

# THE ROLE OF UNIVERSITY-INDUSTRY COOPERATION IN IMPROVING THE QUALITY OF THE EDUCATION SYSTEM

*Mammadova S.I.*

*Azerbaijan Tourism and Management University  
s.mammadova@atmu.edu.az*

**Summary:** Modern challenges, like the development of technologies, demographic shifts, new skills requirements, etc. make Higher Education Institutions increase the quality of education and adjust it to international standards. University-industry cooperation is one of the main directions to improve the quality of the education system. The main purpose of the cooperation is to transfer potential knowledge gained at the university into the industry and give it economic value, also promoting sustainable collaboration between university staff and representatives of industry. Training suitably qualified students, taking advantage of sectoral opportunities, creating synergistic effects are other aims of university-industry cooperation.

The article aims to explore the importance of university-industry cooperation, its benefits, and different tracks within this cooperation.

Education is the foundation of development. For this reason, the “Quality of education system” problem is explored in different international documents. For example, according to the “Education for Sustainable Development Goals: Learning objectives (UNESCO 2017)” Quality of Education is one of the 17 Sustainable Development Goals and is essential to achieve all of these goals, aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (2017:4)

Another main international document “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)” indicates that quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. The involvement of external stakeholders in quality assurance is one of the support field of such policy. (2015:5)

The development of partnerships between universities and industry supports ensuring high-quality education at HEI. The university-industry cooperation is a cooperation between universities and companies, which aim to develop new goods or services or improve existing goods or services.

The general reasons for the cooperation of higher education institutions with the industry are as follows:

- the necessity to train suitably qualified students: university graduates hoping to enter industry and the service sector should have sufficient competence and knowledge to meet the requirements of these sectors.
- transferring academic skills and knowledge to industry: Industry should be allowed to take advantage of the experience and theoretical knowledge of the academic sector.
- allowing universities to take advantage of sectoral opportunities: Students should gain industrial experience via internships or exchange courses before beginning their careers.
- creating synergistic effects: The potentials of the cooperating parties should be brought together systematically, thereby facilitating synergy between respective parties. (Çetin Bektaş and Gulzhanat Tayauova, 2014:3)

Support in developing study programs by industry, joint research, financial support for research, practical knowledge, training for students, preparation qualified personnel, the

participation of industry representatives in the education system, development of economy, education and social life are the benefits obtained from the University-industry cooperation. (Ankrah, Al-Tabaa Omar 2015:1, Chetin Bektash and Gulzhanat Tayauova, 2014:3)

By explaining the context of the directions of university-industry cooperation we can analyze the meaning of several benefits:

1. The study programs are important documents at the higher education institutions' activity that play a crucial role in the development of students. Academic knowledge provided by the education programs can affect the future career of the product of the university. While preparing these programs universities should take into account the experience and requirements of the industry, as HEI prepares specialists for the industry, and the industry is able to determine the lack of knowledge or skills of human resources.

2. Another main direction of cooperation is conducting joint research. By realizing research programs both parties have a chance to explore the weaknesses and strengths of the sector and they can take measures for improving education standards.

3. The involvement of the industry's representatives in the education process is a multidisciplinary activity. Different tracks can be differentiated within this direction: independent experts of the industry may attend the assessment process; they can be invited for conducting lectures; also, they can be invited as guest speakers and during the meeting with students they can share their experiences. All participants have benefited: the representative of the industry develops his/her academic skills, students get practical knowledge and learn real cases, university improves its students practical and theoretical knowledge.

4. Offering internship programs and creating career opportunities for students and alumni is a very important direction within university-industry cooperation. At the end of the internship program, the enterprise prepares students as professional employees. When the students graduate from the university they may become the ready staff for the enterprises. Supporting students' career development has to turn into one of the main missions of the universities and industry can help for realising this mission.

The product prepared as the result university-industry cooperation serves the government, its mission is to develop the level of services.

**Conclusion.** In the long run, university-industry cooperation accelerates the improvement of the quality education system. It can help to transform academic knowledge into the production. By realizing this cooperation sustainable development goals can be ensured. Complex activities within University-industry cooperation prepare professional specialists.

## REFERENCES

1. Ankrah Samuel, Al-Tabaa Omar Universities–industry collaboration: A systematic review, 2015.
2. Bektash Chetin, Tayauova Gulzhanat. A Model Suggestion for Improving the Efficiency of Higher Education: University–Industry Cooperation *Procedia - Social and Behavioral Sciences* 116 (2014 ) pp. 2270 – 2274.
3. Education for Sustainable Development Goals: Learning objectives. 2017, France. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000247444/PDF/247444eng.pdf.multi> on October 1, 2019.
4. European Association for Quality Assurance in Higher Education (ENQA) European Students' Union (ESU) European University Association (EUA) European Association of

Institutions in Higher Education (EURASHE) In cooperation with: Education International (EI) BUSINESSEUROPE European Quality Assurance Register for Higher Education (EQAR) . Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

## QUALITY OF PERSONNEL TRAINING IN THE FIELD OF TOURISM

***Teymurova G.M.***

*Azerbaijan Tourism and Management University, Baku, Azerbaijan*

*ecrin\_eyvazli@live.ru*

**Summary:** Personnel potential plays an important role in tourism industry. In this regard, training is one of the key objectives in ensuring both intra- and inter-enterprise efficiency and enhancing its overall quality. For the development of the tourism industry it is necessary the theory and practice must compliment each other. To this end, issues such as the provision of quality standards in the tourism related educational institutions should be under consideration.

**Key words:** *TedQual, education, enterprise, quality, student*

Along with the evolution of the infrastructure the development of the tourism sector depends on the professionalism of the service personnel. Therefore, the selection of personnel is carried out by specialists trained in this field. To this end, the United Nations World Tourism Organization (UNWTO) has developed the TedQual tourism education quality standards and stressed the importance of obtaining a TedQual certification. TedQual is a voluntary certification system that contributes to the development of tourism education, training of qualified personnel and improvement of research programs in this area. The TedQual standards includes five internal and external factors [1]:

1. Conformity of the research plan;
2. Infrastructure and pedagogical support;
3. Policies, tools and mechanisms supporting administrative management;
4. Existing transparent mechanisms for selecting teachers and favorable conditions for their professional development;
5. Conformity of the content of the training program to the needs of the tourism sector.

The following official documents should be completed and submitted by the institutions who wish to apply apply for the certificate [2]:

- 1) Request for information: Any organization that wishes to be certified in accordance with the criteria set by the TedQual Certification System must contact Themis Foundation.
- 2) Pre-registration: The written official registration in TedQual Certification System.
- 3) If the application is accepted, the organization will have to pay a registration fee.
- 4) In-situ audit: At the pre-audit stage an external auditor visits institutions for audition. At the final stage the documents are submitted via email.
- 5) Certification.

After the committee has completed its evaluation, the Themis Foundation will prepare an audit report and submit its findings to the institute. If the results are negative, a new audit may be conducted for a maximum of six months at a cost of less than 50% of the initial audit.