Monitoring the Higher Education system development in Azerbaijan

Report

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"Supporting the newly created Analytical Department of EQAA for elaborating performance indicators of HEIs"

Monitoring the Higher Education system development in Azerbaijan

Introduction

1. Strategic priorities of national HE development in Republic of Azerbaijan

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Introduction

The monitoring of HE system development is an overarching task as it has to be delivered on different levels and for different objects and for different time periods.

The reference point for HE monitoring is the high level national and international policies and strategies related to the HE and development plans associated with it.

The main aim of monitoring HE system development is to ensure that aims and targets set at national level and requirements set for the Bologna process are achieved and the HE system itself is efficient and effective.

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Strategic priorities of national HE development in Republic of Azerbaijan

The HE system's strategic priorities in Azerbaijan are closely related to The National Strategy for the Development of Education in the Republic of Azerbaijan.

The recognition of HEIs as main drivers of Research development and setting aims and KPIs for research development in HEIs are essential elements for ensuring higher education development.
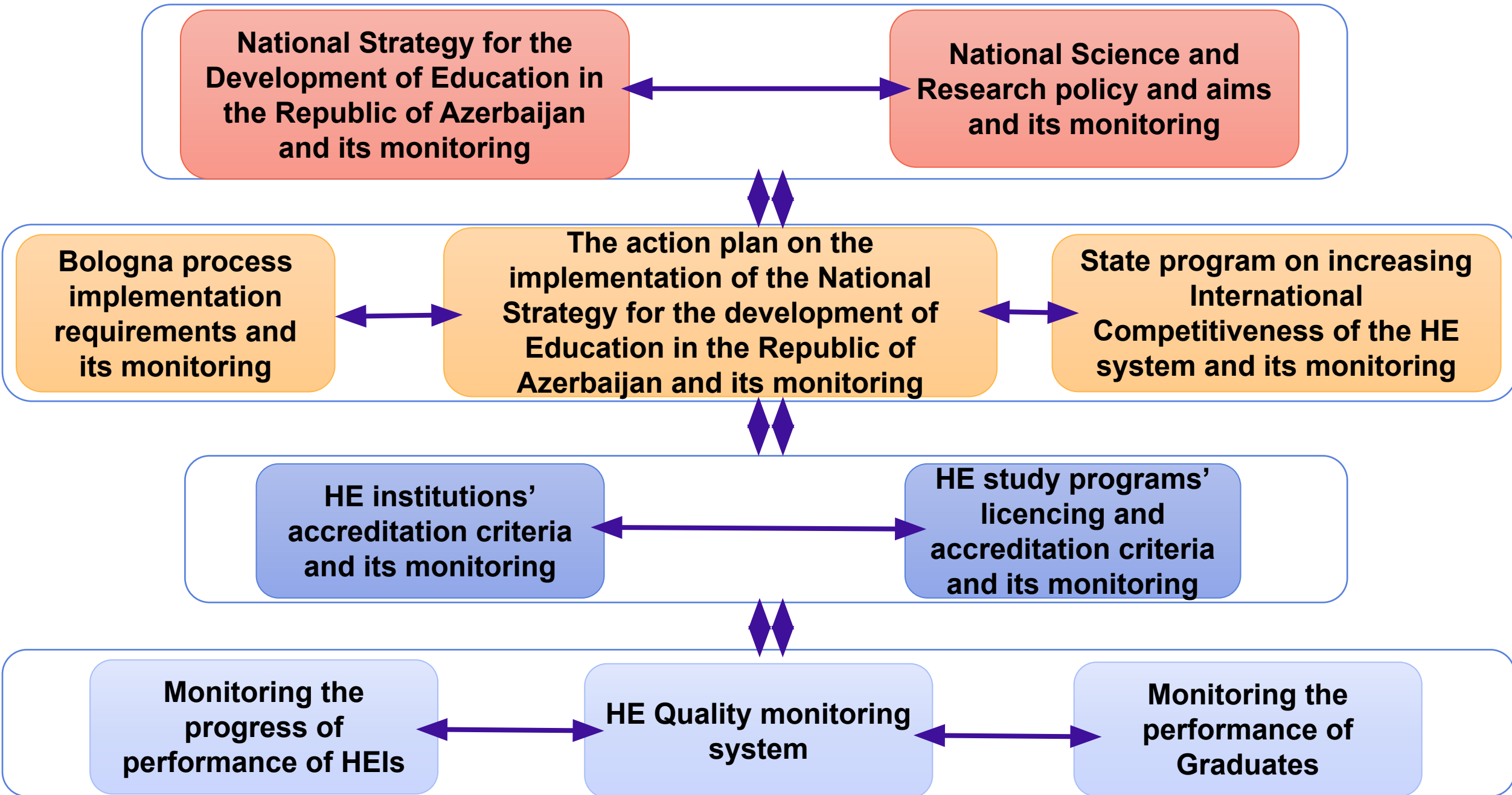
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The Higher Education Development Framework

The HE development framework in Azerbaijan has been proposed as a basis for considering different elements of the system impacting HE development. The Framework is an open system and other elements could be added to it.

The samples mentioned in the Report are illustrative and could serve as a base for setting goals and requirements and associated KPIs based on   the priorities of HE development of Azerbaijan for the next period to monitor the progress of HE system development.

The HE Development Framework in Azerbaijan

National Strategy for the Development of Education in the Republic of Azerbaijan and its monitoring ⟷ **National Science and Research policy and aims and its monitoring**

Bologna process implementation requirements and its monitoring ⟷ **The action plan on the implementation of the National Strategy for the development of Education in the Republic of Azerbaijan and its monitoring** ⟷ **State program on increasing International Competitiveness of the HE system and its monitoring**

HE institutions' accreditation criteria and its monitoring ⟷ **HE study programs' licencing and accreditation criteria and its monitoring**

Monitoring the progress of performance of HEIs ⟷ **HE Quality monitoring system** ⟷ **Monitoring the performance of Graduates**

3
Performance Requirements and KPIs assigned

3.1. Bologna process implementation requirements and its monitoring

3.2. The action plan on the implementation of the National Strategy for the development of Education in the Republic of Azerbaijan and its monitoring

3.3. State program on increasing International Competitiveness of the Higher education system and its monitoring

3.1. Bologna process implementation requirements and its monitoring

Table 1 Bologna process requirements and indicators in Latvia

Requirements	Indicators	Note: the case of Republic of Azerbaijan
Stage of implementation of the first and second cycle	**% of students studying in programs corresponding to the Bologna process:** At least 90% of students study in Bologna-compliant programs	n. a.
Next cycle access	**Percentage of first cycle programs providing access to at least one second cycle program:** A full first cycle qualification provides access to second cycle programs, and a full second cycle qualification provides access to at least one third cycle without significant transition issues.	n. a.
Implementation of the National Quality Framework	The framework has certified compliance with the European Higher Education Area (EHEA) Qualifications Framework	**National Qualification Framework** (AzNQF) since 2018 (source Ministry of Education, Republic of Azerbaijan, 2019)
Stage of implementation of the European Credit Transfer and Accumulation System (ECTS) Introduction of diploma supplements	All HE programs are awarded ECTS credits	The European Credit Transfer System (**ECTS**) – implemented since 2005
Introduction of diploma supplements	All graduates receive a diploma supplement in EU / CoE / UNESCO format free of charge and automatically	Diploma supplement (**DS**) – all HEIs awarded by unique DS since 2008

3.2. The action plan on the implementation of the National Strategy for the development of Education in the Republic of Azerbaijan and its monitoring

Table 2 The Action Plan on the Implementation of the National Strategy for the Development of Education in the Republic of Azerbaijan: strategic targets and measures set for HE

Specific target	Measures	KPIs (suggested)
3.3. Creation of a new system on ensuring quality of education	3.3.1. Preparation of quality standards and indexes for all stages and levels of education	Quality standards and associated KIPs cold be elaborated for all stages and levels of education
	3.3.2. Development of the draft National Qualification Framework on lifelong education	
	3.3.3. Approval of National Qualification Framework on lifelong education	
	3.3.4. Application of National Qualification Framework on lifelong education	
	3.3.5. Preparing proposals on creation of a legislative framework for organization of lifelong education and informal education and assessment of knowledge and skills of those who were educated this way	**Criteria and KPIs for** assessment of knowledge and skills for informal education could be elaborated
	3.3.6. Preparation and implementation of due mechanisms on recognition and application of international education programs	**Criteria and KPIs on** recognition and application of international education programs could be elaborated

3.3. State program on increasing International Competitiveness of the Higher education system

The program highlights measures in 27 Key areas of the State Program.

For some of those areas KPIs are set. For example, establishment of initial 5 (five) international double diploma programs.

For some areas, the KPIS are not set, e.g., 3.2.4. Engagement of foreign teaching staff for renewal of curricula in higher education institutions of the Republic of Azerbaijan, where international dual diploma programs will be implemented.

Therefore, in order to monitor the progress of HE system development, the relevant KPIs are necessary to be elaborated.

4

Accreditation criteria

4.1. Higher Education Institutions' accreditation criteria and its monitoring

4.2. Higher Education study programs licensing and accreditation criteria and its monitoring

4.1. Higher Education Institutions' accreditation criteria and its monitoring

Table 3. Example: The evaluation areas and the indicators associated with them: the Lithuanian case

Evaluation areas	Indicators
Management area indicators	compliance of the HEI strategic plan with the mission, ensuring its implementation
	efficiency of HEI processes management
	publicity and the efficiency of management of information about the activity of the HEI
	efficiency of personnel management
	efficiency of financial and material resources management
Quality assurance area indicator	functionality and efficiency of the internal quality assurance system
Indicators of the area of study and science (art) activity	level of scientific (artistic) activity
	compatibility of study and science (art) activity and compliance with strategic activity goals
	internationality of studies, science (art)
Indicators for the impact on regional and national development	the effectiveness of the impact on regional and national development
	ensuring conditions for lifelong learning

4.1. Higher Education Institutions' accreditation criteria and its monitoring

Table 4. Example: The evaluation areas and the indicators associated with them: the Latvian case

Evaluation areas
The compliance of the qualification of the academic staff and visiting professors, associate visiting professors, visiting docents, guest lecturers and guest assistants with the requirements specified in the Law on Higher Education Institutions.
The compliance of the development policy and motivation system of the academic staff of the higher education institution or college with the objectives and tasks specified by the higher education institution or college.
The compliance of the study base, information base (including libraries), material and technical base and financial base with the conditions for the implementation of the study program.

4.2. Higher Education study programs licencing and accreditation criteria and its monitoring

The requirements and corresponding criteria study program licensing: the Latvian case.

There are no specific KPIs elaborated for the study program licensing purposes, instead of that there are requirements for HEIs self assessment report approved.

4.1.1. The external evaluation of study fields/study directions: Latvian and Lithuanian cases

The Latvian case

The aim of accreditation of a study direction is to determine the quality of the resources of a HEI and the ability to implement a study program corresponding to a certain study direction in accordance with the requirements of regulatory enactments. Accreditation of a study direction of a HEI entitles the HEI to issue a state-recognized HE diploma for successful acquisition of a study program corresponding to the respective direction of study.

There are 29 study directions introduced in Latvia.

4.1.1. The external evaluation of study fields/study directions: Latvian and Lithuanian cases

Table 7 The requirements and the corresponding criteria for study direction accreditation purposes: the Latvian case

Requirements	Criteria
Information about the higher education institution / college	
Description of the study field:	Management of the study field Effectiveness of the internal quality assurance system Resources and provision of the study field Scientific research and artistic creation Cooperation and internationalization Implementation of recommendations received in ex-ante evaluation procedures
Description of the study program "..."	Characteristics of the study program Content and implementation of studies Resources and provision of the study program Teaching staff Other documents at the discretion of the university / college

4.1.1. The external evaluation of study fields/study directions: Latvian and Lithuanian cases

The Lithuanian case

In Lithuania, the external evaluation of study fields, which shall be considered as the basis for accreditation of study fields, shall start to proceed in 2020.

The quality of study field is assessed by points (in 5 point system) according to 7 areas of evaluation (see Table 8):

1. Study Objectives, Outcomes and Content;
2. Links between science (art) and study activities;
3. Student admission and support;
4. Studying, academic achievement and graduate employment;
5. Teaching staff;
6. Study facilities and learning resources (material resources);
7. Study quality management and publicity.

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Monitoring of Higher education system development

5.1. Monitoring the progress of performance of Higher education institutions

5.2. Higher Education Quality monitoring system

5.3. Monitoring the performance of Graduates

5.1. Monitoring the progress of performance of Higher education institutions

The **object** of monitoring the progress of HEIs consists of:

1. **general** characteristics of HEIs;

2. characteristics of **students and studies**;

3. characteristics and performance of the **research staff** of HEIs;

4. characteristics of **teaching and administrative staff**;

5. **financial** characteristics;

6. characteristics of the process of **graduates' transition** from studies to the labor market.

Monitoring the progress of
activities of Higher
Education institutions
(HEIs)

The aim of monitoring the progress of HEIs

is to **systematically collect, analyze and prepare** information on the activities of Lithuanian HEIs and their changes; to **identify** trends in the activities of higher education institutions.

The information can be used:

1. to identify the strengths and problem areas of HEIs;

2. To identify the need for further research to propose public policy measures to ensure the progress of HEIs in their areas of strength;

3. to identify the need for additional research that would allow proposing public policy measures to solve the problems of HEIs;

4. to initiate the necessary systemic changes in HEIs.

Monitoring the progress of activities of Higher Education institutions (HEIs)

Indicators

The indicators of methodological means consist of indicators for monitoring the progress of **universities (28 indicators)** and indicators for monitoring the progress of **colleges (22 indicators).**

Table 9. Example: Indicators for monitoring the progress of HEIs (universities and colleges)

Groups of indicators	Data used
1. general characteristics of HEIs	number of students and doctoral students, number of positions held by lecturers, researchers, heads with administrative staff
2. characteristics of students and studies of HEIs	characteristics of the study program, change in the number of enrolments; scoring of enrolments in HEIs; share of dropouts; potential socio-economic role of institution in a region; internationalization of studies
3. characteristics of research staff of HEIs and results of performance	ratio of the number of positions occupied by researchers to the number of positions occupied by lecturers; number of doctoral students per researcher position; assessment of benchmarking; income of university from R&D
4. characteristics of teaching and administrative staff	data on participation of lecturers and administrative staff in the activities of the institution, qualification of lecturers, age profile, structure of staff
5. financial characteristics	financial data on salaries, studies, R&D
6. characteristics of the process of graduates' transition from studies to labour market	employment status of students and graduates (employed, continuing studies, unemployed, etc.), data on salaries of employed ones

Monitoring the progress of activities of Higher Education institutions (HEIs)

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5.2. Higher Education Quality monitoring system

Table 11 The Higher education quality dimensions and KPIs applied: the Latvian case

Quality dimensions	KIPs for monitoring quality
Students	Number of students
	Results of students' centralized exams
	Demographic structure of students
Academic staff	Proportion of doctors
	Ratio of academic staff to number of students
	Professional development activities
	Age structure of the academic staff
	Involvement of master students, doctoral students, new doctors in academic work
Resources	Funding per student
	Capital investment as a share of total expenditure
	Area of study rooms
	Infrastructure quality
Study and study work	Number and proportion of graduates
	Graduates who continue their studies in the next cycle
	Reasons for termination of studies
	Proportion of diplomas obtained on time
	Students' evaluation of the quality of studies
Learning outcomes	Unemployment rate of graduates
	Employment in the field of studies
	Employment at the level corresponding to the qualification
	Average salary of graduates
	Number of enterprises established by graduates
	Number of *awarded* final theses
	Studies impact indicator
Research and artistic creation	Number of scientific publications
	Citation of publications
	Proportion of top 10% of cited publications
	Student research
	Involvement of students in research
	Income from scientific activities
	Number and financing of artistic works
	Total research productivity

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5.3. Monitoring the performance of Graduates

The Latvian case

The monitoring of the performance of graduates is introduced in Latvia. The first results were obtained for year 2017 and were recently shared by the Ministry of Education and Science.

Table 12. Example: the KPIs for monitoring the performance of Graduates: the Latvian ca

Indicator
Number of employed
Number of unemployed and job seekers
Number of economically inactive persons
Number of emigrants
Average monthly income
Employment sector
Profession
Number of graduates in regions

5.3. Monitoring the performance of Graduates

The Lithuanian case

The characteristics of the process of graduates' transition from studies to the labour market involve data such as employment status of students and graduates (employed, continuing studies, unemployed, etc.), data on salaries of employed ones, etc.

Table 13. Example: the KPIs for monitoring the performance of Graduates: the Lithuanian case

Type of institution	Indicators
Universities	1. Proportion of first-cycle graduates working in at least one workplace in 1-3 main occupational groups of the Lithuanian Classification of Occupations out of all working graduates (12 months after graduation) 2. Proportion of second-cycle, full-time and vocational graduates working in 1-2 main occupational groups of the Lithuanian Classification of Occupations out of all working graduates (12 months after graduation) 3. Average monthly insured income of employed graduates 4. Proportion of graduates not registered as unemployed at the Lithuanian Employment Service out of all graduates (12 months after graduation) 5. Proportion of graduates who have completed the first cycle studies and continue their studies in the second cycle studies

Summary

The reference point for higher education system monitoring is the high level national and international policies and strategies related to the higher education and science and research development plans associated with it.

The main aim of monitoring higher education system development is to ensure that aims and targets set at national level and requirements set for the Bologna process are achieved and the higher education system itself is efficient and effective.

The Higher education development framework in Azerbaijan has been proposed as a basis for considering different elements of the system impacting HE development. The Framework is an open system and other elements could be added to it.

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