

**Self-evaluation report of \_*name of the university****\_*

*\_date of submission\_*

**Standards and Guidelines for Quality Assurance in Higher Education in Azerbaijan (AzSG) –**

**Pilot Evaluation in 2016-2017**

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**GUIDELINES FOR THE SELF-EVALUATION REPORT**

The aim of the institutional evaluation is to support the strategic management of higher education institutions, provide external feedback to the institutions’ own internal quality assurance procedures, and inform stakeholders of the compliance of the process and outcomes of teaching and learning to the European standards and guidelines for quality assurance in higher education. Self-evaluation is an essential part of the entire evaluation process.

The self-evaluation report must follow the structure of assessment areas. In its report, the University is expected to carry out as reflective a self-evaluation as possible, identify areas for improvement. As the aim of this self-evaluation is to help the University to develop its activities, it could also describe institutional diversity within the University in terms of internal quality assurance.

The University chooses how to carry out its self-evaluation and write the report. The University is encouraged to include a variety of stakeholders in the self-evaluation process: different staff groups and students. Involvement of external stakeholders might also be beneficial in the self-evaluation of some assessment areas.

Additionally, the University is advised to approach the report writing as a process where the discussions and notions of different parties are generated into a reflective view to the University´s activities and internal quality assurance.

The length of the self-evaluation report is max 40 pages (excluding the appendices).

**Please describe how your University carried out the self-evaluation and prepared the self-evaluation report.** **Please describe in short the parties involved in the self-evaluation process.**

**How did the University benefit from the self-evaluation process?**

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**Self-evaluation contact person at the University (name, title and contact information)**

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**REQUIRED APPENDICES**

**The appendices are not included in the maximum length of the report.**

**University is asked to provide the following background data as appendices of the self-evaluation report.**

* Dynamics of income and expenses of the institution over the last 5 years;
* Dynamics of tuition fee indicators for levels of education;
* Dynamics of average salary of employees over the last 5 years;
* Dynamics of number of learners over the last 5 years;
* Dynamics of academic success indicators of learners over the last 5 years;
* Dynamics of employment of learners over the last 5 years;
* Dynamics of development of scientific research activity (patent, monograph, publications in impact factor journals, scientific research activity of master and doctoral students) in the institution over the last 5 years;

**Furthermore, University is asked to provide the following documentation as appendices of the self-evaluation report**

* An organisation chart and a concise description of the organisation of the higher education institution
* Development strategy and implementation plans of the institution
* University-level description of the curricula design (e.g. instructions, parties involved, process of preparing and decision-making etc.)

## STRATEGIC PLANNING

Requirements

1. Role (mission and vision) of the institution in the context of national education system is well defined and supported by relevant (internal and external) stakeholders.
2. The development strategy approved by the Scientific Council of the institution is compliant with the mission statement and objectives of the institutions. Short and/or mid-term plans for its realization are in place.
3. Development strategy of the institution is line with its resources (finances, staff, infrastructure), capacity of attracting additional resources, changes in labour market and needs of the society.
4. Relevant stakeholders (teaching staff, students and employers) are involved in the strategic development process of the institution.
5. Processes to evaluate the achievement of the objectives set in the strategy are in place, short and/or mid-term plans are followed and the implementation monitored.
6. Information about higher education institution’s mission, vision and objectives is publicly available (website, media, other channels).

Please, describe what kind of procedures (e.g. main practises, processes, instructions, support and other services, preparing and decision-making bodies etc.) your University has in the area of strategic planning. Use the requirements described above as a basis for the description. Please, do not use only yes/no answers.

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Please, summarize in table format the key strengths, good practises, areas for improvement as well as planned improvement activities in the area of strategic planning. Use the requirements described above as a starting point for your evaluation.

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| Strengths |  |
| Good Practises |  |
| Areas for improvement |  |
| Planned improvement activities |  |

## MANAGEMENT

Requirements

1. The management structure of the institution supports the achievement of institutional objectives set in the development strategy.
2. Rights and responsibilities of structural units (Scientific Council, faculty, chair and others) are clearly defined and the implementation of decisions taken is effective.
3. Staff members filling managerial positions have relevant qualifications, their rights and responsibilities are clearly defined; institution supports the development of their managerial skills and competences.
4. The allocation of financial resources inside the institution supports the implementation of the development strategy (including short and/or mid-term plans) of the institution.
5. Structural units of higher education institution have mutual and functional relations (internal collaboration) and they cooperate with other institutions and organizations (external collaboration).
6. The internal (formal and informal) communication between different levels of the management staff, teaching staff and students is purposeful and effective.
7. Internal quality assurance system (monitoring, analysis, assessment and forecasting) is supporting the strategic management of the institution.

Please, describe what kind of procedures (e.g. main practises, processes, instructions, support and other services, preparing and decision-making bodies etc.) your University has in the area of management. Use the requirements described above as a basis for the description. Please, do not use only yes/no answers.

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Please, summarize in table format the key strengths, good practises, areas for improvement as well as planned improvement activities in the area of management. Use the requirements described above as a starting point for your evaluation.

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| Strengths |  |
| Good Practises |  |
| Areas for improvement |  |
| Planned improvement activities |  |

## HUMAN RESOURCES

Requirements

1. Rights and responsibilities of staff members as well as the qualification required are defined according to the purpose of their position (e.g. in job descriptions). Recruitment process is transparent.
2. The number (proportion) of full-time teaching staff members is in accordance with national requirements.
3. The distribution of full-time teaching staff by age and qualifications facilitates the sustainability of studies in a certain study area.
4. Existence of monitoring and assessment mechanism of the teaching activity of teaching staff (quality and professionalism) in higher education institution.
5. Relevance of teaching support staff to regulatory requirements (number, major etc.) in higher education institution.
6. The institution monitors, supports and encourages the professional and teaching-skills development of the academic staff on a regular basis.
7. Academic staff members participate in international exchange programmes, projects and conferences.
8. The institution has a HR development (including motivation) system in place. Assessment of the work of the teaching staff takes into account the quality of their teaching as well as of their research, including development of their teaching and research skills, and their international mobility.

Please, describe what kind of procedures (e.g. main practises, processes, instructions, support and other services, preparing and decision-making bodies etc.) your University has in the area of human resources. Use the requirements described above as a basis for the description. Please, do not use only yes/no answers.

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Please, summarize in table format the key strengths, good practises, areas for improvement as well as planned improvement activities in the area of human resources. Use the requirements described above as a starting point for your evaluation.

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| Strengths |  |
| Good Practises |  |
| Areas for improvement |  |
| Planned improvement activities |  |

## STUDY PROGRAMMES AND THEIR DEVELOPMENT

Requirements

1. Programmes are designed with objectives that are in line with the institutional strategy, national standards for higher education, expectations of the society and economy, and labour market needs.
2. The content of the study programme is updated in the light of the latest research in the given discipline.
3. Objectives, intended learning outcomes, admission and graduation requirements of the programmes are clearly defined; qualification resulting from the programme is clearly specified, communicated and referred to the appropriate level of the national qualifications framework.
4. Expected student workload is defined in ECTS.
5. Practical work/internship supports the achievement of the learning outcomes of the programme.
6. Up-to-date teaching materials, innovative, creative and interactive learning methods and educational technology are used in teaching and learning process.
7. Study programmes are monitored and reviewed regularly; relevant stakeholders (incl. students) are involved in these processes.
8. Graduate satisfaction with the quality of study programmes are surveyed and analysed; the results are considered in the development of study programmes.

Please, describe what kind of procedures (e.g. main practises, processes, instructions, support and other services, preparing and decision-making bodies etc.) your University has in the area of study programmes and their development. Use the requirements described above as a basis for the description. Please, do not use only yes/no answers.

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Please, summarize in table format the key strengths, good practises, areas for improvement as well as planned improvement activities in the area of study programmes and their development. Use the requirements described above as a starting point for your evaluation.

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| Strengths |  |
| Good Practises |  |
| Areas for improvement |  |
| Planned improvement activities |  |

## STUDENTS

Requirements

1. Students’ rights and responsibilities are clearly defined; procedures to process complaints and proposals of students, and appeals mechanism regarding examination outcomes are in place.
2. The system for the detection and prevention of academic fraud (including anti-plagiarism mechanisms) is in place.
3. Students participate in decision-making bodies as well as in elections of student unions.
4. Student assessment is objective, consistent, transparent and supports the achievement of learning outcomes.
5. Flexible leaning opportunities are provided for the students. Recognition of prior higher education qualifications, periods of study in abroad and prior learning are in place.
6. The higher education institution supports the international mobility of students, and the students’ participation in international mobility is increasing.
7. The institution has mechanisms to support the internationalisation of the student body.
8. Graduates are competitive in the labour market in their specialty area and the institution monitors the employment of its graduates.

Please, describe what kind of procedures (e.g. main practises, processes, instructions, support and other services, preparing and decision-making bodies etc.) your University has in the area of students. Use the requirements described above as a basis for the description. Please, do not use only yes/no answers.

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Please, summarize in table format the key strengths, good practises, areas for improvement as well as planned improvement activities in the area of students. Use the requirements described above as a starting point for your evaluation.

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| Strengths |  |
| Good Practises |  |
| Areas for improvement |  |
| Planned improvement activities |  |

## RESEARCH ACTIVITIES

Requirements

1. The objectives for scientific and research activity are defined in the mission, strategy and development plan of the institution. The institution monitors the needs of society and the economy, and takes them into account in planning its research activities.
2. The achievement of the objectives and the impact research activities are regularly measured and analysed (scientific and educational publications, doctoral students, patents etc.).
3. The institution promotes and upholds high quality academic and ethical standards of research; procedures for dealing with allegations of research misconduct are defined and followed.
4. Institution has an effective system to encourage and support the research and scientific activities of academic staff members (e.g., incentives for conducting research, counselling related to intellectual property, support for publishing in international journals, motivating the cooperation with employers).
5. Students are involved in research and development activities; the supervision of students’ research papers (seminar papers, applied projects, final thesis) is well organised.
6. The institution participates in different regional and international scientific and research networks in their areas of academic activities.
7. The institution has financial resources needed for scientific and research activities and a strategy that supports their acquisition in order to be competitive at international level.

Please, describe what kind of procedures (e.g. main practises, processes, instructions, support and other services, preparing and decision-making bodies etc.) your University has in the area of research. Use the requirements described above as a basis for the description. Please, do not use only yes/no answers.

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Please, summarize in table format the key strengths, good practises, areas for improvement as well as planned improvement activities in the area of research. Use the requirements described above as a starting point for your evaluation.

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| Strengths |  |
| Good Practises |  |
| Areas for improvement |  |
| Planned improvement activities |  |

## TEACHING AND LEARNING RESOURCES AND SUPPORT SERVICES

Requirements

1. Appropriate teaching and learning and research infrastructure (classrooms, laboratories, library, workshop rooms etc.) including up-to-date ICT solutions (including e-learning opportunities and electronic databases) is available both for staff and students.
2. Up-to-date learning materials are used in the process of teaching and learning.
3. Tutoring service provided by the institutions corresponds to the needs of the student body and takes into account special needs of individual students.
4. The institution is providing internship opportunities, employment and career development services for students (career centre, alumni coordination system etc.)
5. The institution recognises equal treatment of students regardless of their nationality, language, sex, social status, position and religion.
6. The institution supports students’ learning by providing different kinds of additional support services (dormitory, canteen, medical care, sport facilities, financial assistance etc.)

Please, describe what kind of procedures and organisation (e.g structure and content of the services, main practises, processes, instructions, preparing and decision-making bodies etc.) your University has in the area of teaching and learning resources and support services. Use the requirements described above as a basis for the description. Please, do not use only yes/no answers.

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Please, summarize in table format the key strengths, good practises, areas for improvement as well as planned improvement activities in the area of teaching and learning resources and support services. Use the requirements described above as a starting point for your evaluation.

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| Strengths |  |
| Good Practises |  |
| Areas for improvement |  |
| Planned improvement activities |  |