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AZERBAIJAN COOPERATION UNIVERSITY

SWOT ANALYSE OF ACU

COMPLIANCE WITH ESG STANDARDS

STATE OF QA FOR AZERBAIJAN COOPERATION UNIVERSITY

Internal Quality Assurance

Standards and Guidelines for QA in the European Higher Education Area (ESG - 2015)

1.1 Policy for quality Assurance

Weak points	Implemented activities
1. The participation of external stakeholders in QA at institutions in general is declared, and partially formalized.	1. The Strategic Plan for ACU proposed the foundation of Quality Assurance Center.
STRENGTHS	2. The policy for QA is implemented through various internal QA processes that enable broad participation of all members of the university. The university decides for itself how to implement, monitor and review this policy. 3. The implementation of QA policies usually relies on scientific council and university (personally –in most cases it's a vice-rector for international relations and training and vice-rector for educational affairs play supporting parts in implementation of QA.).
WEAKNESS	<ul style="list-style-type: none">• THE UNIVERSITY IS READY TO IMPLEMENT THE QA POLICY.• EXTERNAL STAKEHOLDERS WERE NOT INVOLVED WHEN QA WAS PREPARED.

1.2 DESIGN AND APPROVAL OF PROGRAMS

Weak points	Implemented activities
1. Employers and professional associations are never involved in curriculum development	<p>1. In general, higher education of Azerbaijan is regulated by:</p> <ul style="list-style-type: none">• § 42 of the Constitution of the Azerbaijan Republic (adopted in 1995)• the Education Law of the Republic of Azerbaijan (adopted in 2009)• the Decrees and orders of the President of the Republic,• the Decisions and Orders of the Cabinet of Ministers and the• Decrees and Orders of the Ministry of Education and other relevant ministries.
2. There are no specifications or regulation of the processes a university will follow to ensure quality and relevance in the development of new programs.	2. The student workload in new educational programs is defined in ECTS credits, the programs usually contain requirements on internship and they have external expertise before approval at the institution.
STRENGTHS	<ul style="list-style-type: none">• N/A CONTROLLED BY THE STATE.
WEAKNESS	<ul style="list-style-type: none">• N/A CONTROLLED BY THE STATE.

1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

Weak points	Implemented activities
<p>1. Teaching and learning paradigm is still based on teacher-centered methods deriving from the Soviet era. Assessment of learning is emphasizing knowledge factor, not skills and competences.</p>	<p>1. AZQF was approved by the Decree No.311 dated 18 July 2018 of the Cabinet of Ministers of the Republic of Azerbaijan. Qualifications included in the AzQF are defined in line with the education stages and levels described in the Law on Education of the Republic of Azerbaijan.</p>
<p>3.Unfortunately, there is no practice in student survey on the quality of specific study programs and/or the quality of the teaching staff involved in these programs. The majority of teachers still do not understand the need of student survey to determine the quality of teaching staff and the quality of study programs, that also slows the transition to student-centered learning. In some cases, even realizing such survey, the administrative staff is forced, to make it only with the consent of the teacher due to lack of regulatory framework and to avoid negative reactions scientific-pedagogical and teaching staff. Another problem is a culture of evaluation of teachers among students.</p> <p>STRENGTHS</p> <p>WEAKNESS</p>	<p>2. Objectives, intended learning outcomes, admission and graduation requirements of the programs are clearly defined; qualification resulting from the program is clearly specified, communicated and referred to the appropriate level of the national qualifications framework.</p> <ul style="list-style-type: none">• NO STRENGTHS.• DIFFERENT TEACHERS COVER LECTURES AND SEMINARS OR LABS WITH VARIETY OF DELIVERY AND LACK OF COORDINATION.

1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Weak points	Implemented activities
<p>1. At the moment, the organizational, academic and staffing dimensions of autonomy of the HE institutions appears to be somewhat limited, as the regulations for governing bodies are largely centralized, the rector is appointed and the involvement of students in the governance of the HE institutions is insufficient.</p>	<p>1. The study enrolment plan has to be approved by the Council of the HE institution and later by the Minister of Higher Education.</p> <p>The admission rules of students are established and the entrance exam is organized by the State Student Admissions Committee directly subordinate to the President. After passing the exam, the students can freely choose the university they wish to attend.</p> <p>The final attestation of the students is regulated by the Higher Attestation Committee also directly subordinate to the President.</p> <p>The admission and attestation of students are also briefly touched upon in the standards on the content and organization of education of the Bachelor's and Master's study levels (see e.g article 4 of the MA standard, Undergraduates' Final Attestation).</p>
<p>STRENGTHS</p> <p>WEAKNESS</p>	<p>2. According to the Education Law, there are 4 types of HE institutions:</p> <ul style="list-style-type: none"> - The University is a leading multi-profile higher education institution which carries out HE on all levels. - The Academy can also provide HE on all levels, but is specialized in only one area. - The Institute can be an independent HEI or a structural unit of the university and provides professional higher education. - The Conservatory is a HEI specializing in music education. <p>The Education Law does not give very clear criteria for distinguishing between different types of HE institutions – e.g the Academy and the Institute.</p> <p>At the moment, the organizational, academic and staffing dimensions of autonomy of the HE institutions appears to be somewhat limited, as the regulations for governing bodies are largely centralized, the rector is appointed and the involvement of students in the governance of the HE institutions is insufficient.</p> <ul style="list-style-type: none"> • N/A CONTROLLED BY THE STATE. • N/A CONTROLLED BY THE STATE.

1.5 TEACHING STAFF

Weak points	Implemented activities
University encourages scientific and professional activities of teachers, their academic mobility. But these aspects do not have adequate financial support, and partially are not regulated legally	At national level the procedures for recruitment and development of the teaching staff in institutions are regulated by the Law of Azerbaijan "On Higher Education". The rights, duties and guarantees of scientific and teaching, scientific, pedagogical and other employees of institutions, the basic positions of scientific, pedagogical and teaching staff and the procedures for their replacement, as well as the working hours are regulated by the Law.
A periodic change of employment by teacher isn't encouraged at neither national or institutional levels, so as a result, there are numerous cases where a teacher all his life does not leave the university.	Teaching staff are appointed and dismissed by Rector.
STRENGTHS	<ul style="list-style-type: none">• EMPOWER TEACHERS TO DESIGN THEIR OWN PROGRAMS PROVIDED INDEPENDENCE.
WEAKNESS	<ul style="list-style-type: none">• THE TEACH RANKING SYSTEM DOES NOT INCLUDE MOTIVATION.

1.6 LEARNING RESOURCES AND STUDENT SUPPORT

Weak points	Implemented activities
The level of financial support of learning resources and student support in university should be considered minimal acceptable.	Has been created Career Center (new established) Business Center , Ecological Club, Art Club, Uni-book Library, Translation Center, Sport-hall .
Limited resources for faculty and staff development.	Training are organized to enhance the potential of academic staff. The English and Russian language courses were organized.
<p>The electronic library does not operate with full capacity. . The poor quality of English language and information technology (IT) skills was identified as a significant problem in the higher education. Access to books and resources on IT skills and English language learning were prioritized.</p> <p>STRENGTHS</p> <p>WEAKNESS</p>	<ul style="list-style-type: none">• WE HAVE TRAININGS FOR STAFF AND MAINLY LANGUAGE SKILLS/HAVE ESTABLISHED CAREER CENTER AND BUSINESS CENTER.• TECHNICAL SUPPORT/ INFRASTRUCTURE/NO E-LIBRARY.

1.7 INFORMATION MANAGEMENT

Weak points	Implemented work
	Information collection procedure sometimes have poor quality and quite irregular. Information management system haven't established yet.
STRENGTHS	NOTHING.
WEAKNESS	NO INFORMATON HANDLING MECHANISMS.

1.8 PUBLIC INFORMATION

Weak points	Implemented activites
<p>Critical reports on accreditation of specialties on website of university is still not typical.</p>	<p>University has its own website, where Statute, license, accreditation certificate, information about study programs, leadership, structural divisions are provided.</p> <p>Some information about the institution is open to public access in a unified electronic database on education, public register of institutions which includes in particular: the name of the university and the list of structural subdivisions; date of establishment; name and surname of the head; ownership; location of the institution;</p>
<p>STRENGTHS</p>	<ul style="list-style-type: none">• ALL ACTIVITIES ARE PUBLISHED ONLINE / COURSE CONTENT
<p>WEAKNESS</p>	<ul style="list-style-type: none">• BAD REVIEWS ARE NOT UPLOADED ONLINE.

1.9 ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMS

Weak points	Implemented activities
Unfortunately, the widespread discussion of the outcomes of curriculum (study programs) monitoring and the participation of teaching staff and students are not typical.	Monitoring of the student expectations, needs and satisfaction in the program are realized usually by interviews of students. The summary of the survey is given to the corresponding departments and academic council.
Evaluation system very weak at university.	Evaluation system very weak.
STRENGTHS WEAKNESS	<ul style="list-style-type: none">• VICE-RECTOR FOR COMMON AFFAIRS AND VICE-RECTOR ON EDUCATIONAL AFFAIRS.• NOT SYSTEMATIC.

1.10 CYCLICAL EXTERNAL QUALITY ASSURANCE

Weak points	Implemented activities
Cyclical external quality assurance, the only external quality assurance is done every 5 years only by Ministry of Education, the only external evaluator existing.	
STRENGTHS	<ul style="list-style-type: none">• N/A
WEAKNESS	<ul style="list-style-type: none">• N/A



THANK YOU