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# WORKSHOP: INSTITUTIONAL SELF-EVALUATION, PART 1 OF THE REVIEW

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# NAME OF THE UNIVERSITY_

# THE PURPOSE OF SELF-EVALUATION

- **Self-evaluation report is a key material for the evaluation group prior the site visit**

- **Self-evaluation is often the most valuable part of the whole evaluation process for the institution! (Shared discussions, rising the quality culture)**

- **Remember that you will do this part for your own development work**

- **Keep the discussion and reporting phase as reflective as possible**

- **Provide concrete examples of practical approach related to the quality work. The biggest success in my department/unit**

# GOOD SELF-EVALUATION REPORT

**Gives the assessment panel ("evaluation group") the best opportunity to provide valuable feedback and recommendations which go beyond the proceeds of a normal quality assessment.**

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# INTENDED OUTCOMES OF THE SELF-EVALUATION

- **Strenghts** are identified for the each assessment area
- **Areas in need of improvement** are identified and
- **Good practices** in internal quality assurance have been identified and shared within the university

- Evalution group is provided **a reflective view** to the whole university and its key activities in the form of **self-evaluation report**

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# TODAY'S GOAL IS

- To start the creation process of the university´s self-evaluation report

- **Identify and document** key findings in the chosen assessment areas to support the actual writing of the self-evaluation afterwards

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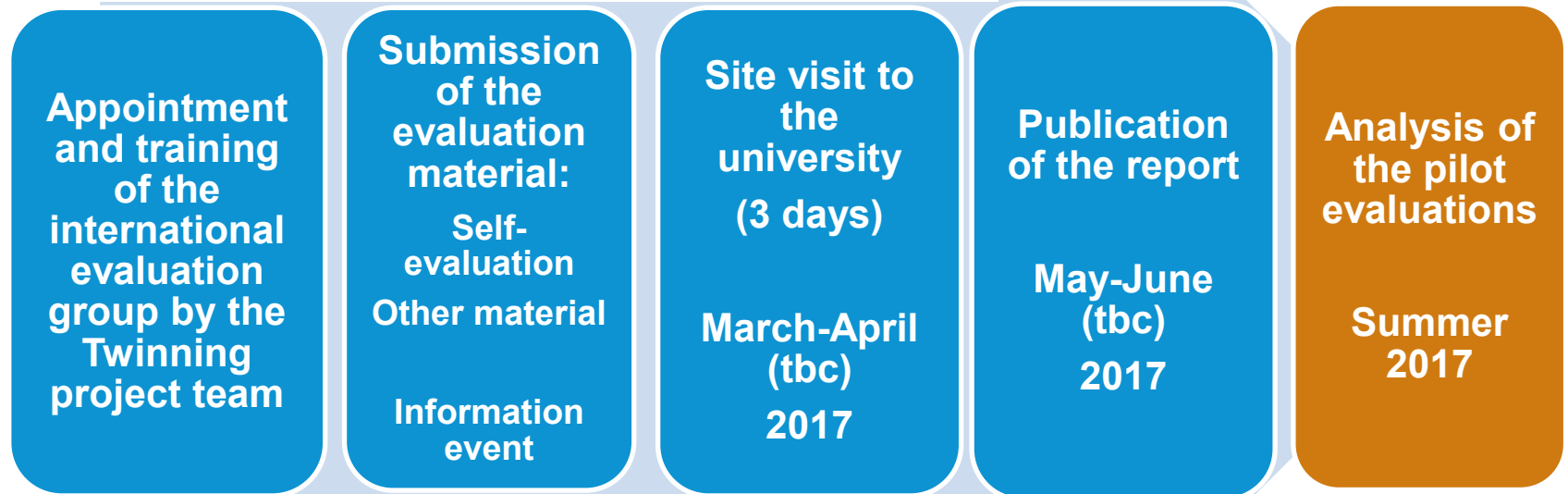
# CHARACTERISTICS OF A GOOD SELF-EVALUATION

- It is reflective, analytical and evidence-based;
- It is open and honest (transparent) about areas for further improvement;
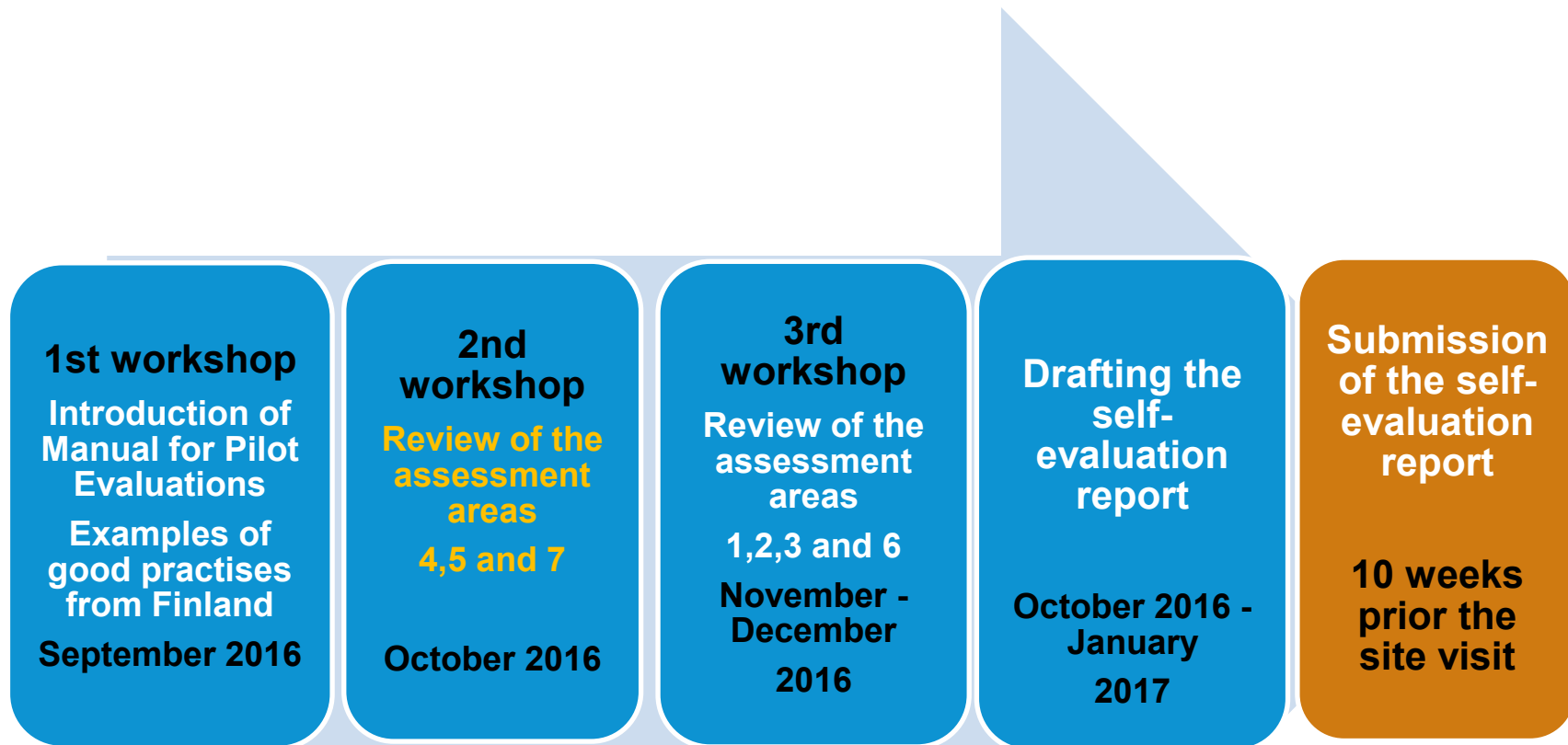- It is consistent narrative but reflecting institutional diversity

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# THE WHOLE EVALUATION PROCESS IN LINE WITH THE ESG

**Appointment and training of the international evaluation group by the Twinning project team**

**Submission of the evaluation material:**

Self-evaluation

Other material

Information event

**Site visit to the university (3 days)**

March-April (tbc) 2017

**Publication of the report**

May-June (tbc) 2017

**Analysis of the pilot evaluations**

Summer 2017

**Time frame for the evaluation will be agreed by 15 December 2016**

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**1st workshop**

**Introduction of Manual for Pilot Evaluations**

**Examples of good practises from Finland**

**September 2016**

**2nd workshop**

**Review of the assessment areas**

**4,5 and 7**

**October 2016**

**3rd workshop**

**Review of the assessment areas**

**1,2,3 and 6**

**November - December 2016**

**Drafting the self-evaluation report**

**October 2016 - January 2017**

**Submission of the self-evaluation report**

**10 weeks prior the site visit**

**Exact time frame for preparing the self-evaluation report will be agreed by 15 December 2016**

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# FRAMEWORK OF THE SELF-EVALUATION

Standards and Guidelines for Quality Assurance of Higher Education in Azerbaijan
- Manual for Pilot Evaluations

- Includes assessment areas (7 pieces) and their descriptions as a lists of evaluative questions

- Introduced in detail in the previous workshop by Ms. Kirsi Hiltunen/FINEEC and Ms. Hannele Keränen/University of Lapland in September 2016

# REVIEWING THREE ASSESSMENT AREAS **TODAY**

**4** Study programmes and their development

**5** Students

**7** Teaching and learning resources and support services

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# AND FOUR **IN NOVEMBER-DECEMBER**

**1** Strategic planning

**2** Management

**3** Human resources

**6** Research

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# WORKING METHOD OF THE WORKSHOP

- Discussions in smaller groups (appr. 4 persons in each)
- Evaluation forms provided by Twinning Experts (AZ, EN)
- Define at least 5 points to each category per assessment area

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

# KEEP IT SIMPLE

**What's working? STRENGHTS AND GOOD PRACTICES**

**What's not? AREAS FOR IMPROVEMENT**

**What needs to change?**

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# SCHEDULE

- **Timeframe**

10 am – 01 pm: discussions on the assessment areas and documentation of the findings

01 pm – 02 pm: lunch

02 pm – 04 pm: share of the results

- Twinning Experts give a short introduction to the each assessment area prior the discussions
- Participants are asked to keep the filled evaluation forms for the report writing purposes

# AREA 4: STUDY PROGRAMMES AND THEIR DEVELOPMENT

- Are the programmes designed that way that they are in line with the institutional strategy, national standards for higher education, expectations of the society and economy, and labour market needs?

- Is the content of the study programme updated in the light of the latest research in the given discipline.

- Are the objectives, intended learning outcomes, admission and graduation requirements of the programmes clearly defined?

- Is the expected student workload defined for example in ECTS.

- Are the teaching materials up-dated? Do you have creative and interactive learning methods? Do you use educational technology in teaching and learning process?

- Do you monitor study programmes regularly? Are the relevant stakeholders are involved in these processes?

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# AREA 5: STUDENTS

- Are the students' responsibilities clearly defined?
  procedures to process complaints and proposals of students, and appeals mechanism regarding examination outcomes are in place.

- Do you have the system for the detection and prevention of academic fraud?

- Do you have the student unions?

- Are the students participate any decision-making bodies?

- Is the student assessment is objective, consistent, transparent and supports the achievement of learning outcomes?

- Do you have flexible leaning opportunities for the students?
  For example recognition of prior higher education qualifications, periods of study in abroad and prior learning are in place.

- Does the higher education institution supports the international mobility of students?

- Are your graduates competitive in the labour market?

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# AREA 7: TEACHING AND LEARNING RESOURCES AND SUPPORT SERVICES

- Do you have reasonable teaching and research infrastructure (classrooms, laboratories, library, workshop rooms etc.) including up-to-date ICT solutions (including e-learning opportunities and electronic databases)? Are they available both for staff and students?

- Are the up-to-date learning materials used in the process of teaching and learning?

- Do you have tutoring services and does it takes into account special needs of individual students?

- Do you have opportunities, employment and career development services for students (career centre, alumni coordination system etc.)?

- Do you have equal treatment of students regardless of their nationality, language, sex, social status, position and religion?

- Do you support learning by providing different kinds of additional support services (dormitory, canteen, medical care, sport facilities, financial assistance etc.)?

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# A VIEW TO THE NEXT STEPS

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# NEXT STEPS: START OF THE REPORT DRAFTING

- Twinning Project Team provides **a template for the self-evaluation report by 15th December 2016**
- **Universities are recommended to:**
- ➢ Approach the report writing as a process (start today + the end 10 weeks prior the site visit)
- ➢ Discuss the report draft and workshop outcomes with the various actors within the university: representatives of professors, lecturers, administrative staff, leadership, students, external stakeholders

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# LANGUAGE OF THE SELF-EVALUATION REPORT

- The language of the final self-evaluation report to be submitted to the evalution team should be English
- The university may draft the completed self-evaluation report in Azerbaini or in English
- And Twinning Project Team arranges translation if requested


- The upcoming evaluation team shall work in English; however, there will be interpreter available during the site visit interviews

# THANK YOU FOR YOUR PARTICIPATION!

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## *IV.* 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 provide main results of the workshop discussions in the area of study programmes and their development:*

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

|  |  |
| --- | --- |
|  |  |

## *V.* 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 provide main results of the workshop discussions in the area of study programmes and their development (at least 5 points to each category):*

| *Strengths* | |
|---|---|
| *Areas for improvement* | |

| | |
|---|---|
| *Good Practises* | 2 |
| *Planned improvement activities* | |

**Please, write other possible remarks made during the workshop**

## VII. 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 provide main results of the workshop discussions in the area of study programmes and their development (at least 5 points to each category):**

| | |
|---|---|
| **Strengths** | |
| **Areas for improvement** | |
| **Good Practises** | |

| | 2 |
|---|---|
| *Planned improvement activities* | |

*Please, write other possible remarks made during the workshop*