**GENARAL REMARKS FOR SELF-EVALUATION REPORTS**

**2019-06-21**

**Baku**

* The purpose of the self-assessment process at the university is **to carry out a comprehensive and in-depth analysis of the study programme, which shall be used for the future improvement of the programme**.
* During the self-assessment process, the university carries out **an analytical and critical assessment of the performance of study programme**.
* Self-evaluation report (SAR) has to follow evaluation areas and criteria presented in ANO Methodology;
* It is not important to re-write the criteria in SAR from the Methodology, it is more important to present good analysis and evidence to the arguments and check if all criteria have been covered;
* The **compliance with the unified Methodology for the preparation of the SAR will facilitate the work of both the HEI** in the process of the preparation of the self-assessment report, **and the experts** in the process of the assessment of a study programme.
* All universities have to keep in mind that the object of analysis is **PROGRAMME** not an institution or department!!!
* The SAR shall be developed:
	+ in accordance **with the sequence set forth in the ANO Methodology, justifying the made statements and providing references and examples**;
	+ in accordance with the **literary and grammar rules** of the official language, **legal and academic terminology**;
	+ assessing the results achieved in the previous period;
	+ specifying future plans, projects, and prospects.
* Introduction should include:
	+ brief information about the university with the main data: when it was established, number of faculties, overall number of students and lecturers (no more than 1-2 paragraphs), mission, vision;
	+ short information about the department: how many programmes are taught in the department, number of students, number of lecturers, main areas of research;
* It is very important to provide a clear **programme aim** in the first evaluation area:
	+ Examples:
		- *“The study programme of Chemical Engineering aims to train bachelors with interdisciplinary academic education that can serve as a basis for the further development of their intellectual capacity and scientific approach to the solution of complex problems arising in contemporary chemical engineering and the related engineering fields.”*
		- *“The aim of Study Programme is to train language specialists who would develop a solid linguistic knowledge enabling them to determine the interrelations between elements of the Enghlish and Spanish/French language ststems, to fluently communicate in English and Spanish/French (English C1 and Spanish/French B2 according to the Common European Framework of Reference for Languages), to choose and apply appropriate translation strategies and translate texts to/from English/Spanish/French languages; to acquire understanding of the culture and literatures of both English-speaking countries and Spain/France, to gain ability to classify, analyze, evaluate and generalize research findings, and to communicate and cooperate in a multicultural environment.”*
		- *“The aim of the Informatics programme is to prepare highly qualified IT specialists who have fundamental knowledge in computer science and mathematics, are aware of current and emerging technologies and trends, can combine theory and practice to solve engineering problems and are able to adapt themselves in rapidly changing technological environment.”*
		- *MASTER LEVEL: “The aim of the study programme is to prepare specialists of high quality who have knowledge of theories and methods of informatics and application of informatics to business and are able to renew and apply knowledge of informatics and its application to business by analysing, evaluating critically the processes, tendencies and development occurring in economics and information technologies; who are able to make suitable decisions based on all this knowledge; who have strong abilities to pursue scientific research”.*
* If the aim of the programme, learning outcomes are published on the web page of the university, it is important to provide direct link to this information;
* SAR should include the **learning outcomes of the programme** (it is recommended to provide them in the table according to Learning outcomes type: for example, Knowledge, Engineering analysis, Engineering design, etc.;

***EXAMPLE:***

**Table 1.** **Generic and subject-specific competences of the study programme and learning outcomes**

|  |  |
| --- | --- |
| **Generic competences of the study programme** | **Learning outcomes** |
| **1.** | Ability to think critically, constructively and creatively  | **1.1** | Able to think systematically, analytically and critically.  |
| **1.2** | Able to make decisions by applying methods used in different fields of science.  |
| **2.** | Communication skills | **2.1** | Communicate effectively with technology and business stakeholders. |
| **2.2** | Able to choose a suitable style and form when presenting information to non-specialists.  |
| **3.** | Ability to carry out scientific research  | **3.1** | Able to apply methods of scientific research, able to carry out scientific research, present conclusions and evaluation of scientific research, analysis and practical activity solutions. |
| **3.2** | Able to define tasks and suggest solutions.  |
| **Subject-specific competences of the study programme** | **Learning outcomes of the study programme** |
| **4.** | Ability to use the most advanced methods of information technologies | **4.1** | Able to define and set up information streams in a company, to determine critical channels of information for the success of business.  |
| **4.2** | Able to evaluate efficiency of technological alternatives of information systems. |
| **4.3** | Able to define requirements for information systems. |
| **4.4** | Able to develop and to use IT innovations. |
| **5.** | Knowledge and skills in economics and management  | **5.1** | Able to evaluate business environment, to forecast trends of business development, to apply skills of business management. |
| **6.** | Ability to integrate knowledge of the sciences of informatics and economics  | **6.1** | Able to evaluate data to create business intelligence and data modelling that drive strategic decision-making.  |
| **6.2** | Able to integrate technology solutions in alignment with strategic business goals. |
| **6.3** | Able to reduce the risks for business when developing information systems in companies. |
| **7.** | Knowledge and abilities to create complex and undefined information models | **7.1** | Able to develop complex information systems for enterprises and organizations. |
| **7.2** | Able to integrate IT solutions and coordinate them with strategic business aims. |
| **8.**  | Knowledge of trends, perspectives and limitations of information technologies  | **8.1** | Able to evaluate trends in IT development and choose more perspective solutions for business development.  |
| **9.** | Ability to initiate an IT project and to lead it  | **9.1** | Able to apply innovative and transformative management skills to leading the IT organization.  |
| **9.2** | Able to manage risk mitigation for an enterprise IT system.  |
| **9.3** | Able to manage an IT project (determine needs for business, form a project team, a budget, control project activities). |

* It is important to highlight the correlation of learning outcomes of the study programme with the academic subjects:

***EXAMPLE*** *is presented at the end of remarks*.

* Most HEIs state in the Self-Assessment Report that they meet with labour market representatives. But it is most important to indicate what the results of these meetings are: what changes have been brought into the programme based on the employers needs expressed during such meetings. One or two examples of recent changes would illustrate the process.
* It is necessary to provide information how HEI get to know about the needs of labour market, is there analyses made, research or questionnaires of employers.
* In evaluation area “Curriculum design” it is important to present what teaching/learning methods are used and what innovative study methods are implemented (for example, case study, group or project work, simulations, etc.);
* In the Curriculum design part it is important to indicate how many credits are assigned to different blocks of study subjects. Moreover, faculties should pay attention on how credits are allocated and calculated, how credits are distributed between the students’ contact and individual hours. **Faculties should note that credits are not only contact hours! According to the ECTS GUIDE (2015), one ECTS credit is from 25 to 30 hours (including contact and student individual/self-study hours). Faculties should also note that weekly student working hours should not exceed 40 hours!!!**
* It is important to discuss where students perform their internships/practice (if that is applicable) and to indicate how organizations are chosen, how the students are supported and mentored during their practice; what is the relationship between the programme and the practice place; how the assessment of practice is implemented;
* In the staff evaluation area “Teaching staff” it is important to give data on the composition of teaching staff:

***EXAMPLE:***

**Table 2. The composition of the programme’s academic staff according to the academic title and scientific degree as well as their occupation in study programme (according to the data of 2019/2018 study plan)**

|  |  |  |
| --- | --- | --- |
| **Academic title, scientific degree** | **No. of persons** | **The scope of teaching in programme\*** |
| **In credits** | **Percentage** |
| Prof. Dr. Habil., Prof. Dr. | 6 | 55 | 68,75 |
| Assoc. Prof. Dr. | 2 | 14 | 17,5 |
| Lecturer Dr. | 1 | 6 | 7,5 |
| Lecturer | 1 | 5 | 6,25 |
| **Total:** | **10** | **80** | **100** |

* HEIs have not only to indicate that lecturers have possibility to participate in various events (conferenes, trainings, seminars, etc.), but also provide brief data on how many of teaching staff have participated in the events (according to the type of the events) every year during the reporting period; provide some examples of these conferences, trainings, seminars in order to demonstrate how such participation facilitates the achievement of the programme learning outcomes;
* If HEI give the number of research output according to type (monoghraphs, articles, presentations in research conferences), it is important to highlight the most important research publications of the teaching staff (list some titles which are correlated with the profile of the programme);
* HEIs have to indicate how pedagogical and research competences of their teachers are developed (maybe there are compulsory trainings or courses or whether teachers decide where to go for trainings);
* It is important to mention whether the teaching staff of HEI is invited to do lectures in other universities (nationally or internationally), if HEI invites lecturers from employer organizations or other universities. This information should be illustrated with data (how many of such lecturers were per academic year);
* It is important to indicate working load of the teachers and how this working load is divided into the teaching , research hours and time for other activities.
* In the evaluation area “Facilities and learning resources” HEIs have to give exact number of their facilities (auditoriums, laboratories, etc.):

***EXAMPLE***

**Table 14. Classrooms used most often for lectures**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Classroom no. (or title)** | **Address** | **Area, m2** | **Number of workplaces** | **Equipment** |
| Auditorium No. 2 | XXX str. 8 | 42,71 | 45 | Multimedia, computer, audio software |
| Auditorium No. 8 | XXX str. 2 | 45,36 | 24 | Multimedia, computer, audio software |
| Auditorium No. 10 | XXX str. 14 | 65,54 | 36 | Multimedia, computer |
| J. Jablonskis auditorium | XXX str. 14 | 80,24 | 84 | Multimedia, computer |
| AVL-1 (laboratory) | XXX str. 6A | 51,26 | 24 | Multimedia, a monitor, equipment for recording and editing audio visual material, 24 computerized workplaces. Cabins for simultaneous translation. Distant video broadcasting equipment. Interactive board. Air conditioning.  |
| 1st computer classroom  | XXX str. 2 | 43,39 | 20 | Equipment for demonstration, 20 computerized work places.  |
| 2nd computer classroom  | XXX str. 2 | 60,30 | 30 | Equipment for demonstration, 30 computerized workplaces, air conditioning.  |
| 3rd computer classroom  | XXX str. 2 | 48,33 | 20 | Interactive screen, 20 computerized workplaces, head-phones, loudspeakers, air conditioning.  |
| 4th computer classroom  | XXX str. 2 | 29,62 | 15 | Equipment for demonstration, 15 computerized workplaces, air conditioning. |

* If the programme under assessment belongs to Physical or Engineering field it is important to list equipment (hardware and software) available for students. Detailed information could be presented in the annexes. This information is not so important for Social and Humanitarian Sciences;
* In the evaluation area “Study process and students’ performance assessment” it is important to provide information about mobility of students – do they have opportunities to use mobility grants (if yes, provide data for every year), provide information if there are and how many incoming students into the Programme.
* If the HEI is meeting with the graduates of the programme, it is important to mention, how the results of such discussions are used (what changes in the programme were initiated on the basis of such discussions);
* In the evaluation area “Programme management” the information on who is responsible for introduction of changes of the programme should be provided (who can initiate changes, who makes decision on the changes);
* What is done with the survey results of the students – how the analysis of survey results is used to improve the programme should be explained (illustrated this with some examples on recent changes)
* Information about academic and social support of students should be provided (are there additional courses for students or mentors of students; what financial support is available for students).
* After each part Strengths and Weaknesses and Actions for improvements should be presented. Strengths and Weaknesses should be concluded from the analyses given in the each part. Actions for improvement should demonstrate that programme lecturers thought carefully over the plan of improvement or already started implementing it.

**Plan of *Business Informatics* study programme (Mode of studies: full-time)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **(RELATION OF COURSE UNITS** **(MODULES) WITH COMPETENCES** **AND LEARNING OUTCOMES** | **Course units (modules)** **according to groups** | **Credits** | **Total student’s workload**  | **Contact hours** | **Self-study hours** | **Study programme competences** |
| **General competences** | **Subject-Specific Competences** |
| **1.** | **2.** | **3.** | **4.** | **5.** | **6.** | **7.** | **8.** | **9.** |
| **Learning outcomes** |
| **1.1** | **1.2** | **2.1** | **2.2** | **3.1** | **3.2** | **4.1** | **4.2** | **4.3** | **4.4** | **5.1** | **6.1** | **6.2** | **6.3** | **7.1** | **7.2** | **8.1** | **9.1** | **9.2** | **9.3** |
| **1st COURSE** | **60** | **1600** | **408** | **1192** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1st SEMESTER** | **30** | **800** | **208** | **592** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Compulsory courses (modules)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Enterprise Information Architecture | 5 | 134 | 48 | 86 | x |  | x | x |  |  | x | x |  |  |  |  |  |  |  |  | x | x |  |  |
|  | Control of Dynamic Objects in Internet | 5 | 133 | 48 | 85 | x |  |  |  |  |  | x |  | x | x |  |  |  |  | x |  | x |  |  |  |
|  | Multimedia Technologies | 5 | 133 | 48 | 85 |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  | x | x | x |  |  |
|  | Master’s Research Work I/III | 10 | 267 | 16 | 251 | x | x | x |  | x | x | x |  | x |  |  |  |  |  | x | x | x |  | x |  |
| **Optional courses (modules)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Intelligent Systems in Financial Markets | 5 | 133 | 48 | 85 | x |  |  |  | x |  |  |  |  |  | x | x | x | x |  |  |  | x |  |  |
|  | Management Accounting Information Systems | 5 | 133 | 48 | 85 |  |  | x | x |  |  |  |  |  |  | x |  |  | x |  |  |  | x | x |  |
| **2nd SEMESTER** | **30** | **800** | **200** | **600** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Compulsory courses (modules)** |  |  |  |  | x | x | x | x | x | x | x | x | x | x | x |  | x | x | x | x | x | x | x | x |
|  | Neural Networks and Neurocomputations | 4 | 107 | 48 | 59 | x |  |  | x |  | x |  |  |  | x |  |  | x |  |  |  | x |  |  |  |
|  | Data Modelling and Retrieval Methods | 5 | 133 | 48 | 85 |  | x |  |  | x |  |  |  | x |  | x |  |  |  | x |  | x |  |  |  |
|  | CASE and Information System‘s Engineering | 5 | 133 | 48 | 85 | x |  | x |  |  |  | x | x |  |  |  |  |  |  | x | x | x |  |  |  |
|  | Information Systems Project Management | 4 | 107 | 48 | 59 | x |  |  | x |  |  | x |  |  |  | x |  | x | x |  |  |  | x | x | x |
|  | Master’s Research Work II/III | 12 | 320 | 8 | 312 | x | x | x |  | x | x | x |  | x |  |  |  |  |  | x | x | x |  | x |  |
| **2nd COURSE** | **60** | **1600** | **344** | **1256** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3rd SEMESTER** | **30** | **800** | **200** | **600** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Compulsory courses (modules)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Knowledge Bases And Expert Systems | 5 | 133 | 48 | 85 | x |  |  | x |  | x |  |  |  | x |  |  | x |  |  |  | x |  |  |  |
|  | Financial Risk Management | 5 | 133 | 48 | 85 |  | x | x |  |  |  | x |  |  |  | x | x | x | x |  |  |  |  | x | x |
|  | Groupware IT and Infrastructure | 6 | 160 | 48 | 112 | x |  | x | x |  |  |  | x |  |  |  |  |  |  | x | x |  |  |  | x |
|  | Intranet Technologies | 6 | 160 | 48 | 112 |  |  |  | x |  |  |  | x |  |  |  |  |  |  |  | x | x | x |  |  |
|  | Master’s Research Work III/III | 8 | 214 | 8 | 206 | x | x | x |  | x | x | x |  | x |  |  |  |  |  | x | x | x |  | x |  |
| **4th SEMESTER** | **30** | **800** | **144** | **656** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Compulsory courses (modules))** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Statistical analysis of Business Environment | 5 | 133 | 36 | 97 |  | x |  | x | x | x |  |  |  |  | x | x | x | x |  |  |  | x | x |  |
|  | Knowledge Based System Engineering | 5 | 133 | 48 | 85 |  |  | x |  |  |  | x | x |  | x |  |  |  | x |  |  | x | x |  |  |
|  | IT Strategies in Knowledge Society | 5 | 133 | 48 | 85 | x | x |  |  | x |  |  | x | x |  |  |  |  |  | x | x | x |  |  |  |
|  | Final Master Thesis (information systems) | 15 | 401 | 12 | 389 | x | x | x |  | x | x | x |  | x |  |  |  | x | x | x | x | x |  | x |  |