

SELF EVALUATION REPORT OF QA SYSTEM IN BAKU BUSINESS UNIVERSITY

xx April 2021

1. Policy for quality assurance

- *Do you have an institutional strategic plan or equivalent document? / (If yes, when adopted and which period covers, main institutional goals)*

Baku Business University has a Strategic Development Plan that covers from 2019 to 2023 years. Strategic Development Plan comprises of 7 main institutional goals:

1. Preparing Quality Assurance Policy and adjusting study programs to the international standards
2. Enhancing potential of academic staff, pedagogical staff training
3. Modernization and development of material-technical base of university
4. Establishing of scientific-research activities based on new principles and applying international standards in this sphere
5. Forming of students contingents, work with labor market and alumni, public relations and execution of marketing plan of university
6. International relations, innovative action in the internationalization of the university
7. Self-evaluation, attestation and accreditation

- *Does your institution have a policy for quality assurance that is published and specifies structures and processes through which it is implemented?*
 - BBU published its own Quality Assurance Policy and shared it to the stakeholders through its official website. The quality assurance policy of Baku Business University is aimed at ensuring the quality of education and continuous development in line with the goals of the University's Strategic Development Plan. QA Policy determines main directions, processes which are fundamental to create quality culture from top to bottom at the whole university and to raise quality of education and management.

- ***Do you have an institutional quality assurance (QA) policy statement?***
We are in the preparation phase of a comprehensive quality assurance policy statement
 - ***Who is responsible for QA?***
Quality Assurance Center is responsible for carrying on quality assurance processes and improvement of it
 - ***How would you define the role of senior leadership (rector, vice-rector) in building a quality culture within your institution?***
 - Leadership is the major factor responsible for an institution's development. The role of senior leadership is defined as followings:
 - Play initiator role for Quality Management
 - Setting up clear and realistic mission, vision and goals upon which the QMS can be based
 - To set a clear strategy for the introduction and implementation of the quality management system and allocate of existing resources effectively to support units in their quality work.
 - Being an initiator who sets new topics on the quality agenda
 - Clearly define roles and responsibilities of quality manager.
 - Consider working environment for the successful implementation of the QMS
 - Contribute to identify KPI's
- Does your institution review its quality assurance policy on a regular basis? Is there a specified period for review?***
- As a part of Strategic Development Plan, Quality Assurance Policy is reviewed in a yearly basis to adapt new demands, trends and challenges of modern education system, business environment and society

- ***How did you introduce a quality assurance system?***
 - Firstly, some fundamental questions are considered:
 1. the goals and objectives of the QMS
 2. the timeline and milestones of implementation
 3. partners and actors
 4. resources
 5. how to measure the success
 - Then, Implementation QAS is based on PDCA cycle logic

- ***What is the place of a Quality Assurance Center within an organizational structure?***
 - Quality Assurance Center is a structural division of Baku Business University and carries out the effective organization and provision of management of education quality. The center is subject only to the Rector and definitely accountable to the Scientific Council

- ***What is the main role of the Quality Assurance Center at your university?***
 - Quality Assurance Center has a very diverse setup with the core and supportive tasks like below:
 - ☐ Evaluation and Accreditation
 - ☐ Didactics and further education and training for lecturers
 - ☐ Data management/ knowledge management
 - ☐ Controlling and monitoring
 - ☐ Coordination and organization of teaching and learning
 - ☐ E-learning (e.g. training and support for lecturers)
 - ☐ Employability, career service
 - ☐ Dealing with diversity of students
 - ☐ Internationalization
 - ☐ Higher education research

☐ Transfer function (knowledge and services)

• ***Did you launch the Quality Assurance Center within the EQAC project?***

Yes. We established Quality Assurance Center within the EQAC project in 2018, 17th September

2. Design and approval of programmers

• ***What kind of structure do you have in place to support the internal quality assurance processes for the study programmers?***

– Internal quality assurance processes of study programme are the followings:

1. Defining qualification objectives of a study programme
2. Study programme and curriculum design (defining expected learning outcomes, the content of the different courses, assessment techniques, effective teaching and learning methods, suitability of study environment, availability of staff for programme)
3. Implementation/Review of a study programme

• ***Does your institution have in place (a) procedure(s) for the design and / or approval of programmes?***

– Study programmes is determined in a standardised way on national level by MOE in Azerbaijan. However we have internal procedure to select, design new study programme in accordance with autonomy that given by MOE. The procedure for the design and approval of programmes is structured as follows:

1. Establishing Programme Commission comprising of stakeholders for analyzing and evaluate appropriateness of program to the standards and guidelines in terms of quality assurance and university regulations
2. Programme is sent to the Faculty Programme Commission which represents by experts from the relevant field
3. Faculty Programme Commission send the programme with proposals to the Methodical Council of University for initial approving
4. External experts are addressed to review and to get feedback

5. Methodical Council introduce programme to Scientific Council for final approval. If it is approved by Council , rector sign an order for official confirmation

- ***How does the process for designing syllabuses work within your institution?***
 - Syllabuses are prepared by teaching staff and review in relevance chairs and confirm by Head of Chair in line with guideline prepared by QAC by taking into account ESG, especially “Student centered teaching, learning assessment” standard. Then they were collected in QAC and evaluate their appropriateness of the intended requirements.
- ***Are these processes designed by involving students and other stakeholders (employers and other partners)?***
 - There are programme commissions and directors for each study programme those comprise of stakeholders including students. While designing syllabuses, participation of stakeholders and receiving feedback from them must provide according to programme commissions statement.

3.Student-centred learning, teaching and assessment

- ***How do you evaluate if the students reached the expected learning outcomes?***
 - Appropriate assessment criteria, methods, and tasks are identified and presented in syllabuses to assess the achievement of the intended learning outcomes. And also to evaluate of the overall satisfaction of study programme in terms of quality of education, study environment, students support, quality of academic staff, quality of services and etc. various surveys and interviews are conducted among students by the faculty administration and also QAC in a yearly basis.
- ***Does your institution use a variety of teaching and learning methods, including those which encourage active and interactive engagement of students in their learning?***
 - According to ESG, especially to the standards “Student centered teaching, learning and assessment”, BBU encourage its academic staff to foster student engagement in study process, to raise their active participation in the discussions and to make them feel independent and think critically to create an effective learning environment. Meanwhile, various kinds of trainings

and workshops organize periodically for teaching staff to stimulate them to use innovative teaching and learning methods, to increase their skills in using technologies and applying them in study process appropriately and efficiently.

- ***Does your institution evaluate and adjust the modes of delivery of programmers, teaching and learning methods on a regular basis?***
 - To evaluate of modes of delivery of programmers, teaching and learning methods, peer reviews and monitoring activities are carried on throughout the semester Head of Chairs, other academic member faculties and also QAC to identify the needs and gaps of these processes and offering innovative teaching and learning strategies that help students to achieve the expected learning outcomes.
- ***Does your institution publish in advance the criteria for and method of assessment as well as criteria for marking?***
 - BBU publish method of assessment as well as criteria in form of official document (student's handbook) and share it students in paper version and post it its official website before starting study year.
- ***Does your institution evaluate checks if procedures, methods and criteria enable assessing the extent to which the intended learning outcomes have been achieved by students***

QAC evaluates intercorrelation of subjects within curricula, compliance with aims and learning outcomes, appropriateness of assessment criteria and methods to learning outcomes, requirements of students' progression, forms of relationship with alumni that enable to get feedback, Final Exam process, assessment procedures etc.
- ***Does your institution have in place a procedure to ensure consistency and fairness in student assessment is in place?***
 - To ensure consistency and fairness in student assessment, at the end of each semester anonymous surveys carried on to measure students' satisfaction about grading for in class activities and have monitoring to check compliance of assessment methods and criteria to the intended guideline. Assessment in exams is absolutely carried on anonymously and there is an official procedure for written and oral examinations. Examiner are selected from university academic staff member and mostly

academic staff from other higher education institutions. Furthermore, parents are allowed to monitor examination process at the university.

- ***Does your institution have in place a procedure for student appeals/complaints is in place?***
 - Students who have complaints about marking or any educational issues can apply by writing application to the rector (vice rectors, deans etc.) and it registered by the relevant department and sends it to addressee. Or they can send an email to directly university's official email address. Beside this, there is suggestion box for the complaints and proposal at the entrance of the University and the letters are given to the rector directly. At the same time, the appeals commissions which involve representatives from leadership and academic staff are established before exam sessions to deal with appeals and complaints of students operatively and effectively.

4. Teaching staff

- ***What is your role in quality assurance as a faculty dean/chair***
 - The faculties, chairs are key stakeholders when it comes to defining the specific quality of teaching and learning. They know where problems and challenges are to be found and where potential for enhancement exists. A fundamental requirement is their active participation and motivation with quality enhancement being part of their everyday work. Deans are involved in program development, data collection and analysis, review of and response to program reviews, quality enhancement initiatives, institutional planning, and the development of quality enhancement initiatives. This kind of commitment is often seen as one of the necessary pillars to establish a “quality culture”. Thinking and setting the roles in quality management should be seen as a continuous process. Roles can change over time as the institutions and external demands and requirements change.
- ***What is the role of academic staff in QA?***
 - Lecturers should make use of quality instruments in form of evaluation and tools which support them in their endeavor for quality. As key actors they should take responsibility, respect and support to the quality culture of university.

- ***How does your institution ensure that the teaching staff is qualified and competent?***
 - First of all, University has transparent, fair and well organized processes for recruitment of academic staff with high profession and skills. There are also periodically trainings for professional development of teaching staff and trainings to learn innovation in teaching methods and the use of new technologies. Alongside, University encourages scholarly activity to strengthen research potential of the teaching staff.
- ***Does your institution offer incentives to encourage the use of new technologies in teaching?***
 - University organize trainings by the professionals to boost staff's skills in the use of new technologies in teaching. Especially, during the COVID 19 pandemic University offered a number of sessions, trainings and workshops to adapt teaching staff to the new technological challenges in a distance learning process.
- ***Does your institution have in place mechanisms for rewarding teaching achievements?***
 - BBU apply differential salary models to appreciate teaching achievements of academicians. At the same time, there is nomination of "teacher of the year". Moreover, BBU allocate grants for those who publish an article in high professional arena and financed all costs for publishing teaching materials.
- ***Does your institution regularly assess the performance of teaching staff?***
 - There is also accreditation process by evaluating activities and qualification of academic staff to ensure their compliance with the study programme requirements.

5. Information management

- ***Does your institution have an overarching information system (i.e. database) used for the effective management of its activities? Please describe the system.***
 - Baku Business University has comprehensive information management system that consist of three complex interrelated following phases:
 1. Identifying information needs and respective information requirements - information requirements differ depending on the respective target group
 2. Data collection, processing and analysis
 3. Data dissemination via reporting systems (providing workflows between disseminator and receiver)

Evaluation and analyses of data in a transparent and understandable way generally is done by relevant unit. But with regards to data analysis according to defined quality criteria quality manager participate in information management processes.
- ***How do you measure the quality of the programmes?***
 - We measure quality of the programmes by analyzing and follow up student achievements, conducting surveys to identify satisfaction of students, teaching staff, employers and other stakeholders, follow up alumni life cycle and to identify employability level of graduates
- ***How often do you conduct the surveys among students?***
 - Surveys are conducted in a regular base depending on survey subjects. In particular, it carried on at the end of each semester
- **What kind of data does your institution collect on a regular basis? Please specify if you collect the following data:**
 - A defined set of key performance indicators for the institution
 - Profile of the student population (e.g. age, gender, domicile; level, mode and subject of study)
 - Student progression, success and drop-out rates
 - Students' satisfaction with their programmes
 - Learning resources and student support available
 - Indicators of graduates' employability

- Indicators of internationalisation of the institution
 - Other, please specify
- All above mentioned information and data are collected by the relevant structural units via doing surveys, interviews, analyzing semi-annual and annual reports and other official documents. Some of data are collected at the beginning of the study year, some of them in the midst of the year and some of them at the end of the year. There are also some kind of data that gather throughout study year.

6. Public information

- ***Do you inform the public about the results of evaluations carried out internally and externally?***
 - BBU share results of evaluations on, for instance programmers, teaching staff, support and services in the Scientific Council and publish information on its website for external stakeholders
- ***Does your institution publish information about its programmers and graduate employment?***

Public Relations Office of University publish clear, accurate, objective, new and easily accessible information about programmes, graduate employment, courses, different kind of services, national and international educational opportunities for students and of course for alumni to enable their lifelong learning; events and other types of activities for the community in its website and official social media accounts.

7. On-going monitoring and periodic review of programmers

- ***What kind of processes do you have in place for monitoring programme design?***
 - All study programmers are monitored routinely to a sufficient degree, to assure the quality of their management, teaching, learning assessments and the student experience. Programme Monitoring Commission is the primary side responsible for monitoring and enhancement of programme. Students, academic staff and other stakeholders are represented in the Programme Monitoring Commission. In monitoring processes the following use as effective monitoring tools: Student surveys and other methods to assess individual teachers/courses, reports (with inputs from students, staff and employers) related to student placements, or study visits externally or abroad, feedback from individual students who do not complete programmers, reports by external examiners

- ***Do you prepare self-evaluation report annually?***
 - Yes, One self-evaluation report was prepared by the special commission to identify strengths and weaknesses in the programme (for example, realisation of the strategic concept and the programme objectives, academic feasibility, mentoring for students, suitability of learning environment) and to show possibilities for change and provide concrete measures to improve and enhance the quality of the study programme. Nevertheless, there is a need to improve self-evaluation report. As well, institutional self-evaluation report prepare annually through special Commission.

- ***Who is responsible for the evaluation of SER?***
 - Scientific Council is responsible for the evaluation of SER

- ***Do you have internal monitoring processes?***

BBU has internal monitoring processes and it include 4 main steps as below:

 1. Planning - define what will be evaluated, define monitoring objectives, identify methods for monitoring, define evaluators and setup a schedule
 2. Data Collection - designing and testing a questionnaire for a survey, analyses of self-evaluation report

3. Reflection- the questions are answered and data are discussed with actively participation of stakeholders and improvements measures are formulated
4. Follow up - to increase the effectiveness of a monitoring and to make the progress of development measurable

Existence of the documents

QA policy	yes
QA strategy	yes
Statue of QA Centre	yes
QA staff job description	yes
Stakeholder mapping	yes
QA action plan	yes
QA reports	yes

1. How will you evaluate the impact of the project for your institution? What has changed over the project? Please present what has been done according to the EU recommendation after the first monitoring?
2. How many people trained during the project?
From the beginning of project approximately 150 teaching and administrative staff and more than 200 students are trained in various subjects and directions in accordance with Project goals and targets.
3. How many retraining sessions are organized at the university?
In general, 2 large scale training sessions were held by European experts. 6 trainings after visiting EU partners and additional 6 trainings and workshops were held in the needs of staff by QAC

I hereby confirm that I have fully acknowledged the content of the presented report.

Signature and stamp of the rector: