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"Quality Assurance" sector at "Nakhchivan" University

STATUE

This statue covers the principles and functions of the "Quality Assurance" sector within the International Relations Department at Nakhchivan University.

The "Quality Assurance " sector operates directly under the rector of the University.

Head of Sector:

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The main task of the department is to establish a quality management system in NU, to implement the provisions of the Education Quality Assurance Declaration, and to make use of new methods in teaching.

The quality of the educational process and educational programs is one of the priorities of the department. To this end, the "Quality Assurance" sector implements the following:

- Development of new forms and methods related to the application of the European Credit Transfer System in the learning process;
- Control over the development of educational programs on subjects;
- Preparing plans for workshops and lectures in accordance with subject disciplines;
- Control over compliance of textbooks and textbooks with existing programmes;
- Organizing discussion of textbooks and methodological recommendations in the Methodological Council;
- Assisting professor-teacher staff in the use of new technical resources in the teaching process - compilation of methodological instructions on the use of funds;

- Exam tickets and tests, situational issues etc. Methodological assistance in re-designation of forms of inspection;
- Organization of methodological conferences, lectures and seminars to improve pedagogical activity;
- Facilitate chairs to improve methodological work;

1. Quality Policy in Education

The “Nakhchivan” University's policy on education quality is to create and maintain an effective system of staff training, which can be thought of as a highly skilled specialist in the future, planning, developing and interpreting the development of creative thinking in accordance with today's demands of society and the state consists of. Education policy, its strategy and procedures have official status and are open to all, and students and other stakeholders are involved in this policy.

Education policy is based on the following principles:

1. Quality Assurance System (QAS) implementation
2. Identify the strategy and quality of the University
3. Ensuring interaction of university education with scientific searches
4. Responsibility for quality assurance of faculties, chairs and other units of organization, as well as individuals
5. Involvement of students in quality assurance
6. Implementation of the quality of education policy, identifying ways to control it and its verification

2. Quality assurance of educational process and educational programs

Standard. The educational institution should have mechanisms for approval, periodic monitoring and verification of educational programs.

Instructions:

Education programs should be clearly planned, periodically supervised and updated to ensure that students and other stakeholders have a higher education credibility. The following are envisaged for quality assurance of educational programs:

1. Preparation of perfectly planned training outcomes.
2. Designing the curriculum and programs accurately.
3. Monitoring of programs periodically
4. Designing, planning and implementation of the educational process
5. Monitoring students' progress and achievements
6. Monitoring the opinions of students about the learning process
7. Obtaining regular feedback from relevant education professionals on programs
8. Receiving feedback from employers and other stakeholders

3. Quality assurance assessment of students' knowledge and skills

Standard. Students' knowledge and skills should be evaluated objectively, consistently and systematically with declared (published) criteria.

Instructions:

Evaluating the students' knowledge and skills is one of the most important elements of higher education, an important element of their future career, and also provides important information about the effectiveness of education. The following guidelines are followed in the assessment of students:

1. Evaluation criteria are prepared to verify the extent to which they have achieved the training outcomes and other program objectives;
2. Principles of explicit and declared (published) valuation techniques are used;
3. Evaluation methods determine the availability of appropriate knowledge and skills for the acquisition of learning outcomes and vocational training;
4. Assessment of knowledge and skills is assessed diagnostic, formative (creative) and summative (taking into account all details);
5. During the evaluation, however, no trial is under way through the examination. The results of all measurement and evaluation methods used are summarized. The final grade is comprised of the students' exam grades, the results of everyday quizzes, the total number of points given for their free work and attendance.

6. In cases and circumstances where the student is ill or can not participate in the exam, re-examination is regulated by the Special Rules and is communicated to the students;

4. Quality assurance of the teaching staff

Standard. The educational institution should have certain ways and methods to provide itself with a professional and competent teaching staff. The teacher should have the perfect knowledge and skills in the field of learning, which is accessible to all students, to teach them to students, to evaluate the knowledge and skills gained by the students.

Instructions:

1. The University has a teaching staff to carry out the teaching process. This includes teachers, as well as auxiliary staff (assistant, etc.).
2. Guidance (teacher recruitment) procedures with teacher staff are carried out taking into account their minimum competence.
3. University teachers are selected on a competitive basis every 5 years. The terms and conditions of the competition are announced on the University's website one month in advance.
4. The university faculty members are assessed by rating points depending on how their qualifications are fulfilled. Assessment of teachers is carried out in the form of a special Commission on the adopted Regulation. The results of the rating scores were also included in the evaluation of teachers by surveys by teachers.
5. The teaching staff constantly develops and expands their teaching competence. Teachers who perform their duties at a high level are rewarded in a special manner.
6. University low-income teachers provide opportunities to upgrade their competencies to the required level.
7. The University has the right to dismiss teachers who are unable to perform their duties properly and who do not endeavor to improve their competences.

5. Training resources and support mechanisms for students

Standard. The educational institution should provide students with relevant resources and support mechanisms in the learning process.

Instructions:

1. University also provides other resources (libraries, training centers, laboratories, computers, etc.) to help students learn.
2. Student support mechanisms include human resources advice and training.
3. Training resources and other support services for students are planned according to the needs of the students and are accessible to each student.
4. The University oversees, controls, and improves student support for effective and affordable support services

6. Information systems

Standard. The educational institution should provide collection, analysis, and use of relevant information for effective management of educational programs and other activities.

Instructions:

The analysis of the self-knowledge of the university, is the basis of effective quality assurance. The University must have a mechanism for collecting and analyzing information about its activities. What works best without this, and what should be considered? it is impossible to answer such questions, as well as to learn about the results of innovative reforms. The quality information system of the University consists of the following information:

1. Student's progress and performance indicators
2. Satisfaction of students with educational programs (satisfaction)
3. Effectiveness of teaching
4. Student profile profile
5. Acquisition of training resources and expenditures on them
6. Employment of graduates
7. The results of the University comparisons with a similar university in the European Higher Education Area (EHEA). This is a comparison of the university's performance improvement

7. Publication of the information

Standard. The educational institution should publish and periodically update all the software and decisions as well as objective information about quantitative and qualitative indicators in other areas of activity.

Instructions:

1. In carrying out its public role, the university is responsible for accessing information about the curriculum, its intended learning outcomes, specialties, teaching, learning and evaluation procedures.

The published data can also show the current location of university graduates, as well as the current student profile.