



# SWOT ANALYZE OF UTECA (AZERBAIJAN TECHNOLOGICAL UNIVERSITY)



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# STRENGTHS

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.1 Policy for Quality Assurance

- Quality Assurance Policy has been made as a documentation;
  - Quality Policy of our University has been entered to Strategic Plan of the University with the agreement of Scientific Council;
  - Quality objectives, goals and the mission of our University have been demonstrated in the Quality Policy;
  - The Quality Policy has a formal status and is publicly available;
  - To some extent, Quality Policy has been implemented in some structures and external and internal stakeholders have been involved to the process;
  - Already, Quality Culture has already been formed among both academic and administrative staff;
  - Already, students have information and take on responsibility in terms of quality;
  - Everyone consider that implementation of the quality and ESG standards are very important for ensuring quality within the University;
- <http://uteca.edu.az/index2.php?seh=sefom&l=105&dil=az>

# STRENGTHS

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.2 Design and approval of programs:

- ◉ Recently, Azerbaijan National Qualification Framework, Education Strategy of Azerbaijan and ESG Standards and Guidelines have been taken into consideration while preparing study programs, syllabus and teaching materials;
- ◉ Trainings have been organized about how to make qualitative syllabus, study programs and teaching materials;
- ◉ Trainings have been organized about how to engage external and internal stakeholders while preparing study programs, syllabus and teaching materials;
- ◉ Different forms of study programs, syllabus and teaching materials have been changed to standard forms and made available for everyone by posting on website;
- ◉ As a sample in each faculty, several specialties are selected and their study programs, syllabus and teaching materials are prepared from zero by concerning ESG standards, especially with the help of Stakeholders to meet labor market demand and students expectations;
- ◉ Recently, to some extent, interested parties such as internal and external stakeholders, Student Youth Organization have been involved to the preparation of Syllabus, study programs and teaching materials process;
- ◉ Round tables have been organized with each Departments and quality of study programs, syllabus and lecture materials have been discussed.
- ◉ Groups have been established in each department with the help of young academic staff to monitor whether study program is up to date or not;

<http://uteca.edu.az/index2.php?seh=sefom&l=105&dil=az>

# STRENGTHS

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.3 Student-centered learning, teaching and assessment:

- ◉ To some extent, the students' opinions have already been taken into consideration while preparing the study programs, teaching materials and syllabus;
- ◉ Top managers of our University have already had awareness about Student-centered education system;
- ◉ Academic staff and students have already had awareness about Students-centered education system and active learning methods at a certain level;
- ◉ Training have been organized about how to change Teacher-centered education system to student-centered education system;
- ◉ Training have been organized for both academic and administrative staff about how to engage students into management system and preparation of study programs, syllabus and teaching materials;
- ◉ Surveys and Questionnaires have been conducted on monthly basis;
- ◉ Have already had stimulation process for students' motivation, self-reflection and engagement in the learning process;
- ◉ Trainings, workshops have been organized and discussed about how to implement different modes of delivery, variety of pedagogical methods, how to assess the outcomes;
- ◉ Already, encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- ◉ The criteria for and method of assessment as well as criteria for marking are published in advance in our website;
- ◉ Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- ◉ A formal procedure for student appeals is in place.
- ◉ Have already had appropriate procedures for dealing with students' complaints;

# STRENGTHS (SINCE THE BEGINNING OF EQAC PROJECT)

## 1.4 Student admission, progression, recognition and certification:

- ◉ Guidance for masters, bachelors and PhDs have been prepared and published to our website which covers all phases of the student “life cycle”;
- ◉ Progression, recognition and certification processes and criteria are implemented consistently and in a transparent manner;
- ◉ Students can receive documentation explaining the qualification gained, including achieved learning outcomes;

# STRENGTHS

## (SINCE THE BEGINNING OF EQAC PROJECT)



- 1.5 Teaching staff:**
- ◉ Have already applied fair and transparent processes for the recruitment and development of the staff;
  - ◉ Offers opportunities for and promotes the professional development of teaching staff;
  - ◉ Have already had supportive environment that allows them to carry out their work effectively;
  - ◉ Encourage scholarly activity to strengthen the link between education and research;
  - ◉ Encourage innovation in teaching methods and the use of new technologies;
  - ◉ Different trainings have been organized to make awareness toward qualitative issues, such as about how to prepare qualitative syllabus, teaching materials, study programs, how to interact with students during lecture, AzQF and ESG Standards;

# STRENGTHS

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.6 Learning resources and student support:

- ◉ Student support are provided and provide with the conditions and support that are necessary for students to make progress in their academic career;
- ◉ Have already awareness about student-centered education system;
- ◉ Have already awareness about active teaching education methods;
- ◉ Guidance have been put to our website which shows students life-cycle;
- ◉ Have already have more effective system for handling student complaints;

# STRENGTHS (SINCE THE BEGINNING OF EQAC PROJECT)



- 1.7 Information management:**
- Surveys and Questionnaires were conducted among Students, Academic and Administrative staff to measure satisfaction;
- Surveys and Questionnaires have been conducted on monthly basis;
- Some statistical results have been collected such as progression, success and dropout rates etc;

# STRENGTHS (SINCE THE BEGINNING OF EQAC PROJECT)

## 1.8 Public information:

- ◉ Have already prepared and published guidance for both academic staff and students which shows students life-cycle;
- ◉ Quality Assurance Commission's Guidance for quality assessment of academic staff has been published;

# STRENGTHS

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.9 On-going monitoring and periodic review of programs:

- ◉ Have been established Quality Control Commission to monitor the quality of teachers and teaching procedure within University on weekly basis;
- ◉ Have been established Quality Assurance Department which is also responsible for monitoring of different issues such as a student expectations, needs and satisfaction in relation to the programs, the effectiveness of procedures for assessment of students, ensuring that the programs is up to date;
- ◉ Have commission include Head of QAC which operates on behalf of Rector and responsible for the quality monitoring of the departments within the University;
- ◉ Have been established commission including Quality Assurance Department to monitor yearly achievement of Departments in terms of quality;



# WEAKNESSES

## (SINCE THE BEGINNING OF EQAC PROJECT)



- ### 1.1 Policy for quality assurance:
- ◉ Not everyone is familiar with quality policy;
  - ◉ Not everyone take on responsibility in terms of quality issues;
  - ◉ Not every structure has awareness about their job descriptions and their own structure's work plan;
  - ◉ Involvement of interested parties to the process is not satisfactory;

# WEAKNESSES

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.2 Design and approval of programs:

- In some specialities, the opinions of internal and external stakeholders are still not fully considered;
- In some cases, do not have sufficient specialists, teachers who will teach these subjects after study programs have been prepared according to modern requirements;
- To some extent, intended learning outcomes are not taken into consideration during the assessment process;
- Don't have autonomy in terms of programs;

# WEAKNESSES

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.3 Student-centered learning, teaching and assessment:

- ◉ Academic staff do not fully consider and use different modes of delivery, variety of pedagogical methods where appropriate;
- ◉ The assessment does not fully allow students to demonstrate the extent to which the intended learning outcomes have been achieved;
- ◉ Resistance to Student-centered education system;
- ◉ The results of the students' surveys do not always reflect the reality;
- ◉ To some extent, some teachers are still applying passive teaching methods without taking Students opinions into consideration;

# WEAKNESSES

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.4 Student admission, progression, recognition and certification:

- Do not have proper tools to fully collect, monitor and act on information on student progression;

# WEAKNESSES

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.5 Teaching staff:

- ◉ Average age is more than 60 years;
- ◉ Usage of ICT tools during lecture process is poor;
- ◉ Some of them unaware of new topics when the content of the subject programs changes;
- ◉ Resistance to change;
- ◉ Some teachers do not constantly develop themselves;
- ◉ Low motivation, interest depending on low wages;

# WEAKNESSES

## (SINCE THE BEGINNING OF EQAC PROJECT)



### 1.6 Learning resources and student support:

- ◉ All Learning resources such as lecture materials, study programs and syllabus have not been yet uploaded to our website;

### 1.7 Information management:

- ◉ The statistical results are not widely used in decision process;
- ◉ Don't have proper planning for career paths of graduates;

### 1.9 On-going monitoring and periodic review of programs:

- ◉ Generally, programs are not fully reviewed or revised regularly involving students and other stakeholders;

# OPPORTUNITIES (SINCE THE BEGINNING OF EQAC PROJECT)

## 1.1 Policy for quality assurance:

- ◉ Involve external stakeholders to the process to meet the demand of labor market and expectations of Students;
- ◉ Make internal and external stakeholders to take responsibility in terms of quality;
- ◉ Arrange roundtables and meetings with interested parties in terms of quality;

## 1.2 Design and approval of programs:

- ◉ Involve more interested parties such as students, external and internal stakeholders to the process while preparing teaching materials, study programs, syllabus;
- ◉ Arrange meetings with external stakeholders to determine their demands for taking their opinions into consideration to meet the expectations of students;
- ◉ Make benefit from external expertise and reference points;

# OPPORTUNITIES (SINCE THE BEGINNING OF EQAC PROJECT)

## 1.3 Student-centered learning, teaching and assessment:

- ◉ Organize variety of trainings, workshops to make awareness in terms of quality;
- ◉ Establish proper system for conducting surveys and questionnaires on monthly basis;

## 1.4 Student admission, progression, recognition and certification:

- ◉ Making proper tools to fully collect, monitor and act on information on student progression;
- ◉ Providing conditions and support that are necessary for students to make progress in their academic career with the help of interested parties contributions;

# OPPORTUNITIES (SINCE THE BEGINNING OF EQAC PROJECT)

## 1.5 Teaching staff:

- ◉ Involve expert external stakeholders or other interested agents to the recruitment process to assess whether their knowledge is up to date or not;
- ◉ Arrange roundtables, meetings with interested parties on yearly basis for not only involve them to the process, but also make academic staff establish strong bond with them and learn new topics which are essential for labor market;

## 1.6 Learning resources and student support:

- ◉ Institution can get appropriate funding for learning and teaching activities with the involvement of interested parties such as government bodies and external stakeholders to the process;

## 1.9 On-going monitoring and periodic review of programs:

- ◉ Evaluation of the content of the programs in the light of the latest research in the given discipline and involving interested parties to the process thus ensuring that the programs are up to date;

# THREADS

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.1 Policy for quality assurance:

- ◉ Resistance to change;
- ◉ Political barriers to the application of quality policy;
- ◉ It will take more time to make situation better for both academic staff and administrative staff to be concerned about mission and quality policy of our University;
- ◉ Lack of interests of interested parties in terms of quality;

### 1.2 Design and approval of programs:

- ◉ Resistance to change;
- ◉ It will take more time to make awareness on this issue among academic staff;
- ◉ Low interests and motivation of both internal and external stakeholders;
- ◉ Low interests and motivation of academic and administrative staff

# THREADS

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.3 Student-centered learning, teaching and assessment:

- ◉ Students have a low score ( low level significance level in surveys and questionnaires);
- ◉ Resistance to Student-centered education system and active learning teaching methods;
- ◉ The results of the students' surveys do not always reflect the reality;
- ◉ It will take more time to make awareness among students to get involved in questionnaires and surveys;

### ◉ 1. 4 Student admission, progression, recognition and certification:

- ◉ Low rate of admission;
- ◉ High rate of dropout;

# THREADS

## (SINCE THE BEGINNING OF EQAC PROJECT)

### 1.6 Learning resources and student support

- ◉ Budget constraint;
- ◉ lack of interest of stakeholders in terms of contribution;

### 1.5 Teaching staff:

- ◉ Resistance to change;
- ◉ Budget constraint;
- ◉ External pressures for recruitment;
- ◉ High rate of dismissal and recruitment;
- ◉ Lack of motivation and interest;