training courses on improvement of proficiency for our teachers in the future.

5. Support

The university has been supplied with resources in order to improve quality such as financial and material resources, one training building and office equipment's, information resources (<http://www.aku1964@mail.ru>); library, educational and publishing supports. The relevance of recommended teaching methodological resources in university libraries was identified. In the library, it was provided minimum 1-2 resources of three copies for each discipline taught. A new section was created in order to make more beneficial use of teaching methodological and other resources as well. There are teaching and materials related to scholarship, periodicals and other publications as well as electronic database, student-alumni DEMS etc. in the library. The library enriches its collection with the help of book stores and personal connections with the authors. Textbooks, teaching and methodological resources meet the requirements considering the number of the students.

Organizational knowledge. Sometimes, the vice rector on science and innovation recommends necessary knowledge has to be mastered for the operations of the university's processes and the rector brings up the topic in the scientific council. After the discussion, the decision is made as to how proceed. As a consequence, activities are planned and implemented. Frequently, the vice rector on science and innovation recommends necessary knowledge has to be mastered for the operations and improvement of the university's processes and the rector brings up the topic in the scientific council. After the discussion, the decision is made as to how proceed. As a consequence, activities are planned and implemented.

Competence. Frequently, in our university top management organized various trainings for the teachers and the administrative staff. For example, currently the university participates in Erasmus KA1 and Mevlana projects through which our administrative staff and teachers learn experiences of European universities. Furthermore, trainings are offered by foreign specialists at the university. Yet, Human Resources Department collects some of the achievements and includes in the personal documents of the individuals.

Communication. The organization determined its internal and external communication relevant. Persons usually know and instructed on what to communicate, with whom to communicate, when to communicate etc.

Documented information. As mentioned above, since there is no quality management center, not all the information documented considering quality management elements.

6. Performance evaluation

Monitoring, measurement, analysis and evaluation; Things are monitored and measured usually include examinations, attendance etc. There are structural divisions in the Department of Education that carrying out evolution, regulatory, information support and control functions.

Evolution- This functions fulfills by Evolutionary Department with methods of monitoring and surveys. This process consists of open and close lessons that tutoring with lectures and seminars, lesson attendance, finishing free works, syllabus and program support, controlling of exam tickets, choosing of exam controllers, coding, gathering and checking students' exam papers by teachers. The Department of Education, Internal Control, and Dispatcher Service are liable for to hold monitoring. Generally, these four functions are essential in the management process of university. Checking the results of exams- Control

System, coding the exam papers, gathering and evolution, appellation commissions and other regulating processes are held in conditions of mutual understanding. The improve of functions enable the objective and transparent assessment of the knowledge level of the students on the improvement of the quality of education in the Azerbaijan Cooperation University.

Customer satisfaction. Usually, there are surveys conducted among students anonymous and open to learn their opinion. Alumni are contacted to collect information about them. Media tours are often held so that people from public and parents can attend and see the process and provide their opinion.

Internal audit. The current situation internal audits are planned, graphically implemented; The Appeal Commission and The Rector operates in the process of examination does not with international standards; The process of examination is held in written form.

Analysis and evaluation. Monitoring groups usually evaluate the results themselves. They have evaluation sheets. Yet the evaluation criteria, tools etc. are identified by the monitoring groups themselves. These methods and overall approach may not be aligned with the international quality management standards and therefore the modernization of these approaches would be desirable.

Internal audit. According to the order of the rector a temporary work committees are created. These committees implement internal audit based on the order. The results are documented and then presented to the rector. The rector sends the documents to the appropriate places for discussion. After the discussion, the decision is made and then presented to the scientific council. Then academic council makes final decision. But these internal audits are traditional way of doing an audit and may not be aligned with ISO 9001:2015 standards.

7. Management review outputs

Opportunities for improvement and development of actions in certain areas (meet the needs of students, teachers, employees, etc.) are determined and implemented. However, these actions are documented using appropriate methods (analysis, generalization and result). There is no quality management system

Improvement. Opportunities for improvement and development of actions in certain areas (meet the needs of students, teachers, employees, etc.) are determined and implemented. However, these actions are documented using appropriate methods (analysis, generalization and result)

Conclusion

Some measurements regarding to quality have already been done at Azerbaijan Cooperation University. Focusing on that and integrating previous quality related work into new quality management system could develop the processes. One of the main thing is that university administration as well as top management thoroughly supports the innovative ideas, sharing experience that was gained in the training. Top management always support The university has enough resources to support the implementation of the similar projects.

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ANALYZING THE CURRENT STATE OF QUALITY ASSURANCE AT ODLAR YURDU UNIVERSITY ACCORDING TO ISO 9001:2015

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Abstract

The Center of Quality Assurance is a newly established organization at our university. The Center focuses all its power onto complete and detailed deployment of the system at the moment.

By focusing on strategies and mission of the university, The Center of Quality Assurance is given a central role at reaching goals in this direction.

Grand expectations and hopes have been put into the Center by the administration. At this initial instalment, the complete purpose of the Center at the moment is to fully communicate its targets and missions with the faculty staff and to achieve a support of encouragement for our staff to reach these missions from them.

The needs and boundaries of the Center of Quality Assurance has not yet been determined. Our initial purpose is to determine the short- and long-term goals, to discuss these goals with all of our staff members, and to report the results of this discussion to the administration and the staff.

Key words: *Odlar Yurdu University, quality assurance, ISO 9001:2015*

Introduction & background

Context of the organization & methods. The to-do list, job responsibilities and functional instructions of the members of the Center of Quality Assurance is at present being re-analyzed and reconsidered.

All of the procedures that take place and jobs that are completed are to be stored as a collection of written documents. However, it has been overseen for the second instalment to digitize and automate this process in order for this document cycle to be portable and easily obtained.

The Center is at the moment enforcing a new suggestion package, which is intended to be submitted by the next school year.

The Center of Quality Assurance has taken several surveys for the initial step.

The purpose of these surveys were to determine the caveats during the creation period of the Center of the Quality Assurance, to form a general image, and to educate the university staff as a first step of the work intended to be done in this direction.

Surveys have been taken to prepare and accumulate data based on predetermined questions.

The survey consisted of two parts, the first of which saw the participation of 30 of the academic staff and professors, and the next that of 60 students.

The survey took place with a cumulative of 90 people.

The survey for the academic staff had 45 questions and an additional section for suggestions.

For the students, the survey also had 45 questions and a section of suggestions and complaints.

All of the surveys were taken digitally, whereas the results were documented and stored both as digitally and in paper.

A conference was held before the survey with the participants of the to-be survey and they were explained the main purpose of the survey, such as which points to draw attention,

that objective judgment should be used, what are the weak and strong points, and that suggestions should be submitted, when participating in the survey.

Additionally, a focus group of 10 people from the academic staff and a secondary group of 1 master and 2 bachelor students were formed after this first stage of the survey had been completed to comment the surveys in order to make use of the survey more effectively and improve the results.

The participants in the focus group were the vice-rectors of the university, the Deans and Heads of the Departments and professors.

Leadership. The necessary steps to take in the effective formation of the Center of Quality Assurance is in the interests of the administration and progress is being made in this direction.

The Center sustains its work regarding the strategic management system, strategies and missions, of the university.

Certain resources are needed in order for the Center to be formed thoroughly. These resources are being researched in this initial step and the results of this research will be discussed with the administration as a report. No obstacles seem in the way of obtaining the required results after these resources are supplied.

Possible risks are not exceptional if you take into account that the Center is newly acquired. Our purpose is to determine and minimize these risks.

The primary risk is that submitted suggestions receive mixed criticism from the faculty. Other risks consist of that required resources not be supplied completely.

However, all the staff members and administration understand the importance of this Center and encourage giving the support needed.

Another of the main goals of the Center is to maximize the customer satisfaction.

All the risks and opportunities that may possibly affect the compatibility of products and services should be investigated, the goals in the direction of improving customer satisfaction should be revisited, and a package of suggestions and actions should be prepared.

It is obvious that this is also in the interest of the administration, since our first strategy is to ensure quality education. The role of the Center in this direction is indispensable.

What is important is that the administration is lacking any framework in this direction.

Planning. Substantial amount of work is being done in this direction. Status quo and means that are determined so far are being audited at present. Measurable goals and indicators will be determined and the entire work process will be recorded after this stage.

Research and Development Center has been created to revise 5 years' strategy and planning of the University, so that development activities should go accordingly.

Meanwhile, Charter, Structure, Action Plan and team of the Quality Assurance established. All activities are based on ESG standards on Quality Management of the Higher Educational Institutions.

Any work done is being performed in the direction of improving the quality of products and services, and of the customer satisfaction.

Action plan is determined after detailed research and collecting findings under SWOT analysis.

The primary goals in the direction of the formation of the Center, innovations will be applied and international experience will be continuously benefited.

Support. One of the directions of the primary works of the Center at the moment is to discover caveats by determining existing internal resources. Certain caveats have already been found out. Moreover, external resources and opportunities are always kept in sight. Certain work should be done. The situation is so far satisfactory.

Effective application of organization-oriented management systems and managing the processes require expert skills; such experts have been determined.

Required resources will be made use of regarding the proper monitoring procedure in this stage after the system is set up. Indicators and means of monitoring required for the metrics of the work of the Center of Quality Assurance been determined entirely.

The staff of the Center consist of high level specialists. The administration pays special attention to this issue: these specialists receive continuous support for their development from the administration. However, in the stage of formation of the Center of Quality Assurance, further knowledge and skill set should be acquired, participation of these specialists in international conferences and seminars in respective directions should be obtained.

All of the work done is stored on-line as well as in written documents, in a place confidential to the Center.

Additional work plan will be prepared in the direction of upgrading the document cycle to be conforming to the international standards.

This process led to transformation to the E-University model. Now all the necessary measures undertaken to switch to the E-management of the University during next educational year.

Performance evaluation. One of the most important purposes of the Center is to determine, measure, and evaluate, the customer satisfaction. Previously students are understood as customers. But now we think that they are not only customers, but also stakeholders as well. That is, we have established Professional Development Club of the students composed of 111 students representing all faculties. Now they are actively contributing to organization of the surveys to define rankings of the teachers and quality of course programs. Customer satisfaction should be understood both as internal, as well as external customer satisfaction. There are still certain caveats in this direction. We need to design our course programs fully complying with the demands of the labour market. That is why we have created Institute working with Enterprises. Now we set up a team of professional to re-check and re-design course programs and syllabuses. This process is kept as having the utmost importance within the tasks. No substantial development can be spoken of without measuring the degree of customer satisfaction. Customer satisfaction should be measured and calculated across years, then it should be analysed annually. The Center needs certain figures in this regard to perform respective comparisons. The lack of those has also been noted as a caveat.

Several commitments have been put forward in this direction.

Here, measurement of customer satisfaction, compatibility of services, proper planning, determining and managing the risks, innovations regarding quality assurance, investigating opportunities, and other tasks should be performed systematically.

Internal auditing system does not function thoroughly yet, since the Center is newly formed. During this process, international standards should be determined, and indicators, measurement criteria and transparency should be targeted. This has not yet been achieved fully. The lack of experience of the Center causes this setback.

Improvement. The university is always ready to take the necessary steps to meet the customer needs, increase customer satisfaction, and renew and improve opportunities.

These are given the highest importance in determining the goals during short- and long-term planning.

Removing the regarding caveats is one of the main liabilities of the Center of Quality Assurance.

To achieve this, a system for measuring performance should be set up first.

Analysing the results over years, determining the incompatibilities and risks and investigating their causes, managing them, putting forward an agenda to prevent analogous risks and deficiencies from being discovered again are some of the liabilities of the Center of

Quality Assurance. These processes are being sustained with some caveats at present. Considering and fixing these issues in the next steps have the highest priority.

Conclusion

When we plan, and analyse, the goals that we are supposed to achieve, it becomes clear that we, as the Center, have the potential of making large-scale changes.

The model for the Center of Quality Assurance is envisioned to be created to conform to the international standards, accordingly. A systematic work flow plan is being prepared by the members of the Center for this purpose. Goals, short-term ones of which being 3-12 months-long and long-term ones spanning more than a year, should be systematized and actions should be taken according to the small changes required in this direction.

Considering the progress and goals of the Center of Quality Assurance, also as a result of the support shown in this direction, the Center has been given some autonomy by the administration and it has been declared that they are open to novel opinions.

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