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ESTABLISHMENT AND DEVELOPMENT OF
QUALITY ASSURANCE
CENTERS IN AZERBAIJAN UNIVERSITIES

SWOT Analyses of ATMU

 University: Azerbaijan Tourism and Management University (ATMU)

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Policy of Quality Assurance

- Quality Assurance and Accreditation department is first established in Azerbaijan Tourism and Management University in 2018.

- However, the main reason to establish the Quality Assurance and Accreditation department was merely following the new trend and to enhance the control over the education and teaching processes

- Mainly, the core principles and objectives of quality overlooked or marginalised.

- Although the Quality policy is expected to take account institution's approach and be part of its strategic plan.

- The notion of quality policy either is interpreted or just regarded the statue of the department, and there is a misunderstanding or even lack of information about what is quality policy even at a higher level of administration.

- Core stakeholders are prepared to assist the university in setting up an effective quality assurance system.

Design and Approval of Study Programmes

- University has developed mechanism for designing and approving of study programmes with the need to redesigning of conventional approach and less bureaucracy in the approval process

- As well as to include expectations of internal and external stakeholders in its context that should be in line with the institution's strategic plan.

- The university has subjected its programmes to a higher level of scrutiny to ensure their relevance to international and local labour market. The university has applied for UNWTO's TedQual certificate and ISO certificate for Quality Management System for its tourism and hospitality faculty

Student-centred Learning, Teaching and Assessment

- Generally, the university is struggling between the framed autonomy and strict regulations of the Ministry of Education that hinders the shift from teacher-centred learning to student – centred learning.

- Since the assessment regulations have been implementing after the Bologna agreement, the assessment criteria and assessment mechanisms, (both formative and summative) do not adhere to the learning outcomes of particular modules and programs yet.

- Ministry of Education sets the rules for teaching and assessment in higher education institutions and the latter has limited flexibility to modify them.

- The growing need for the internationalization of higher education in Azerbaijan requires of universities a shift toward a student-centred learning.

Student Admission, Progression, Recognition and Certification

- The university is not a responsible body for student admission while the whole responsibility lies on the State Exam Center that, the Governmental body is considered to be an initiator of transparency, and simultaneously might be regarded as a barrier between the student and the university as well.

- Concerning the student progression, while the process itself is required to clearly define the preference and implementation of appropriate learning sequences through level standards that students should be able to progress throughout their study, the process is not flexible and strictly framed by the regulations of the Ministry of Education.

- About the process of certification of students, the university is responsible to that extent that, the only thing university decides how to undertake the final certification, after while the Ministry of Education is responsible for providing Diplomas and diploma supplements to successful graduates.

Teaching Staff

- Recruitment procedures are not rigorously designed and consistently enforced by a special body, such as Human Resources Department. While the regulations for performance appraisal mechanisms have been developed, they are yet to be applied.

- The government has involved the university's academic staff in policy research, which may contribute to improved tourism policies.

Learning Resources and Student Support

- Infrastructural and financial shortcomings significantly curtail the university's ability to support student learning.

- The ongoing efforts to expand the university's e-services will help to make some of its services available online for stakeholders and facilitate better accessibility.

Information Management

- The ongoing scheme of data collection does not cover all relevant areas of educational processes and the data collected is not available to all relevant staff members.

- The university does not make available relevant pieces of information for wider public and other interested parties through online services.

Public Information

- The university has not allocated enough resources to support a long term outreach and communication strategy.

- Better information outreach helps the university to expand its partnerships with the industry and also attracted talented prospective students to its programmes

On-going Monitoring and Periodic Review of Programmes

- The university does not employ a rigorous, scientifically reliable method of programme reviews.

- The weak emphasis on industry standards when designing programmes may result in a loss of trust in higher education provided at the university and inflict a serious reputational damage.

Cyclical External Quality Assurance

- The university's teaching and learning procedures have not been subjected an external review, except for the mandatory accreditation assessment done every five years by the Ministry of Education.

- UNWTO's TedQual certification and ISO require a periodic review of the university's quality assurance policies and procedures.

Thanks for Your Kind Attention