INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert panel

Addressed to the IAAR
Accreditation Council

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

IQQR НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT
on the results of the external expert panel's work
on assessment of compliance with the requirements of international accreditation
standards (based on ESG)

Social work (bachelor's degree) 050807

Azerbaijan University

Site visit 11 – 13 April 2023

Baku   **April 13, 2023**

CONTENT

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(I) <u>LIST OF SYMBOLS AND ABBREVIATIONS</u>

AI – Artificial Intelligence
AU – Azerbaijan University
EP – Evaluation Panel
QA – Quality Assurance
SER – Self-evaluation Report

(II) <u>INTRODUCTION</u>

The evaluation was conducted by applying Standards of the IAAR.

The evaluation panel (EP) was composed in the way as follows:

Prof. Milan Pol, Masaryk University, Czech Republic (chair)
Assoc. prof. Zhazira Abdykhalykova, L. N. Gumilyov Eurasian National University, Kazakhstan
Prof. Natig Aliyev, National Testing Centre, Azerbaijan (employers' representative)
Ms Maya Jabiyeva, Baku State University, Azerbaijan (student expert)

The work of the panel was effectively supported throughout the whole process by the IAAR officer Guliyash Niyazova.

(III) <u>INTRODUCTION OF THE ORGANIZATION OF EDUCATION</u>

The Azerbaijan University (AU) is the private higher education institution. It was established in 1991 as higher Humanitarian College, and since 1993 it started to operate as Azerbaijan University. Now, it consists of three faculties, six departments and six centers. According to the self-evaluation report (SER), 2.235 students and 248 academics are involved at this university. The Social Work program (bachelor´s degree, full-time form, 4 years, 240 ECTS, Azerbaijan language as the language of instruction) which is under the evaluation, is offered by the Faculty of Humanities, Department of Organization of Social Work. According to the SER, 23 teaching staff members work at this department, out of them there are "two professors, three doctors of sciences, nine doctors of philosophy and two senior teachers". (SER, p. 8-9)

Social Work program is offered not only on the bachelor's level, but also on the level of master and doctoral studies (most students are the graduates of the bachelor´s level at the AU). According to the SER, there are currently 334 students registered in this program (bachelor´s level).

Teaching activity of the staff seems to be positively viewed by the students as well as graduates. The academic staff is also involved in research activity related to the program/the field of social work.

The program Social Work responds to existing needs of the society and graduates seem to have a good employment prospect.

The AU seems to be well established in the higher education context in Azerbaijan, and it also has some international relations which are used, in some extent, for the student and academic mobility, too.

The program has never been evaluated internationally – this is the very first time.

(IV) DESRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

As mentioned above, the program is internationally evaluated for the first time, there were only accreditations within the national context, and the evaluation panel has no specific information about them.

(V) DESCRIPTION OF THE EP VISIT

The whole process started with email communication and a consequent online preparatory meeting of the EP and the IAAR officer – this way, the panel received most of the documentation related to the program and agreed on the way of its joint work. Some documents were then still additionally requested from the AU in order to get the picture more complete, and the AU timely provided the panel with these documents.

The site visit was well organized, and the EP had a chance to meet gradually representatives of all main groups/roles within the AU and beyond (see program of the site visit). Also, the EP had a chance to see the premises within which the program is realized. At the end of the site visit the EP agreed on main evaluation judgements and on the timeline for drafting and submitting the evaluation report. Electronic communication then helped the EP to clarify all the remaining issues and to agree upon the final version of the report.

(VI) CONFORMITY TO THE INTERNATIONAL ACCREDITATION STANDARDS

6.1. Standard 1. POLICY FOR QUALITY ASSURANCE

Standard:
Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Guidelines:
Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports:

- the organization of the quality assurance system;
- departments, schools, faculties and other organizational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
- academic integrity and freedom and is vigilant against academic fraud;
- guarding against intolerance of any kind or discrimination against the students or staff;
- the involvement of external stakeholders in quality assurance.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.

The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.

Evidence

This seems evident that quality assurance (QA) has been paid more attention to in recent years at the AU. There were monitoring and evaluation activities related to the study programs, especially since 2013. But only in 2021 the QA Department has been established, and it was staffed since February 2022 with one full-time person who is developing communication and cooperation ties across the institution. QA is a part of the Statute of the AU, and also of the Strategic Plan (2022-2026) and some other relevant documents of the AU. Neither the Strategic Plan, nor the other plans available to the evaluation panel do not indicate the timeline, indicators, or financial allocations to individual goals.

The main focus of QA remains to be on the teaching process and the study programs. Among the main activities conducted in the relation to assuring and enhancing quality, there are monitoring and evaluation activities, and also a provision of training opportunities for the academic as well as other staff (included some meetings in which representatives of the national accreditation bodies). The attention to the standardization of some processes and instruments is a part of the efforts, too (standardization of syllabuses, for instance, elaboration of strategic planning on the department level, reporting arrangements from the department levels to the QA office).

Focus on the links between teaching and research can be identified in certain extent within the QA activities at the AU.

In relation to the Social Work program (bachelor´s level), the quality of teaching is reported on a satisfactory level, the challenge sometimes seems to be the size of the groups.

It was reported by the QA Officer and in some extent confirmed by employers´ representatives and by alumni during the interviews that external stakeholders (namely employers) have some chance to participate in the design of the programs and in the way of their quality assurance. Alumni´s feedback is also considered in this context, namely based on the feedback collected straight after their graduation.

Academic integrity is considered an important issue at the university and the institution has antiplagiarism software (though students do not have a direct access to it, though, and they need to submit their text/s via their teachers).

Analysis

The QA system at the AU seems to execute basic functions of the quality assurance. This is important that QA is a part of the main AU´s documents. Regarding a relatively early stage of QA development at the AU, it is understandable that its main attention is paid to monitoring the quality of the programs; some elements of QA relate to other aspects of the institution´s functioning, too, though. Yet, the links between the program, department, faculty and the university are visible in the context of QA, too.

A recent history of QA efforts and a moderate staffing bring limited possibilities but there are visible results already. QA would benefit from more personnel investments which could realistically raise the expectations as for further development of quality assurance and quality enhancement in relation to the program under the evaluation. This would also raise chances for improving QA activities and focusing to many other aspects of the department´s, faculty´s and university´s functioning, covering academic as well as non-academic performance, research, internationalization, etc.

The involvement of external stakeholders in QA processes related to the program under the evaluation have been identified only in some extent, as stated already above. However, there seems to be a room for improvement by intensifying the external stakeholders´ involvement.

While the AU is trying to respond to what it understands as one of the current main challenges of academic integrity (by using antiplagiarism software), newly emerging challenges (in particular, linked with artificial intelligence – AI) have not been tackled yet at the AU.

Strengths/best practice
- A tendency to standardize some measures/processes related to the QA of the study programs.

Panel Recommendations
- Make sure the Strategic Plan as well as other relevant plans clearly breakdown the intention for the QA development by introducing an explicit timeline, indicators, financial allocations, and other important elements of such documents (in 6 months after

publishing of this report).

- Make sure more investment into staffing of the QA Department and its activities is done(in 9 months after publishing of this report).
- Make sure QA activities clearly and effectively cover all main functions of the departments, faculties and the university (in 12 months after publishing this report).
- Make sure QA activities are focused on academic as well as non-academic staff of the institution (in 12 months after publishing his report).
- Consider a possibility to facilitate access to the antiplagiarism software for students (in 6 months after publishing this report).
- Make sure the AU finds an adequate response to the spread of AI, especially in relation to student written works (in 12 months after publishing this report).

Conclusions of the panel on the standard: satisfactory

6.2. Standard 2. DESIGN AND APPROVAL OF PROGRAMS

Standard:
Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Guidelines:
Study programs are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.
Programs
- are designed with overall program objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
- are designed by involving students and other stakeholders in the work;
- benefit from external expertise and reference points;
- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);
- are designed so that they enable smooth student progression;
- define the expected student workload, e.g. in ECTS;
- include well-structured placement opportunities where appropriate;
- are subject to a formal institutional approval process.

Evidence

In the course of the work of the study program, the main procedures related to the development and examination of educational programs have been analyzed. The management of the institution provided the necessary documents. The goals of accredited educational organizations are formed taking into account the specifics of training competitive personnel, aimed at forming the readiness of students for social work activities.

The purpose of training programs in the specialty 050807 "Social Work" is the ability to navigate social processes, perform professional tasks following the norms of professional ethics and work ethics, the ability to develop and implement social programs and projects, and carry out practical activities in the field of social work. The volume of modules/disciplines/credits are regulated by

the training programs of the Ministry of Science and Education of the Republic of Azerbaijan (www.edu.gov.az).

The share of elective disciplines in the curricula of specialties is 25% of the volume of the university component, proportion of elective and obligatory courses of the educational program is regulated by the Ministry of Education of Azerbaijan (www.edu.gov.az), a total of 240 credits are allocated for the training of bachelors in social work, of which 180 credits are compulsory disciplines, 60 credits are elective disciplines. It should be noted that the content of the elective courses is based on the specifics of social work. Work programs in the specialty 050807 „Social Work" are developed for each academic discipline, and the professional module of the curriculum in the specialty and the name of the module coincides with the content.

Discussion and decision-making on the quality of the educational program is carried out at meetings of the department, educational and methodological council of the faculty, university.

The accredited program undergoes internal and external examination. The procedure of internal expertise is carried out by leading specialists of the department, the teaching and methodological council of the faculty, external local and foreign universities (Haceteppe University, Gazi Turkey) which also train social work specialists.

The volume of credits allocated for the study of academic disciplines is determined by the complexity and significance in professional training. The program includes academic disciplines that ensure the formation of future specialists with professional competencies necessary for a future social worker. Disciplines that form the core competencies of the program 050807 "Social Work" are as follows: "Social assistance system in Azerbaijan", "Social work with individuals, groups and families","Case management", "Mental health", "Globalization and international social work", "Theory and practice of social work- 1,2", "Management in social work", "Mathematical methods in social work", "Research methods in social work 1, 2," "Social pedagogy","Social programs and services".

The structure of the program provides a space for various types of theoretical, practical, and research activities which are aimed at the formation of appropriate learning outcomes. It should be noted that the content of elective courses considers specifics of social work.Elective courses such as, "Advanced foreign language", "Social work with the elderly", "Gerontology", "Social work with people with disabilities", "Inclusive education", "Social work with victims of human trafficking", "Social work in the justice system", "Domestic violence and social work", "Social work in emergencies", "Social work with drug users and alcohol addicts", "Social work with people diagnosed with HIV/AIDS and tuberculosis", "Social work with refugees and internally displaced persons", "Social work with migrants", "Advanced reading and speech", "Representation of social problems with images (based on literary works and feature films)", "Human rights and social justice", "Evaluation of social programs", "Project evaluation and monitoring", "Social work with children and adolescents", "Child welfare practice"   provide practice-orientation of the study program.

The university has created conditions for internships in the program, based on long- and short-term contracts. Introductory and final conferences are held during the internship, leaders from the university and the internship base are constantly consulting the student´s work. As a basis for conducting professional practice of students, those organizations are chosenwhose statutory activities correspond to the profile of training and the requirements of the study program, have qualified personnel for the implementation of professional practice guidance and material and technical base. These are typically Ministry of Labour and Social Protection of the Population of the Republic of Azerbaijan, Social Services Agency under the Ministry of Labour and Social

Protection of the Population of the Republic of Azerbaijan, State Labor Inspection Service under the Ministry of Labor and Social Protection of the Population, Social Support Center under the Ministry of Labor and Social Protection of the Population of the Republic of Azerbaijan, "SOS Children's Villages – Azerbaijan" Association, Khatai branch, "SOS Children's Villages – Azerbaijan" Association, Ganja branch etc.

The results of the survey of the academic staff confirm their satisfaction with the content of the study program. Majority of respondents expressed their satisfaction with parameters, such as Quality of the whole educational program (90,4%), Quality of curricula of the educational program (87,4%).

Analysis

The analysis of the AU for compliance with the criteria of the standard "Development and Approval of the Program" shows that the content of educational program, its sequence in all areas of training meets regulatory requirements.

The expected learning outcomes are determined through a list of competencies that are reflected in the curriculum of the program and the curricula of the disciplines. During the visit, the experts analyzed educational program, educational and methodological support for its implementation. The documentation has been developed in accordance with the internal university methodological recommendations and regulatory requirements of the Ministry of Education of the Republic of Azerbaijan.

During the site visit, it was revealed that stakeholders´ representatives do not intensively participate in the process of designing and implementing the educational program. Stakeholder requirements for the formation of graduate competencies are not discussed annually at meetings of the Coordinating Council. The educational program is not fully coordinated with the employers' organizations, some employers indicated during the interview.

During the interviews, it was found that students at the end of the semester take questionnaires to identify the quality of the educational process, about the quality of the content of the syllabus, but at the same time, students were not involved in the development of the study program. This is confirmed by the results of the student survey. Only 28,1% of respondents are satisfied with the position – "Informing students about courses, educational programs, and the academic degree being received".

During the interview, students, graduates of the program 050807 „Social Work" noted that they would like to see such disciplines as "Analysis in SPSS program", "Supervision in social work", "Crisis intervention in social work" in the content of the educational program.

The management of the program and the teaching staff could not demonstrate the uniqueness of the educational program, its positioning in the educational market (regional, national, international); availability of a graduate model for an educational program 050807 „Social work".

The EP notes that based on the documents presented in the report, on the website of the university, the educational portal, it can be stated that there are insufficient mechanisms at the university that ensure the development, monitoring, improvement of the study program, the involvement of specialists from the field in the development of educational programs.

The practice of virtual mobility is not sufficiently developed, the work on harmonization with the programs of other universities and the organization of dual training has not achieved results. The university has prerequisites for the implementation of dual education. Employers can potentially create joint training programs based on their proposals and needs for specialists with certain professional training and certain qualities. This will ensure the reduction of the gap between theory and practice, as well as the training of a specialist who meets the needs of a particular educational organization.

Strengths/Best practices

N/A

Recommendations of the EP

- Make sure the management of the study program develops mechanisms for expanding the participation of employers and students in the development of the educational program and diversify the range of external examinations of the content of the educational program (in 12 months after publication of this report)
- Make sure the students are involved more extensively in the formation of the Development Plan of the study program 050807 "Social Work", get familiar them with the possibility of choosing individual trajectories in the study program, and to ensure the implementation of the chosen individual trajectories (in 12 months after publication of this report).

Conclusions of the EP according to the standard "Development and approval of the program": satisfactory

6.3. Standard 3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

Standard:
Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Guidelines:
Student-centered learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programs and the assessment of outcomes.
The implementation of student-centered learning and teaching
- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;
- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;

- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:
- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- The criteria for and method of assessment as well as criteria for marking are published in advance;
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
- Where possible, assessment is carried out by more than one examiner;
- The regulations for assessment take into account mitigating circumstances;
- 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.

Evidence

The EP notes that student-centred learning is an important direction in the organization of the educational process at the university, in which the teacher and students are active participant of the educational process.

According to the statistics provided by the management of the AU, the contingent of university students of thestudy program 050807 "Social Work" as of April 13, 2023, is as follows: 334 students, of which 1st year– 95, 2nd year – 94, 3rd year – 87, and 4th year – 55. (SER, p. 19)

The university has a service of academic advisors, tutors, which is designed to assist in the development of the study program. The tasks of the adviser, tutor include familiarizing students with the organization of the educational process, the charter of the university, the internal regulations of the university, assisting students in determining the trajectory of learning, consulting students when choosing disciplines, monitoring the student progress.

In the course of the work of the EP, the management of the AU demonstrated the existence of feedback mechanisms with students, where the emphasis is on forming partnerships with students. A system for responding to complaints and suggestions from students has been developed.

The university has student clubs, where students actively participate in the academic, social, scientific activities of the university. Clubs under the Department of Social Work:
- The Empathy Club (https://instagram.com/empatiya_klub?igshid=YmMyMTA2M2Y, https://www.facebook.com/empatiya.klub?mibextid=ZbWKwL),
- **"**Aristotle" philosophy club (https://instagram.com/aristotel.felsefe.klubu?igshid=YmMyMTA2M2Y =**),**
- Volunteer Club named after Fakhreddin Gurbanli (https://instagram.com/konullu_klub?igshid=YmMyMTA2M2Y=).

Students of the program under the evaluation seem to be involved in these activities. One of them is the Head of Empathy Club.

During the meeting with the representatives of the student governance and with the students the evaluation panel concluded that students participate in decision-making regarding the academic,

social, scientific activities of the university. Students take a share of responsibility for learning; they freely express their opinions and consult with teachers to improve their skills and abilities.

The university website has available video information for students regarding the features of the educational program, as well as the content and structure of the study program by year of study: Social work | Azerbaijan University (au.edu.az)

For the successful implementation of student-centered teaching methods, the teaching staff strives for continuous improvement of teaching methods based on modern approaches to the methodological support of the educational process. Discussions of this issue are carried out at different levels: at meetings of the department, methodological seminars of the faculty.

The intra-university system for improving the quality of education of accredited study program is aimed at improving the student-centered approach (for example, methodological weeks are held; master classes are videotaped; teaching staff participate in trainings, presentations, open classes; scientific articles are published).

It should also be noted that the staff is involved in the research focused on education/teaching methods of disciplines in the study program 050807 "Social Work":

- Tunzala Verdiyeva, "Pedagogical-psychological foundations of social adaptation of children and adolescents with autism syndrome" Monograph // Azərbaycan Universitetinin Elmi Şurasının 25 oktyabr 2021-ci il tarixli İclasının(02№-li protokol) qərarı ilə çap olunmaq üçün tövsiyə edilib. Bakı,"Elm və təhsil" nəşriyyatı, 2021, 228 səh.
- Tunzala Verdiyeva, the program of the specialty course "Social work field experience" //"Həyat fəaliyyətinin müxtəlif sahələrində sosial iş" ixtisası üzrə magistr hazırlığı üçün fənn Proqramı Azərbaycan Universiteti, 2021
- Aygun Musayeva Akif Methodology of Youth Work, major program for master's degree in "Social Work: Youth Work", Azerbaijan University, 2020
- Mayis Nabi Aliyev" Legal Regulation of Social Service" major program // Baku, "Qanun" Publishing House, 2020

Academic staff and university employees strive for high professionalism, work to improve the level of their theoretical knowledge, pedagogical and creative skills. The classes attended by the evaluation panel members confirmed a high level of teaching. The main types of educational activities include classroom lectures, seminars, field lessons with individual projects of students.

This can be viewed positively that traditional but also innovative forms of organization of the educational process of the program are applied. They include interactive lectures, practical and seminar exercises, role-playing games, simulations, psychodrama, interactive methods such as case studies, preparation of presentations.

During the site visit a practical lesson on the course "Health Psychology" was observed by evaluation panel. It was found that the senior teacher Firuza Huseynova used the role-playing, case-study method, the students actively participated by formulating methodological tasks and suggesting ways to solve them. More generally, there is the evidence that in the teaching process, Microsoft Teams platform, Zoom have been widely used, and during the pandemic, classes were conducted on this platform.

In the process of interviewing the students confirmed the freedom to choose the topics for their diploma projects.

During the academic year, an observation groups are established to ensure the objectivity of the examination process, the "Appeal Commission" to control the organization and course of the examination session, as well as to ensure the resolution of emerging conflicts and complaints.

Students have access through the university corporate login and password to the electronic library- ИРБИС64+ Azərbaycan Universitetinin Elektron kitabxanası. (au.edu.az)http://elib.au.edu.az/ During the visit to the university infrastructure, the expert group was convinced that the electronic library had enough educational material in the direction 050807 Social work.

The heads of practice bases and employers positively appreciated the basic professional knowledge, theoretical preparedness of students of the study program and noted students´ potential for educational growth, the development of professional competence.

The AU has a student feedback system focused on the use of quality of the teaching process, and this is used in the context of Social Work program, too. To assess student satisfaction with the content, form and methods of teaching, annually, after the end of each semester, the questionnaire is administered to assess quality of teaching ("Teacher through the eyes of students"). However, it should be noted, that questionnaire is conducted in paper-based format, which makes the data processing process more difficult. The results are analyzed, and certain decisions are made at the council of the faculty/the university.

Analysis

The SER reflects adequately the processes to ensure equal opportunities for students to form an individual educational trajectory.

As a positive aspect,the evaluation panel noted the use of innovative methods of teaching in the implementation of study program, as well as work to identify the level of student satisfaction with the teaching process.

The study of effectiveness of elective courses indicate there is a consistent positive dynamics in adjusting content of the program, focused on the formation of professional competencies of students.

Based on the data from interviews with graduates, the EP can confirm a certain degree of their participation in the work of the university, namely in various events organized by the university. However, it was found that there was no systematic plan for working with graduates for a specific period – a more systematic work with them is not taking place at the moment.

Students of Social Work program at the bachelor's level participate in the exchange programErasmus+ and Mevlana, and some students used this opportunity and studied at various foreign universities for a certain period of time (Fatullayeva Dilara, University of Timişoara/Romania, 2022/2023; Abdurrahmanli, University of Tuscia/Italy, 2022/2023).

The students' surveys showed the following results: Accessibility of academic consultations:30,4% – very good, 51,9% – good, 12.6% – relatively poor; Accessibility of counselling on personal issues: 25,9% – very good, 43% – good, 20% – relatively poor; Relationships between student and teachers: very good – 47.8%, good – 47.8%, 3,7% – relatively poor; All students have equal opportunities for study and personal development within the

program: fully agree – 37.8%, agree – 45.9%, disagree – 9.6%. Regarding the work of the academic staff and evaluation criteria, students have no complaints.

Strengths/Best practices

- Application of active and interactive methods that contribute to student-centred learning.
- Individualized approach to students with consideration of their individual characteristics and needs, a possibility to have individual study plans, and to choose a diploma thesis theme, place for internship as well as the supervisor (within the limits of possible).
- Participation of students in various students' organizations.

Recommendations of the EP

- Create an association of graduates of the study program, develop an action plan of its work (9 months after the publication of this report).
- Evaluate the organization of the educational process in an electronic format (12 months after the publication of this report).

Conclusions of the EP according to the standard Student -centered learning and assessment: strong

6.4. Standard 4. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Standard:
Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Guidelines:
Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programs, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.
It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the program is provided.
Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.
Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students 'progress in their studies, while promoting mobility. Appropriate recognition procedures rely on
- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.
Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

Evidence

In the self-evaluation report there is data collected from a university's social work department between the years 2009 and 2022. The data includes information on the number of students enrolled in undergraduate and master's programs, admission plans, and statistics on students' grades and points.

The document reveals that enrollment in the social work department has steadily increased over the years. In the undergraduate program, there were 25 students enrolled in the first year, which grew to 100 students in the 2022-2023 academic year. The master's program had a similar trend, with 8 students in the first year and 88 in the 2022-2023 academic year.

The university follows the admission plan set by the Ministry of Education and admits students based on their performance in tests conducted by the State Commission on Student Admission and State Examination Center. The data shows that the admission plan has been consistently followed throughout the years.

Given information includes statistics on students' grades and points. It shows that the average grade point has been consistently high, with the majority of students obtaining grades above 70. The data also reveals that the number of students obtaining the highest grade has increased over the years.

The university follows a credit system that corresponds to the State Education Standards. The data includes information on the syllabus and subject programs, and it shows that the organization of the educational process is in accordance with the educational plan. The teaching process is carried out in two forms: in the auditorium and outside the auditorium. Students also have the option to choose elective subjects from various blocks in the curriculum.

Upon admission, students are aware of the specialty in which they will study through the university website and other Internet resources.

In conclusion, the data shows that the social work department at the university has had a steady increase in enrollment, consistent adherence to the admission plan, and high grades obtained by students. The curriculum is well-organized, and the teaching process is carried out effectively. Overall, the data suggests that the social work department at the university is thriving and providing quality education to its students.

Analysis

It seems that the university has a clear and transparent admission process that complies with national regulations. Additionally, there is a consultation center available for prospective applicants to receive guidance and support.

The university's website provides information about the educational organization and the programs offered, which can help prospective students make informed decisions about their academic choices. Furthermore, the electronic journal allows students and teachers to access information about the students' academic progress and achievements. During interviews with alumni, it turned out that they keep in touch through clubs and social networks, but there is no official association of alumni. A graduate during an interview suggested adding juvenile sciences to the number of elective disciplines.

When it comes to recognizing credits earned by students at other universities or through academic mobility programs, the university follows an established procedure and ensures compliance with the Lisbon Recognition Convention. In cases where there is a shortage of credits, students are required to take additional classes to fulfill the program's requirements.

During the interview employers noted the importance of the ability of graduates to work in the SPSS program.

The university has agreements with several universities under the Erasmus+ and other programs allowing students to participate in academic mobility and study abroad programs.

Strengths/best practice

- The strengths lie in the possibility of being informed via the internet, as well as in the transparent process of recognizing the results of academic mobility.

Panel Recommendations

- Make sure students and the staff have good chance for international cooperation not only with European but also Asian higher education institutions (12 months after publication of this report).
- Consider a possibility to prepare for certification courses in broader areas, for example: clinical social work, palliative work, counseling with the provision of documents confirming the completion of training (12 months after publication of this report)

Conclusions of the panel on the standard: satisfactory

6.5. Standard 5. TEACHING STAFF

Standard:
Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Guidelines:
The teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centered learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).
Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively.

Such an environment
- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognize the importance of teaching;
- offers opportunities for and promotes the professional development of teaching staff;
- encourages scholarly activity to strengthen the link between education and research;
- encourages innovation in teaching methods and the use of new technologies.

Evidence

The personnel policy of the university is reflected in the document "HR policy of Azerbaijan University", which is posted on the website. The personnel policy is reflected in comprehensive programs for the development of specialties, work plans of departments. The decisions made by the management regarding the training requirements are transparent. Currently, at the Department of Social Work there are 23 teachers, including 2 professors, 3 doctors of sciences, 9 doctors of philosophy, 7 associate professors, and 2 senior teachers(https://www.au.edu.az/en/faculty/f2-k6).

The personnel policy defines as one of the goals the provision of opportunities for the development of the professional and personal potential of university employees in accordance with their interests, with the goals of the university and the self-realization of each employee. The personnel policy and the prospects for its formation within the departments are reflected in the Comprehensive programs for the development of the specialty, based on the Development Strategies of the University.

The university has developed job descriptions that reflect the differences between the requirements for the functional duties of instructors, associate professors, and heads of the departments Mission and Vision | Azerbaijan University (au.edu.az)).

The personnel potential is formed in accordance with the specifics of the study program and Comprehensive plans for the development of specialties, which are developed in accordance with the Strategic plan of the Department of Social work, university. (Mission and Vision | Azerbaijan University (au.edu.az)).

The analysis of the content of the study program allows us to talk about the implementation of an interdisciplinary approach in teaching; it is implemented based on the integration of the content, methods and forms of teaching related disciplines. An example is the implementation of the disciplines "Social work with victims of human trafficking", "Social work in the justice system", "Social work with drug users and alcohol addicts", "Social work with people diagnosed with HIV/AIDS and tuberculosis", "Social work with people with disabilities" where methodological, pedagogical, psychological,juridical knowledge, skills and competencies in the field of methodology, pedagogy, psychology, law, medicine etc. are applied.

The students of the accredited study program carry out interdisciplinary projects within the framework of course, diploma projects. For example, the 4th year student Lala Huseynli as a participant SCRIPS project of the country and the University of Azerbaijanconducted her research named "Effect of quarantine rules on people over 65 years of age on their social-psychological condition".

The evaluation panel was provided with the facts of the functioning of the academic mobility system of academic staff; however, the number of invited professors within the accredited study program is very limited. In the spring semester of the 2021/2022 academic year, Professor of the University of Kansas USA Mehrangiz Najafizadeh, a member of the Azerbaijan University within the framework of the Fulbright program, taught in the Department of Social Work on the subject "Introduction to Gender".

During the interview with the teaching staff, Vice-Rector for Science, prof. Yusif Gasimov, confirmed that the university's managerial staff is stimulating the research activities of the academic staff. As the main tool for motivating the study program staff members, comparative ranking of teachers' research activity, financial incentives in the form of financial bonuses. The

university management encourages the professional and personal development of all academic staff. During the reporting period, the staff of accredited study program have issued a number of teaching aids.

Aynur Bunyatova, Psychological Foundations of Youth Work //"Müəllim" Publishing House, 2020, 86 pages

Aynur Bunyatova, Socio-Psychological Aspects of Creative Potential of Preschool Children // "Müəllim" Publishing House, 161 pages

Tunzala Verdiyeva, Lala Asgar Babayeva Subject Program on "Basics of Psychology // "Social-psychological service in education" specialty Major Program for undergraduate training, Azerbaijan University, 2020

Aygun Musayeva, Methodology of Youth Work // Major Program for Master's Degree in "Social Work: Youth Work", Azerbaijan University, 2020

Mayis Aliyev, "Legal Regulation of Social Service" major program // Baku, "Qanun" Publishing House, 2020, 15 pages

Tunzala Verdiyeva, "Pedagogical-psychological foundations of social adaptation of children and adolescents with autism syndrome" Azərbaycan Universitetinin Elmi Şurasının 25 oktyabr 2021-ci il tarixli Iclasının(02№-li protokol) qərarı ilə çap olunmaq üçün tövsiyə edilib. Bakı,"Elm və təhsil" nəşriyyatı, 2021, 228 səh.

According to the results of interviews with teachers, it was revealed that mentoring support for young teachers from among more experienced teachers is functioning. A plan of joint work of the mentor with the ward is drawn up, there is an exchange of experience in the process of academic and scientific activities. Each semester, a schedule of open classes is developed and approved, during which experienced teachers conduct classes with a demonstration of interactive teaching methods.

An analysis of the publication activity of teaching staff implementing the educational programs being assessed indicates a high activity, including publications in rated journals and publications of the Higher Attestation Commission of the Republic of Azerbaijan, in international rating journals. For example, T. Verdiyeva, Ph.D. in pedagogy, Head of the Department of Social Work Organization of Azerbaijan University published her article "Impact of the Covid-19 pandemic on the well-being of children with disabilities and their parents in Azerbaijan" in the collective monograph published by Springer.

It should also be noted that teaching staff are directly involved in the development and updating of the evaluated study program, including through the prism of innovation, which was also reflected in the results of the survey. Thus, when asked how the innovative activity of teaching staff is encouraged, 10 people (58%) answered "very good" and 7 people (41.2%) answered "good".

Analysis

The study of the report, applications, websites, interviewing teachers and heads of departments showed that the human resources potential complies with the university's development strategy and the specifics of accredited study program.

The evaluation panel notes that the indicators on the qualitative and quantitative composition of academic staff confirm the availability of human resources necessary for the implementation of the accredited study program and corresponding to the qualification requirements for licensing educational activities. Experts have determined that academic staff and employees are focused on performance in their work, which contributes to achieving high performance results for each employee and the university as a whole.

But ensuring that academic staff are informed about the possibility of providing academic mobility and professional development is not enough. In this regard, the management of accredited educational institutions needs to increase the level of academic mobility of academic staff. At the same time, there is a high activity of the teaching staff in scientific activities. It can be improved by collaboration with academia during academic mobility.

The analysis showed that the personnel policy ensures the staffing of the implemented educational programs with qualified specialists and its compliance with the strategy of the university and the specifics of the study program. The university provides the academic staff with opportunities for career growth and professional development. According to the results of an anonymous survey of the academic staff, the innovative activity of academic staff is encouraged: very well – 58,8%, well – 41,2%, badly – 0%; opportunities provided by the university for the professional development of the teaching staff: very good – 52,9%, good – 47,1%; opportunities provided by the university for the career growth of teachers: very good – 52,9%, good – 47,1%; degree of academic freedom of teaching staff: very good – 52,9%, good – 47,1%.

Strengths/Best practices

N/A

Recommendations of the EP

- Develop a roadmap for external incoming and outgoing academic mobility of academic staff (4 months after publication of this report).
- Make sure there are invited teachers (at least 2 per year) within the framework of on-line and off-line mobility, including that at the international level (9 months after publication of this report).

Conclusions of the EP according to the standard „Teaching staff": satisfactory.

> **Standard:**
> Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.
>
> **Guidelines:**
> For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.
> The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centered learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.
> Support activities and facilities may be organized in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.
> In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Evidence

Young researchers are actively engaged in scientific research and participate in scientific events, exchanging ideas and presenting their findings. They are guided by the Faculty Student Scientific Society and participate in international scientific conferences to gain more knowledge and experience. One of their recent research projects is the SCRIPS project, which aims to encourage global research collaboration, cultural understanding, communication skills, and knowledge sharing.

The SCRIPS project involves transdisciplinary global research teams consisting of students and advisors from different countries. In 2020, the project focused on the COVID-19 pandemic, identifying factors affecting COVID-19, exploring the complexity of COVID-19, and examining the impact of COVID-19 on social, health, and economic well-being. The participating countries include Azerbaijan, Brazil, Canada, Georgia, Hungary, Mexico, Portugal, Romania, Russia, Turkey, England, and the USA.

The first meeting related to the study was held on November 12, 2020, titled "Complexity of COVID-19: Interdisciplinary Responses," where Dr. Roderick J. Lawrence, a renowned expert in sustainable development and environmental policy, was invited as a guest speaker. The seminar provided an opportunity for students to gain different perspectives on solutions to the complex problem of COVID-19. The students from Azerbaijan participating in the SCRIPS project are Aygun Gurbanova, Aygun Muradli, and Lala Huseynli. Aygun Gurbanova, who is studying for a doctorate in social work, is investigating the impact of the COVID-19 pandemic on domestic violence. Aygun Muradli, who is studying for a master's degree in social work, is examining the impact of the pandemic on the lives of people with thalassemia. Lala Huseynli, who has a bachelor's degree in social work, is researching the effect of quarantine rules on people over 65 years of age on their social-psychological condition.

The SCRIPS project provides an excellent opportunity for students to engage in global research collaboration and gain a better understanding of complex global issues. The participating students from Azerbaijan are investigating the impact of COVID-19 on different aspects of life, such as domestic violence, thalassemia, and social-psychological conditions. Their research

projects demonstrate the importance of interdisciplinary approaches to understanding and addressing the challenges posed by COVID-19. The SCRIPS project is expected to contribute significantly to cultural understanding, communication skills, and knowledge sharing, which will benefit everyone.

During interviews with students, they said that lessons are held in an unconventional format: the student takes the place of the teacher and gives a lecture.

On January 12, 2023, the Department of Organization of Social Work of Azerbaijan University conducted a training program on "Organization of social work with persons with disabilities." The training focused on disability, forms of disability, degrees, statistics, early diagnosis, social work with disabled people, multidisciplinary team working, inclusive education, stereotypes and stigmas against disabled people. The participants also engaged in role-playing and group work sessions, preparing and presenting their views on infrastructure and human relations barriers affecting the activities of persons with disabilities. When conducting these trainings, both online technologies and offline meetings are used.

In conclusion, the training events provided valuable knowledge and skills to the participants on various issues, including gender-based sex selection, social work with persons with disabilities, and non-formal education. These events helped the participants gain new insights, learn about different perspectives, and engage in meaningful discussions and activities.

With a certain frequency, consultations and trainings on writing scientific articles are held for students.

During the site visit, a special room was visited where students could check their scientific work for plagiarism. The checking employee showed the principle of the system using the example of a random document with an article. The check was carried out according to certain criteria and gave a result confirming the low quality of that article. The process took no more than 10 minutes.

The library has only some foreign books translated into Azerbaijani (by Mansur Zeynalov). These materials were translated under the sponsorship of BP.

Inside the university there is a separate room where students can use a photocopy for free.

The Empathy club, operating under the Department of Social Work Organization of Azerbaijan University, conducted several events to raise awareness about different social issues. On November 10, 2022, the club organized an event dedicated to World Youth Day. Safar Mammadov, the Dean of the Faculty of Humanities, gave a speech about the importance of the day, while Cesur Madatzade, a 4th-year student majoring in Social Work, provided information about youth development policy in Azerbaijan.

The chairman of the club is elected anonymously by the members. There is no budget allocated for milking clubs, and there are no membership fees either. Everything is done on a voluntary basis. The university provides clubs with free auditoriums as meeting places, as well as provides the necessary technical equipment that is at its disposal.

Now, 5 people with disabilities are studying at the department. For a student with disabilities, it is allowed to leave earlier than the end of classes for convenience and not getting into the crowd.

The teaching staff is working with the underperforming students, considering their capabilities.

Analysis

Based on the analysis of the given information, the following can be said:

The students have access to the tutors' office and the contact information of all the teachers. This indicates that the students can easily reach out to the teachers for any academic assistance or clarification they may require.

The lecture material is available in the form of lectures prepared by the teacher and separate literature. This represent that the students have access to different resources for learning and can choose the one that works best for them.

The library has a limited number of books on social work translated into the state language. This could be a challenge for students who need additional resources to learn.

There are no psychological support services for students, which could be a concern for those who may require such services.

Resources for students with disabilities are presented in the format they need, such as lectures in audio format. This shows that the institution is taking steps to provide equal opportunities for learning to students with disabilities.

During a visit to the library, books translated into the state language were shown, as well as computers, with the help of which access to the electronic library was carried out. The reading room was quite small.

The materials available in the library, the electronic system, and provided by teachers meet the requirements and goals of the program. This indicates that the institution has made efforts to provide relevant and useful resources to the students.

During the interviews with the students, they shared that it is not always possible to avoid the window of time between classes.

Students can gain additional skills in clubs and trainings, which are held both in person and online. The institution is providing opportunities for the students to enhance their skills beyond the curriculum.

During the interview with the students, it was proposed from their side to get a chance of obtaining grants for research, expanding specialties for admission to the magistracy.

Based on results of a survey of students, about the availability of scientific laboratories, 20 respondents (14.8%) replied very good, 44 respondents (32.6%) replied good, 39 respondents (28.9%) replied relatively poor, 20 respondents (14.8%) replied poor, 12 respondents (8.9%) replied very poor.

Strengths/best practice

- Availability of some resources in three languages, as well as the availability of an electronic database with literature, as well as attention to students with disabilities and providing them with accessible materials.

Panel Recommendations

- Consider a possibility to allocate a special room for psychological consultations of students, where a separate specialist, not related to the teaching staff, will receive students (9 months after publication of this report)
- Consider a possibility to equip a social work laboratory with a permanent thematic and technical equipment (9 months after publication of this report)

Conclusions of the panel on the standard: satisfactory

6.7. Standard 7. INFORMATION MANAGEMENT

Standard:
Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities.

Guidelines:
Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyze information about study programs and other activities feed into the internal quality assurance system.
The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:
- Key performance indicators;
- Profile of the student population;
- Student progression, success and drop-out rates;
- Students' satisfaction with their programs;
- Learning resources and student support available;
- Career paths of graduates.

Various methods of collecting information may be used. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

Evidence

Currently, Azerbaijan University (AU) operates various computerized information systems to automate processes, provide reference support, and organize communication among participants and stakeholders. The composition of the information systems used corresponds to modern standards.

The main information systems used include automated systems for "Applicant"; "AU Library"; Intranet portal; educational portal; official website of the university; university email; and faculty websites. Additionally, testing systems are used. Information survey systems are applied to conduct satisfaction surveys of all stakeholders.

The main information management processes are defined by the standards of the university's management system.

Every year, during activity planning at all levels, an analysis of the external and internal environment is carried out, resulting in the formulation of risks and opportunities and an assessment of their significance. Information about risks and opportunities is included in work plans, which also include measures to compensate for risks (the development strategy of the faculty's accrediting educational programs, analysis of the implementation of the development strategy of the faculty's accrediting educational programs, and the work plan of the faculty's accrediting educational programs).

To ensure access to information and knowledge, various technical means are used, such as automated information systems, university websites in internet domains such as au.edu.az, file repositories, mobile applications, and specialized software tools. Traditional means and methods include the library, archives, conferences, seminars, etc.

Access to information is provided through authorization. The main information resources of the university include the Administrative Intranet Portal, the Official University Website, the Educational Portal, the Official Faculty Websites, thematic websites for conferences, projects, etc., the "University" Management Information System, and the "Library Information System".

The evaluation panel noted the excellent structure of the web page https://au.edu.az/az/faculty/f2-k6 for the Department of Social Work, which is accredited for the Social Work program. All necessary information is provided for external and internal stakeholders, including information about the department, staff, assigned disciplines, research work, material and technical resources, scientific equipment, and educational equipment. The page is concise and contains up-to-date information about the educational, research, and socio-educational processes of the department. In addition, the documentation reviewed by the expert confirms the relevance of the content and compliance with the requirements for periodically updating the content in response to employer demands.

According to the results of the survey on the question of assessing the involvement of staff members in the process of making management and strategic decisions, "very good" was answered by 88,2 %, "good" – 11,8 %, "unsatisfactory answers" – 0 %.

Analysis

The AU has a well-developed system of information support and digitization of the implementation of the educational program. Widely used paperless technologies for collecting and processing information provide promptness and quality of management decisions, contributing to the personal and professional growth of all participants in the educational process (students and the staff). To ensure and improve the internal quality assurance system, the following systems are used: information systems of the website for surveying and conducting satisfaction surveys of stakeholders, systems for monitoring the educational process within the Educational Portal and Intranet Portal.

The official website of the university contains the email address office@au.edu.az, intended for receiving and processing inquiries from external stakeholders.

As a result of the analysis of the official pages of the department (related to accredited program) at https://au.edu.az/az/faculty/f2-k6 on the university website, the experts noted that this page is updated once a year and does not have a common structured format for external design.

Strong point for the "Social Work" degree program:
- A developed system of information support and a well-structured web page

(https://au.edu.az/az/faculty/f2-k6) for the Department of Social Work, which offers the accredited study program.

Recommendation:

- Conduct an unplanned extended anonymous survey of internal stakeholders regarding satisfaction with working conditions at the university. Based on the results of the survey analysis, develop a plan for corrective and preventive actions and begin their implementation with the publication of information on the work done for interested parties (survey before the start of 2023-2024 academic year, corrective/preventive actions 9 months after publication of this report).

The conclusion of the EC on the "Information Management" standard criterion for the "Social Work" educational program: satisfactory

6.8. Standard 8. PUBLIC INFORMATION

Standard:
Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.

Guidelines:
Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.
Therefore, institutions provide information about their activities, including the programs they offer and the selection criteria for them, the intended learning outcomes of these programs, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.

Evidence

The processes of informing stakeholders in the university are defined by information systems that support the university's activities (internal information – electronic document management system, corporate email, mobile messaging systems, intranet portal), as well as systems that inform about the university's activities – external information, which is provided through the following information resources:
- official website of the educational institution
- Career Center website
- official websites of faculties

The Career Center is working on the platform for alumni: https://www.au.edu.az/az/alumni/list

Social networks used are as follows:

https://twitter.com/AzerbaijanUnv
https://www.facebook.com/AzerbaycanUnv
https://www.instagram.com/azerbaijan.university/
https://www.youtube.com/user/AzerbaijanUnv
Cooperation with mass media is done via:
https://azedu.az/   https://tehsil-press.az/   https://www.facebook.com/stateexamcenter/

The AU also makes publications in national, regional, and city media, and organizes meetings of collegial bodies of the faculty and the university with the involvement of interested parties.

The processes of informing in the university are regulated by the university's management system.

The structure of the university's website provides stakeholders with complete information about the university, faculty, and accrediting educational programs.

The evaluation panel confirms that the university regularly works on informing potential customers about the educational and scientific services offered. The "Applicant Counseling Center" section on the university portal presents a list of educational and other services of the accredited programs of faculties, including those offered to students studying in the program under the evaluation.

Contracts have been signed with basic organizations such as State employment agency of the Ministry of the Labour and Social Protection of Population of Azerbaijan.

Since 2017, "Chaglayan" magazine has been published once every 6 months. Here, in addition to the activities of the university, articles about graduates are reflected in a new style and design in color print and electronic form. The activity of student clubs that are active in social work is also reflected. 10 editions of the magazine are already available.

To inform the public, regional and republican media outlets are actively involved. Information on the implementation of educational programs is presented in the form of analytical reviews, as well as news and interviews. Information on the university's events (including accredited educational programs) published in the media is summarized in the "Media about us" section on the university's website.

The survey of students conducted during the audit visit showed that: 77.7% of students are satisfied with the usefulness of the education organization's website in general and the faculties' websites, while 23,3 % are partially satisfied. 54% of students are fully satisfied with the accessibility and quality of Internet resources, while 46% are partially satisfied.

Analysis

The university publishes information on various areas of activity, such as support and clarification of national development programs of the country and the system of higher and postgraduate education, international cooperation, results of external evaluation procedures, information for applicants, information about the university's structural units, information for students, information about website services, and so on. The website contains information about the university's history, mission, and strategy in accordance with which the university carries out its activities. The information on the university's website is structured and up to date. The university's website provides an official presentation of information about the university on the Internet in order to expand the market for the university's educational services, to provide prompt information to students, employees, applicants, business partners, and other interested users about various aspects of the university's activities, and to increase the efficiency of the university's interaction with its target audience.

The university management is taking targeted actions to improve the content and design of the official website with up-to-date information. An analysis of the content of the AU official website, as well as interviews with students, staff, and management, revealed that all information about the university is transparent and accurate, and students and staff have the opportunity to address issues requiring resolution through the university's official portal. Additionally, the site includes personal information about professors, information about open house days, and details about conferences for students.

However, interviews with target groups revealed that work needs to be done in the university to update the procedure for informing external and internal stakeholders about the results of events planned following social surveys and various forms of surveys.

Strengths of the educational program "Social Work":
- Availability of up-to-date and in-demand information for internal and external stakeholders, posted on various informative sources.

The conclusion of the evaluation panel on the "Public Information" standard criterion for the "Social Work" educational program: strong

6.9. Standard 9. ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMS

Standard:
Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

Guidelines:
Regular monitoring, review and revision of study programs aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students.
They include the evaluation of:
- The content of the program in the light of the latest research in the given discipline thus ensuring that the program is up to date;
- The changing needs of society;

- The students' workload, progression and completion;
- The effectiveness of procedures for assessment of students;
- The student expectations, needs and satisfaction in relation to the program;
- The learning environment and support services and their fitness for purpose for the program.

Programs are reviewed and revised regularly involving students and other stakeholders. The information collected is analyzed and the program is adapted to ensure that it is up-to-date.
Revised program specifications are published.

Evidence

The AU has a system of monitoring and periodically reviewing its study programs, and this relates to the study program Social Work (bachelor's degree) which is under the evaluation by the evaluation panel, too.

Study programs are monitored and evaluated continuously, and in the occasion of national accreditations. This is reported that since 2013 the AU started to use 360-degreeself-evaluation process. Earlier, the Monitoring and Evaluation Department was dealing with these processes, since QA Department has been established in 2021, it took over the responsibility of the data collection, data analysis, planning of relevant events to related to it.

There are several levels where evaluation is realized: As concerns the evaluation of teachers´ work, it is elaborated into 12 criteria: "1. The ability to clearly describe the purpose, 2. Preparation for the lesson, 3. The ability to make an intelligible speech, 4. The quality of pronunciation, 5. The ability to conduct the lecture interactively, 6. Effective use of visual aids . the ability to do, 7. The ability to approach each student individually, 8. The ability to establish effective eye contact with students, 9. The ability to engage each student in a discussion, 10. The ability to effectively manage excitement and nervousness, 11. Enthusiasm, 12. The ability to create an environment of trust." (SER, p. 51). While there is the practice of working with the feedback with the teachers in case of need, there is no evidence of how the students (feedback providers) are informed about further phases of the process. Also, there is no formalized space for the teacher to respond to the students´feedback (directly to the students).

As for the evaluation of teachers´work by the department, open classes and also evaluation of research performance are mainly used.

Also, expert evaluation of the teaching process/classes done by the teaching staff is elaborated at the AU, and this relates to the program under the evaluation, too.

Analysis

It seems the attention given to the study programs (incl. the program under the evaluation) ensures that main aspects of the teaching process and main aspects of the teaching staff performance are monitored and evaluated thoroughly and effectively. The AU is also paying attention to some other aspects that are of an importance, when thinking about the program development, such as content of the program in the light of latest research, changing society´s needs, students´ workload, assessment procedures, and student support services. There is not much of evidence about monitoring of the learning environment.

Several levels of monitoring and evaluation create a more complex picture about the state of art, as for the study programs, which is to be appreciated. The same can be said about the developed

criteria that relate to the teaching staff performance.

The potential for the work with the feedback is still there and it does not seem to be fully used. For instance, there is not much of evidence about the evaluation follow ups.

This is not clear whether results of program modifications are published.

Strengths/best practice
N/A

Panel Recommendations
- Make sure students have a clear information about what happens with their feedback (6 months after publication of this report).
- Make sure the teaching staff have sufficient chance to respond to the students´ feedback (6 months after publication of this report).
- Make sure monitoring and evaluation also considers learning environment (6 months after publication of this report).
- Make sure revised program modifications are published (6 months after publication of this report).

Conclusions of the panel on the standard: satisfactory

6.10. Standard 10. CYCLICAL EXTERNAL QUALITY ASSURANCE

Standard:
Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Guidelines:
External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.

Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organizational levels (such as program, faculty or institution).

Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Evidence

The SER does provide some information about cyclical external quality assurance. Some other information was gained during the interviews. The AU has undergone several times the accreditation process within the national context – and the institution was successful, both in accreditations done by the national authorities, and in the international evaluation which in 2019 resulted into receiving the certificate ISO 9001:2015. The program Social Work was approved and launched at the AU in 2009. Similarly, the program under the evaluation was evaluated within the national context, too.

This evaluation is the very first evaluation process conducted regarding the ESG, specifically in accordance with the IAAR Standards.

Analysis

"Better late than never", we could say in relation to the fact that the bachelor´s program Social Work is the very first program that is undergoing international evaluation in line with the ESG standards, in particular the IAAR Standards.

On the one hand, the efforts to develop the program based on the data from various monitoring and evaluations, mainly national or institutional activities is evident. It seems this evaluation can lay a foundation for further development of the program, and its continuous internationally relevant evaluation.

Strengths/best practice

N/A

Panel Recommendations

- Make sure the program will be continuously evaluated in accordance with the international standards (continuously).

Conclusions of the panel on the standard: satisfactory

(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD (1-2pp)

- A tendency to standardize some measures/processes related to the QA of the study programs.
- Application of active and interactive methods that contribute to student-centred learning.
- Individualized approach to students with consideration of their individual characteristics and needs, a possibility to have individual study plans, and to choose a diploma thesis theme, place for internship as well as the supervisor (within the limits of possible).
- Participation of students in various students' organizations.
- The strengths lie in the possibility of being informed via the internet, as well as in the transparent process of recognizing the results of academic mobility.
- Availability of some resources in three languages, as well as the availability of an electronic database with literature, as well as attention to students with disabilities and providing them with accessible materials.
- A developed system of information support and a well-structured web page (https://au.edu.az/az/faculty/f2-k6) for the Department of Social Work, which offers the accredited study program.
- Availability of up-to-date and in-demand information for internal and external stakeholders, posted on various informative sources.

(VIII) OVERVIEW OF RECOMMENDATIONS ON QUALITY IMPROVEMENT ON EACH STANDARD (1-2 pp.)

- Make sure the Strategic Plan as well as other relevant plans clearly breakdown the intention for the QA development by introducing an explicit timeline, indicators, financial allocations, and other important elements of such documents (in 6 months after publishing of this report).
- Make sure more investment into staffing of the QA Department and its activities is done (in 9 months after publishing of this report).
- Make sure QA activities clearly and effectively cover all main functions of the departments, faculties and the university (in 12 months after publishing this report).
- Make sure QA activities are focused on academic as well as non-academic staff of the institution (in 12 months after publishing his report).
- Consider a possibility to facilitate access to the antiplagiarism software for students (in 6 months after publishing this report).
- Make sure the AU finds an adequate response to the spread of AI, especially in relation to student written works (in 12 months after publishing this report).
- Make sure the management of the study program develops mechanisms for expanding the participation of employers and students in the development of the educational program and diversify the range of external examinations of the content of the educational program (in 12 months after publication of this report)
- Make sure the students are involved more extensively in the formation of the study program development plan, get familiar them with the possibility of choosing individual trajectories in the study program, and to ensure the implementation of the chosen individual trajectories (in 12 months after publication of this report).
- Create an association of graduates of the study program, develop an action plan of its work (9 months after the publication of this report).
- Evaluate the organization of the educational process in an electronic format (12 months after the publication of this report).
- Make sure students and the staff have good chance for international cooperation not only with European but also Asian higher education institutions (12 months after publication of this report).
- Consider a possibility to prepare for certification courses in broader areas, for example: clinical social work, palliative work, counseling with the provision of documents confirming the completion of training (12 months after publication of this report)
- Develop a roadmap for external incoming and outgoing academic mobility of academic staff (4 months after publication of this report).
- Make sure there are invited teachers (at least 2 per year) within the framework of on-line and off-line mobility, including that at the international level (9 months after publication of this report).
- Consider a possibility to allocate a special room for psychological consultations of students, where a separate specialist, not related to the teaching staff, will receive students (9 months after publication of this report)
- Consider a possibility to equip a social work laboratory with a permanent thematic and technical equipment (9 months after publication of this report)

- Conduct an unplanned extended anonymous survey of internal stakeholders regarding satisfaction with working conditions at the university. Based on the results of the survey analysis, develop a plan for corrective and preventive actions and begin their implementation with the publication of information on the work done for interested parties (survey before the start of 2023-2024 academic year, corrective/preventive actions 9 months after publication of this report).
- Make sure students have a clear information about what happens with their feedback (6 months after publication of this report).
- Make sure the teaching staff have sufficient chance to respond to the students´ feedback (6 months after publication of this report).
- Make sure monitoring and evaluation also considers learning environment (6 months after publication of this report).
- Make sure revised program modifications are published (6 months after publication of this report).
- Make sure the program will be continuously evaluated against the international standards (continuously).

(IX) REVIEW OF RECOMMENDATIONS ON DEVELOPMENT OF THE EDUCATION ORGANIZATION

N/A

(X) RECOMMENDATIONS TO THE ACCREDITATION COUNCIL

ANNEX 1. ASSESSMENT TABLE "CONCLUSION OF THE EXTERNAL EXPERT PANEL"

Based on the study of the provided documentation, data from the interviews, and observation of the facilities, incl. the learning process, the evaluation panel came to the univocal conclusion that the study program Social Work (bachelor´ degree) meets the standards of the IAAR in the way as follows:

№	IAAR International Standards	Assessment Indicators			
		Strong	**Satisfactory**	**Suggest improvements**	**Unsatisfactory**
Standard 1. POLICY FOR QUALITY ASSURANCE					
1	Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders. *Guidelines:* Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports • the organization of the quality assurance system; • departments, schools, faculties and other organizational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance; • academic integrity and freedom and is vigilant against academic fraud; • guarding against intolerance of any kind or discrimination against the students or staff; • the involvement of external stakeholders in quality assurance. The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision. The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.		+		
Standard 2. DESIGN AND APPROVAL OF PROGRAMMES					

2	Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. *Guidelines:* Study programs are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers. Programs • are designed with overall program objectives that are in line with the institutional strategy and have explicit intended learning outcomes; • are designed by involving students and other stakeholders in the work; • benefit from external expertise and reference points; • reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts); • are designed so that they enable smooth student progression; • define the expected student workload, e.g. in ECTS; • include well-structured placement opportunities where appropriate; • are subject to a formal institutional approval process.		+		

Standard 3. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

3	Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. *Guidelines:* Student-centered learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programs and the assessment of outcomes. The implementation of student-centered learning and teaching • respects and attends to the diversity of students and their needs, enabling flexible learning paths; • considers and uses different modes of delivery, where appropriate; • flexibly uses a variety of pedagogical methods; • regularly evaluates and adjusts the modes of delivery and pedagogical methods; • encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher; • promotes mutual respect within the learner-teacher relationship; • has appropriate procedures for dealing with students' complaints. Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following: • Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field; • The criteria for and method of assessment as well as criteria for marking are published in advance; • The assessment allows students to demonstrate the extent to which the		+		

intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
• Where possible, assessment is carried out by more than one examiner;
• The regulations for assessment take into account mitigating circumstances;
• 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.

Standard 4. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

4 | Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.
Guidelines:
Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programs, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.
It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the program is provided.
Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.
Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on
• institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
• cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.
Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed. — **+**

Standard 5. TEACHING STAFF

5 | Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.
Guidelines:
The teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centered learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).
Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively.
Such an environment
• sets up and follows clear, transparent and fair processes for staff — **+**

	recruitment and conditions of employment that recognize the importance of teaching; • offers opportunities for and promotes the professional development of teaching staff; • encourages scholarly activity to strengthen the link between education and research; • encourages innovation in teaching methods and the use of new technologies.				
Standard 6. LEARNING RESOURCES AND STUDENT SUPPORT					
6	Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided. *Guidelines:* For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems. The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centered learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support. Support activities and facilities may be organized in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.	+			
Standard 7. INFORMATION MANAGEMENT					
7	Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities. *Guidelines:* Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyze information about study programs and other activities feed into the internal quality assurance system. The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest: • Key performance indicators; • Profile of the student population; • Student progression, success and drop-out rates; • Students' satisfaction with their programs; • Learning resources and student support available; • Career paths of graduates. Various methods of collecting information may be used. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.	+			
Standard 8. PUBLIC INFORMATION					

8	Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible. *Guidelines:* Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programs they offer and the selection criteria for them, the intended learning outcomes of these programs, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.	+			

Standard 9. ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

9	Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned. *Guidelines:* Regular monitoring, review and revision of study programs aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students. They include the evaluation of: • The content of the program in the light of the latest research in the given discipline thus ensuring that the program is up to date; • The changing needs of society; • The students' workload, progression and completion; • The effectiveness of procedures for assessment of students; • The student expectations, needs and satisfaction in relation to the program; • The learning environment and support services and their fitness for purpose for the program. Programs are reviewed and revised regularly involving students and other stakeholders. The information collected is analyzed and the program is adapted to ensure that it is up-to-date. Revised program specifications are published.	+			

Standard 10. CYCLICAL EXTERNAL QUALITY ASSURANCE

10	Institutions should undergo external quality assurance in line with the ESG on a cyclical basis. *Guidelines:* External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities. Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework	+			

in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organizational levels (such as program, faculty or institution). Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.				
GRAND TOTAL ACCORDING TO ALL STANDARDS	**2**	**8**	**0**	**0**

Annex 2. PROGRAM OF THE VISIT TO EDUCATION ORGANIZATION

AGREED
Rector of Azerbaijan University

Saadat N. Aliyeva

2023 Mart «28»

APPROVED
General Director,
Independent Agency for
Accreditation and Rating (IAAR)
Dr. Alina Zhumagulova

2023 Mart «28»

**PROGRAMME OF THE SITE VISIT
OF THE IAAR EXTERNAL EXPERT PANEL
TO AZERBAIJAN UNIVERSITY**

(International Program Accreditation of the Educational Program Social Work 050807)

Dates of the Site Visit: April 11-13, 2023

Date and Time (local time)	EEP Work with Target Groups	Full Name and Position of Target Group Members	Venue
April 6, 2023			
15.00-17.00	Preliminary meeting of EEP *(distribution of responsibilities, discussion of key issues and the site visit programme)*	*IAAR External Experts*	https://us02web.zoom.us/j/4941240662 Conference ID: 494 124 0662
Day 1, April 11, 2023			
14.00-14.30	Discussion of organizational issues with experts	*IAAR External Experts - could you provide a separate room for experts*	*...*
14.30 -15.10	Meeting with the head of the university	**Rector Saadat Namig Aliyeva**	*Conference Hall*
15.10-15.25	Break		
15.25-16.15	Meeting with deputy heads of the university	**Vice-Rector for Science Yusif Soltan Gasimov Counselor to Rector Nushaba Yavar Guliyeva**	*Conference Hall*
16.15-16.30	Break		
16.30-17.20	Meeting with heads of structural units	Head of HR Department _Kamran Rzayev Head of Student affairs Department - Halima Mammadova Head of Education Department _ Tariyel Gani Head of International Relations Department - Bakhtiyar	*TLC Room*

		Badalov Head of Public Affairs Department - Lala Dilanova Head of Quality Assurance Department – Parvana Movsumova Head of Finance and Accounting - Azar Rashidov Library- Naila Naghiyeva Head of Organization of Social work chair - Tunzala Verdiyeva Head of Foreign languages chair - Aygun Gasimova	
17.20-17.35	Break		
17.35-18.20	Meeting with Deans and Pro-Dean (of accrediting EP)	**Faculty of Humanities** Safar Mammadov Ahmed - Dean Gunay Ismayilova Arif - Deputy dean Elzada Sadigova - tutor	*TLC Room*
18.20-19.00	EEP work (discussion of the results and summary of the Day 1 outcomes)	*IAAR External Experts*	*TLC Room*
19.00-20.00	*Dinner*	*IAAR External Experts*	
	Day 2, April 12, 2023		
09.00-09.20	EEP work (discussion of organizational issues with experts)	*IAAR External Experts*	*TLC Room*
09.20-10.00	Meeting with head of educational programme	Head of Organization of Social work chair - Tunzala Verdiyeva	*TLC Room*
10.00-11.40	Working with the documentation (documents must be uploaded to the cloud in advance) and attending classes according to the schedule *(The representatives of the HEI might be invited for some clarifications)*	*IAAR External Experts*	*TLC Room*

11.40-10.55	Break		
11.55-12.40	Meeting with the representatives of the student governance	Head of Students Society – Dilara Fatullayeva Head of Empathy Club – Samira Bakhshaliyeva Head of "Aristotle" philosophy club- Gunel Hassanova Head of Volunteer Club named after Fakhreddin Gurbanli – Khayala Abdullayeva	*TLC Room*
12.40-13.30	Visual inspection of the university	**Appendix 8** (*List of Physical Facilities, Laboratories etc. for accrediting program*)	
13.30-14.30	*Lunch Break*	*IAAR External Experts*	
14.30-14.45	EEP work	*IAAR External Experts*	*TLC Room*
14.45-15.30	Meeting with teaching staff	*Appendix No. 3*	*TLC Room or Lecture Hall*
15.30-16.30	Questionnaire survey of teachers (in parallel)	*Appendix No.4*	The survey link is sent to the teacher's e-mail personally
15.30-16.45	Break		
16.45-17.30	Meeting with students	*Appendix No. 5*	*Lecture Hall*
17.30-18.30	Questionnaire survey of students (in parallel)	*Appendix No. 6*	The survey link is sent to the student's e-mail personally
17.30-19.30	EEP Work (discussion of the assessment parameters, discussion of the results and summary of the Day 2 outcomes) *(recording is in progress)*	*IAAR External Experts*	*TLC Room*
19.30-20.30	*Dinner*	*IAAR External Experts*	
	Day 3, April 13, 2023		
09.00-09.30	EEP work, discussion	*IAAR External Experts*	*TLC Room*
09.30-10.00	Visits to professional	**Appendix No. 7**	

	internship venues, branches of departments (educational and... centers)		
10.00-11.40	Meeting with graduates	***Appendix No. 9***	***TLC Room or Lecture Hall*** https://us02web.zoom.us/j/4941240662 Conference ID: 494 124 0662
11.40-11.50	Break		
11.50-12.30	Meeting with employers	**Appendix No. 10**	***TLC Room*** https://us02web.zoom.us/j/4941240662 Conference ID: 494 124 0662
12.30-13.00	Back up meeting	*Representatives of the university and the educational programme may be invited in case of additional questions*	***TLC Room*** https://us02web.zoom.us/j/4941240662 Conference ID: 494 124 0662
13.00-14.00	***Lunch Break***	*IAAR External Experts*	
14.00-15.30	EEP work, development of recommendations *(recording is in progress)*	*IAAR External Experts*	***TLC Room*** https://us02web.zoom.us/j/4941240662 Conference ID: 494 124 0662
15.30-16.00	EEP work (collective discussion and preparation of a preliminary outcomes) *(recording is in progress)*	*IAAR External Experts*	***TLC Room*** https://us02web.zoom.us/j/4941240662 Conference ID: 494 124 0662
16.00-16.10	Break		
16.10-16.30	EEP work, discussion of the preliminary results, voting *(recording is in progress)*	*IAAR External Experts*	***TLC Room*** https://us02web.zoom.us/j/4941240662 Conference ID: 494 124 0662
16.30-17.00	Final meeting of the EEP with the institution's management	*Heads of the higher education institution and structural units*	***TLC Room*** https://us02web.zoom.us/j/4941240662 Conference ID: 494 124 0662
17.00-17.30	EEP work, discussion of the	*IAAR External Experts*	***TLC Room***

	results of the quality assessment, agreeing on the issues of the formation of the final review report		https://us02web.zoom.us/j/4941240662 Conference ID: 494 124 0662
17.30-18.30	*Dinner*	*IAAR External Experts*	

Abbreviations
EEP – *External Experts Panel*
EP – *Educational Programme*
HEI – *the Higher Education Institution*
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Annex 3. RESULTS OF THE SURVEY QUESTIONNAIRE OFTEACHING STAFF

See pp. 8, 18, 19 and 24 of this report.

Questionnaire Survey for the Teaching Staffof Social Work of Azerbaijan University, Azerbaijan, Baku

The total amount of questionnaires: 15

1. Department:Social Work

2. Position:

Professor	1 – 5.9%
Associate professor	5 – 29.4%
Senior teacher	1 – 5.9%
Teacher	10 – 58.8%
Head of the Department	0 – 0%
Lecturer	0 – 0%
Assistant Professor	0 – 0%
Others	0 – 0%

3. Academic degree, academic rank

HonouredWorker	0 – 0%
Doctor of Science	1–5.9%
Candidate of Science	2 – 11.8%
Master	9 – 52.9%
PhD	4 – 23.5%
Professor	0 – 0%
Associate Professor	1 – 5.9%
No	0 – 0%

4. Work experience at this HEI

Less than 1 year	7	41.2%
1 year – 5 years	6	35.3%
Over 5 years	3	17.6%
Over 10 years	1	5.9%

No.	Questions	Very good	Good	Relatively poor	Poor	Very poor	No answer
5	To what extent does the content of the educational program meet your scientific and professional interests and requirements?	11 - 64.7%	6 – 35.3%	0	0	0	0
6	How do you assess the opportunities provided by HEI for the professional development of the teaching staff?	9– 52.9%	8– 47.1%	0	0	0	0
7	How do you assess the opportunities provided by HEI for teacher's career development?	9– 52.9%	8– 47.1%	0	0	0	0
8	How do you assess the degree of academic freedom of teaching staff?	9 - 52.9%	8 – 47.1%	0	0	0	0
	To what extent can teachers use their own						
8	• Teaching strategies	10 - 58.8%	7 - 41.2%	0	0	0	0
9	• Teaching methods	9 - 52.9%	8 – 47.1	0	0	0	0
10	• Educational innovations	10 - 58.8%	7 - 41.2%	0	0	0	0
11	How do you evaluate the arrangement of health care and disease prevention in HEI?	6– 35.3%	11 - 64.7%	0	0	0	0
12	What attention does the school management pay to the educational program content?	9– 52.9%	8 – 47.1%	0	0	0	0
13	How do you evaluate the sufficiency and accessibility of the necessary scientific and educational literature in the library?	7 - 41.2%	8 - 47.1%	2 – 11.8%	0	0	0
14	Evaluate the level of the	7–	10 -	0	0	0	0

	conditions created that take into account the needs of different groups of learners?	41.2 %	58.8 %				
	Evaluate the openness and accessibility of management to:						
15	• Students	8 - 47.1 %	9 - 52.9 %	0	0	0	0
16	• Teaching staff	7 - 41.2 %	10 - 58.8 %	0	0	0	0
17	What is the level of encouragement and involvement of young specialists in the educational process?	9 - 52.9 %	8 - 47.1 %	0	0	0	0
18	Evaluate the opportunities for professional and personal growth created for each teacher and employee	6 - 35.3 %	11 - 64.7 %	0	0	0	0
19	Evaluate the adequacy of recognition by HEI's management of teachers' potential and abilities	6 - 35.4 %	11 - 64.7 %	0	0	0	0
20	How the activity is organized regarding an academic mobility	7 - 41.2 %	10 - 58.8 %		0	0	0
21	How the activity is organized regarding teaching staff's professional development:	7 - 41.2 %	10 - 58.8 %	0	0	0	0
22	Evaluate how HEI and its management support teaching staff's research and development undertakings	5 - 29.4 %	12 - 70.6 %	0	0	0	0
23	Evaluate how HEI and its management support development of new educational programmes/academic disciplines/teaching methods	8 - 47.1 %	9 - 52.9 %	0	0	0	0
24	Evaluate teaching staff's opportunity to combine teaching with scientific research	7 - 41.2 %	10 - 58.8 %	0	0	0	0
25	Evaluate teaching staff's	8 -	9 -	0	0	0	0

#	Question						
	opportunity to combine teaching with practical activities	47.1%	52.9%				
26	Evaluate whether the knowledge students receive in HEI meets the requirements of the modern labour market	6 - 35.3%	11 - 64.7%	0	0	0	0
27	How do HEI management and administration take criticism?	5 - 29.4%	12 - 70.6%	0	0	0	0
28	Evaluate how well your teaching load meets your expectations and capabilities?	6 - 35.3%	11 - 64.7%	0	0	0	0
29	Evaluate the focus of educational programmes/curricula on providing students with the skills to analyze the situation and make forecasts	5 - 29.4%	12 - 70.6%	0	0	0	0
30	Evaluate the extent to which the content and quality of implementation of the educational programme meet the expectations of the labour market and employer	9 - 52.9%	8 - 47.1%	0	0	0	0

31. Why do you work in this particular HEI?
   ✓ *Because it provides an opportunity for creative development and learning*
   ✓ *Acceptable working conditions*
   ✓ *Because I consider it my civic duty to transfer legal knowledge to students*
✓   *Academic environment at Azerbaijan University, conditions created for self-realization, development of social work specialty education*
✓   *Because it is the best university in Azerbaijan. I really like all conditions.*
✓   *I am a doctoral student of this university, the aura of the university, I like the discipline of the university*
✓   *Development for social work education*
✓   *Compared to other universities in the country, Azerbaijan University provides more academic freedom for teachers and researchers, motivational conditions for the use of individual strategies and methods in teaching the subject, and scientific activities.*
✓   *Good opportunities for teachers, good staff.*

32. How often do you hold masterclasses and practitioner classes as part of your course?

Very often	Often	Sometimes	Very rarely	Never
0	15-88.2%	9 -60%	0	4 - 26.7%

33. How often do teachers invited from outside (local and foreign) participate in the training process?

Very often	Often	Sometimes	Very rarely	Never
1 -5.9%	10–58.8%	6 – 35.3%	0	0

34. How often do you encounter the following problems in your work: (please, answer on each line)

Questions	Often	Sometimes	Never	No answer
34.1 Lackofclassrooms	0	5 - 29.4%	12– 70.6%	0
34.2 Unbalanced teaching load by semester	0	3 - 17.6%	14 - 82.4%	0
34.3 Unavailability of necessary literature in the library	0	16 - 94.1%	1 - 5.9%	0
34.4 Overcrowding of study groups (too many students in the group)	2 – 11.8%	11 - 64.7%	4 - 23.5%	0
34.5 Inconvenient schedule	0	5 - 29.4%	12– 70.6%	0
34.6 Inadequate facilities for classroom activities	0	9 - 52.9%	8 - 47.1%	0
34.7 Lack of internet access/poor internet connection	0	13 - 76.5%	4 - 23.5%	0
34.8 Students lack interest in the study	0	16 - 94.1%	1 - 5.9%	0
34.9 Late delivery ofinformation about the events	0	3 - 17.6%	14 - 82.4%	0
34.10 Absence of teaching aids in classrooms	0	10 - 58.8%	7–41.2%	0
34.11 Other problems	*Apart from those mentioned, I cannot specifically highlight other problems. There are no problems. No.*			

35. There are many different aspects and aspects in HEI's life that affect every teacher and employee in one way or another. Assess how satisfied you are with:

Questions	Fully satisfied (1)	Partially satisfied (2)	Unsatisfied (3)	Unsure (4)
35.1 HEI management's attitude towards you	15 - 88.2%	2 - 11.8%	0	0
35.2 Relationships with direct	15 - 88.2.%	2 - 11.8%	0	0

management				
35.3 Relationships with colleagues at the department	15 - 88.2%	2 - 11.8%	0	0
35.4 Degree of participation in management decisions	11 - 64.7%	6 - 35.3%	0	0
35.5 Relationships with students	14 - 82.4%	3 - 17.6%	0	0
35.6 Recognition of your success and achievements by administration	11 - 64.7%	6 - 35.3%	0	0
35.7 Support for your proposals and comments	11 - 64.7%	6 - 35.3%	0	0
35.8 HEI administration's activities	13 - 76.5%	4 - 23.5%	0	0
35.9 Remuneration terms	6 - 35.3%	10 - 58.8%	1 - 5.9%	0
35.10 Working conditions, list and quality of services provided in HEI	11 - 64.7%	5 - 29.4%	1 - 5.9%	0
35.11 Occupationalhealth andsafety	12 - 70.6%	5 - 29.4%	0	0
35.12 Management of changes in HEI's activities	12 - 70.6%	5 - 29.4%	0	0
35.13Provision of a social package: recreation, sanatorium treatment, etc.	9 - 52.9%	7 - 41.2%	1 – 5.9	0
35.14 Arrangements for catering in HEI and its quality	6 - 35.3%	9 - 52.9%	1 - 5.9%	1 - 5.9%
35.15 Arrangements for health care and quality of medical services	9 - 52.9%	8 - 47.1%	0	0

Annex 4. RESULTS OF THE SURVEY QUESTIONNAIRE OF STUDENTS

See pp. 13 and 22 of this report.

Questionnaire for Students of Social Work

Total number of questionnaires:

Educational Program (Specialty):

Social Work	100%	135
Others	0%	0

Sex:

Female	63.7%	86
Male	36.3%	49

3.Evaluate how satisfied you are with:

Questions	Very good	Good	Relatively poor	Poor	Very poor
3.1Relations with the dean's office (school, faculty, department)	49 - 36.3%	67- 49.6%	16– 11.9%	3- 2.2%	0- 0%
3.2. Accessibility of Dean's Office (school, faculty, department)	59 - 43.7%	65- 48.1%	10 - 7.4%	1- 0.7%	0- 0%
3.3. Accessibility and responsiveness of management (of HEI, school, faculty, department)	47 - 34.8%	67- 49.6%	17- 12.6%	4- 3%	0- 0%
3.4. Accessibility of academic consulting	41 - 30.4	70- 51.9	17- 12.6	6- 4.4	1- 0.7

	%	%	%	%	%
3.5. Support with study materials in the learning process	63 - 46.7 %	53- 39.3 %	15- 11.1 %	2- 1.5 %	2- 1.5 %
3.6. Accessibility of counselling on personal issues	35 - 25.9 %	58- 43%	27- 20%	12- 8.9 %	3- 2.2 %
3.7. Relationships between student and teachers	64 - 47.8 %	64- 47.8 %	5- 3.7%	0- 0%	1- 0.7 %
3.8. Activities of educational institution financial and administrative services	18 - 13.3 %	63- 46.7 %	38- 28.1 %	11- 8.1 %	5- 3.7 %
3.9. Accessibility of medical services	40 - 29.6 %	66- 48.9 %	23- 17%	5- 3.7 %	1- 0.7 %
3.10. Quality of medical services in HEI	28- 20.7 %	75- 55.6 %	25- 18.5 %	6- 4.4 %	1- 0.7 %
3.11. Accessibility of library resources	49 - 36.3 %	60- 44.4 %	23- 17%	3- 2.2 %	0
3.12. Quality services provided in libraries and reading rooms	46 - 34.1 %	61- 45.2 %	23- 17%	4- 3%	1- 0.7 %
3.13. Educational resources available in HEI	47– 34.8 %	67 – 49.6 %	19- 14.1 %	2- 1.5 %	0- 0%
3.14. Accessibility of computer classrooms	41 -	52-	27-	12-	3-

	30.4 %	38.5 %	20%	8.9 %	2.2 %
3.15. Accessibility and quality of internet resources	22 - 16.3 %	50- 37%	32- 23.7 %	17- 12.6%	14- 10.4 %
3.16. Information content of the web-site of an educational institution, as a whole, and of faculties (schools), in particular	33- 24.4 %	72- 53.3 %	24- 17.8 %	5- 3.7 %	1- 0.7 %
3.17. Classrooms, lecture halls for big groups	76– 56.3 %	45- 33.3 %	9- 6.7%	3- 2.2 %	2- 1.5 %
3.18. Students' recreation rooms (if available)	18– 13.3 %	29- 21.5 %	36- 26.7 %	27- 20 %	25- 18.5 %
3.19. Clarity of procedures for taking disciplinary measures	34- 25.2 %	67- 49.6 %	29- 21.5 %	3- 2.2 %	2- 1.5 %
3.20. Quality educational program as a whole	64 - 47.4 %	58- 43%	9- 6.7%	3- 2.2 %	1- 0.7 %
3.21. Quality of curricula in EP	53– 39.3 %	65- 48.1 %	14- 10.4 %	3- 2.2 %	0- 0%
3.22. Teaching methods as a whole	51 - 37.8 %	71 – 52.6 %	12- 8.9%	1- 0.7 %	0- 0%
3.23. Teacher's quick response to feedback on educational process issues	52- 38.5 %	66- 48.9 %	15- 11.1 %	2- 1.5 %	0- 0%

3.24. Quality of teaching in general	66 – 48.9 %	57- 42.2 %	10- 7.4%	1- 0.7 %	1- 0.7 %
3.25. Academic load/requirements to students	28– 20.7 %	75- 55.6 %	29- 21.5 %	1- 0.7 %	2- 1.5 %
3.26. Teaching staff's requirements for students	44 - 32.6 %	75- 55.6 %	15- 11.1 %	1- 0.7 %	0- 0%
3.27. Informational support and explanation of the HEI entrance requirements and educational program (specialty) strategy before entering HEI	50 - 37%	64- 47.4 %	18- 13.3 %	2 - 1.5 %	1- 0.7 %
3.28. Information on requirements necessary to be met to complete this educational program (specialty) successfully	42 - 31.1 %	81- 60%	12- 8.9%	0- 0%	0- 0%
3.29. Quality of examination materials (tests, examination questions and so on)	50 - 37%	65- 48.1 %	14- 10.4 %	4- 3%	2- 1.5 %
3.30. Objectivity of evaluation of knowledge, skills and other academic achievements	39 - 28.9 %	67- 49.6 %	23- 17%	5- 3.7 %	1- 0.7 %
3.31. Available computer classrooms	48 - 35.6 %	49- 36.3 %	22- 16.3 %	12- 8.9 %	4- 3%
3.32. Available scientific laboratories	20 - 14.8 %	44- 32.6 %	39- 28.9 %	20- 14.8%	12- 8.9 %
3.33. Teacher's objectivity and fairness	34 - 25.2	73- 54.1	21- 15.6	5- 3.7	2- 1.5

	%	%	%	%	%
3.34. Informing students about courses, educational programs, and the academic degree being received	38 - 28.1%	63- 46.7%	27- 20%	2- 1.5%	5- 3.7%
3.35. Providing students with dormitory facilities	18 - 13.3%	40- 29.6%	33- 24.4%	19- 14.1%	25- 18.5%

4.Evaluate to what extent you agree that:

Statement	Fully agree	Agree	Partially agree	Disagree	Fully disagree	No answer
4.1. The course program was clearly presented	40- 29.6%	54- 40%	32- 23.7%	2- 1.5%	2- 1.5%	5- 3.7%
4.2. The course content is well-structured	44 – 32.6%	65- 48.1%	20- 14.8%	5- 3.7%	0- 0%	1- 0.7%
4.3. The key terms are properly explained	38- 28.1%	66- 48.9%	21- 15.6%	8- 5.9%	1- 0.7%	1- 0.7%
4.4. The material suggested by the Teacher is relevant and reflects the latest scientific and practical developments	54 - 40%	50- 37%	20- 14.8%	7- 5.2%	1- 0.7%	3- 2.2%
4.5. The teacher uses effective teaching methods	48- 35.6%	55- 40.7%	25 18.5%	3- 2.2%	3- 2.2%	1- 0.7%
4.6. The teacher is knowledgeable about information being taught	68 – 50.4%	51- 37.8%	12- 8.9%	3- 2.2%	1- 0.7%	0- 0%
4.7. The teacher presents the material clearly	58- 43%	54- 40%	17- 12.6%	5- 3.7%	1- 0.7%	0- 0%

4.8. The teacher presents the material in an interesting manner	46-34.1%	50-37%	29-21.5%	6-4.4%	2-1.5%	2-1.5%
4.9. Knowledge, skills and other academic achievements are evaluated objectively	36-26.7%	63-46.7%	24-17.8%	5-3.7%	7-5.2%	0-0%
4.10. The teacher meets your requirements and expectations regarding professional and personal development	44-32.8%	59-44%	24-17.9%	3-2.2%	1-0.7%	3-2.2%
4.11. The teacher boosts the students' activity	41-30.4%	60-44.4%	25-18.5%	6-4.4%	1-0.7%	2-1.5%
4.12. The teacher boosts the students' creative thinking	32-23.7%	66-48.9%	21-15.6%	11-8.1%	1-0.7%	4-3%
4.13. Teacher's appearance and manners are adequate	59-43.7%	58-43%	11-8.1%	3-2.2%	2-1.5%	2-1.5%
4.14. The teacher demonstrates a positive attitude to students	47-34.8%	64-47.4%	22-16.3%	1-0.7%	0-0%	1-0.7%
4.15. Academic achievement evaluation system (seminars, tests, questionnaires and others) reflects the content of the course	48-35.6%	59-43.7%	21-15.6%	4-3%	2-1.5%	1-0.7%
4.16. Evaluation criteria the teacher uses are clear and available	42-31.1%	65-48.1%	17-12.6%	7-5.2%	2-1.5%	2-1.5%
4.17. The teacher evaluates students' achievements objectively	42-31.1%	65-48.1%	20-14.8%	3-2.2%	4-3%	1-0.7%
4.18. The teacher speaks the professional language	50-37%	63-46.7%	17-12.6%	3-2.2%	2-1.5%	0-0%
4.19. The educational organization allows for sporting and other leisure activities	25-18.5%	37-27.4%	24-17.8%	25-18.5%	10-7.4%	14-10.4%
4.20. Equipment and facilities for	44-	50-	27-	7-	3-	4-

students are safe, comfortable and up-to-date	32.6%	37%	20%	5.2%	2.2%	3%
4.21. The library is well-equipped and has a sufficient collection of scientific, educational and methodological literature	46-34.1%	50-37%	25-18.5%	1 0-7.4%	2-1.5%	2-1.5%
4.22. All students have equal opportunities for EP study and personal development	51-37.8%	62-45.9%	13-9.6%	4-3%	3-2.2%	2-1.5%

Other problems with teaching quality:

✓ *No big problem. However, more effective monitoring services and greater control may yield better results.*
✓ *Everything is okay*
✓ *It would be good if the practical activity did not stay in the fourth year, it would be great if we started the practical activity from the first year*
✓ *There is no problem whatsoever*
✓ *In the exams, a short Lacanian answer system should have been established. I think students are asked to give long answers.*
✓ *Elevator not working*
✓ *Heating system*
✓ *No problem, I completely agree, thanks*
✓ *In colloquiums, semester exams are not evaluated correctly*
✓ *There is no silence and comfortable environment during the lesson*
✓ *Scholarships are paid late*
✓ *Education is conducted in full quality form*
✓ *There is no problem with the quality of education.*
✓ *Organization of interesting measures, giving more priority to the practical method, attracting students to education with interesting methods, create conditions for comfortable lessons in the rooms.*
✓ *Very good*
✓ *Scholarships are loaded late, there is no language other than English at the university (Russian, German, French, etc.), sometimes the tables are written inconsistently, and it would be better if the teachers give fair grades in the seminars, the exam answers come out late, 3 collegiums and seminars are held in 1 day, 1 lesson goes to the university let's not come, there is a gap between lessons.(so everything is great from the point of view of education.)*
✓ *Attention should be paid to the selection of exam teachers! The behavior and speech of teachers towards students is not correct.*
✓ *The absenteeism system should be abolished*
✓ *Lessons can be conducted through practical methods that can make them more interesting. It is great if there are interesting activities related to our specialty.*
✓ *Loudness in the class makes it difficult to listen and focus. I recommend that you do not accept people who are not related to education in your next selections.*
✓ *There are difficulties with providing information. In some cases, students should approach and ask.*
✓ *It would be nice to see that the materials are sourced from a single library or from the teacher's own real literacy. Not by copying from somewhere else.*
✓ *Unfortunately, there is only a library for organizing free time. Activities of interest either do not exist or are not reported.*
✓ *Toilet doors do not close, there is no light or lock in most of them. Every condition including natural need for women is weak.*
✓ *In some of the rooms, the windows do not open fully. Since the ventilation is poor, only the demand is that it is.*

✓ *I did not like to listen to the lectures of teachers who studied social work and did not know the ethical principles of social work. In the 2nd semester it is not there, maybe. I hope it won't happen in the 4th course.*

➢ *There is no problem, I completely agree*
➢ *Everything is fine, disciplined*
➢ *There is no problem with the quality of education.*