

SWOT ANALYZE

BAKU BUSINESS UNIVERSITY

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1.1 Policy for Quality Assurance:

- ✓ Faculties and chairs as well as University's leadership are taking more responsibilities in quality assurance since implementation project
- ✓ Quality Assurance Policy has been created
- ✓ the scope of the internal quality assurance for the university was determined

1.2 Design and approval of programs:

- ✓ A number of meetings and trainings are organised how to increase the quality of study programs and teaching materials
- ✓ "Social work" specialty's study program and syllabus are designed by taking into account ESG, National Qualification Framework and other official documents
- ✓ Various kind of study programs are explored from leading European Universities by Head of Chairs to compare and gain experience from them (process is going on)
- ✓ Regulations of Methodical assurance (teaching materials) has been made

1.3 Student-centred learning, teaching and assessment:

- ✓ Increased awareness of most of staff members about Student centred learning, teaching and assesment through making presentations and trainings by QAC
- ✓ Top management of University have already had comprehension about Student centred learning, teaching and assesment
- ✓ Started to apply a variety of pedagogical methods and delivery modes more than previous;
- ✓ Promotes mutual respects within the learner and teacher relationship
- ✓ Publish the criteria for and method of assessment in advance and deliver to all students

✓ Assessment is consistent and fairly applied to all students and carried out in accordance with the stated procedures

✓ Make possible that assessment is carried out by more than one examiner

1.4 Student admission:

✓ Established Admission center

1.5 Teaching staff:

✓ We created Guideline for attestation of our teaching staff

✓ Promotes the professional development of teaching staff;

✓ Preparing a Standard for career development

✓ Stimulate to be creative, innovative and implement new technologies at study process

1.6 Learning resources and student support:

✓ We developed our online library platform to provide more availability and flexibility resources

✓ We increased the number of online learning materials to provide availability more

1.7 Information management:

✓ Surveys conduct among students to measure their satisfaction

1.8 Public Information:

✓ Using our social networks effectively to public information

✓ Created a Statue for Public Relation



1.1 Policy for Quality Assurance

- Lack of quality assurance system
- Not all staff members and units undertake responsibility in quality assurance

1.2 Design and approval of programmes

- Haven't explicit intended learning outcomes
- Are not designed by involving stakeholders including students
- Lack of support from external expertise and reference points;
- Not well-structured placement opportunities where appropriate

1.3 Student centered learning

- to encourage students for making sense of autonomy
- not everyone use new modes of delivery and methods
- lack of online or electronic procedures for dealing with students' complaints.

1.4 Teaching staff

- Doesn't have the motivation system or action plan in order to strengthen the link between education and research
- Resistance to change
- Lack of IT skills and knowledge of English in elder teaching staff

1.6 Student support

Weakness of tutor, mentor or counselor services

1.7 Information management

- Information management system is carried on in paper version and it needs to be systematic and electronic
- Doesn't have Key performance indicators yet
- Doesn't have professional and systematic database about career paths of graduates.
- Satisfaction Surveys are conducting in paper version and couldn't cover all of students and staff members

- Departments and other related units are not involved in gather and analysis information

1.8 Public information

- There is not a professional University PR team

1.9 On-going monitoring and periodic review of programs

- Ongoing monitoring and periodic review is applied traditionally and it must be systematic

1.1 Policy for quality assurance:

- Involvement of external stakeholders in quality assurance using the strong relationship with local and international partners
- Reach full appropriation of responsibilities and quality policy awareness by all staff members via trainings

1.2 Design and approval of programs:

- Referring to the national qualifications framework for higher education and to the Framework for Qualifications of the European Higher Education Area will make better of this process

1.3 Student-centered learning, teaching and assessment:

- Increase sense of autonomy in the learner by means of discussions and to make feel them more relax
- To apply appropriate procedures for dealing with students' complaints

1.3 Student admission, progression, recognition and certification:

- Cooperation with other institutions which are good relationship with us to ensuring coherent recognition

1.5 Teaching staff:

- Recruit high professional and energetic specialists who can use new technologies skillfully and can be innovative.

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- To apply differentiate salary system to motivate academic staff

1.7 Information management:

- To set up electronic system to manage and analysis information in detailed and flexibly

1.8 Public information

- To extend collaboration with mess media organizations to public information effectively

1.1 Policy for quality assurance:

- ❖ To face resistance due to change

1.2 Design and approval of programs:

- ❖ Restrictions on program design and approval by MoE;
- ❖ Lack of claims to participate in the process by the stakeholders

1.3 Student-centered learning, teaching and assessment:

- ❖ To admit low potential students
- ❖ The results of the students' surveys may not be indicate the reality
- ❖ It is required more time, resources (financial etc.) and energy

1.5 Teaching staff:

- ❖ Some requests related to recruitment

1.6 Learning resources and student support:

- ❖ To augment learning resources especially IT infrastructure required more money

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