Azerbaijan Technical University Report on Disability Support Center

Annual Activity Consultation and Implementation Report

Academic Year 2025-2026 • Reporting period: October 2025 - October 2026

Executive overview

The Disability Support Center supports equal access to learning and participation in university life. This report presents its institutional remit, consultation and accommodation pathways, implementation responsibilities and monitoring framework for October 2025 to October 2026. Published service provisions are distinguished from recommended operating controls and figures requiring verification.

The available framework provides a basis for individual support and accessibility improvement. The figures supplied for 2026 have not been established as totals for this reporting period. They are therefore retained as provisional monitoring information rather than verified annual achievements.

Institutional mandate and eligibility

AzTU's published Center profile addresses support for students, faculty and staff with disabilities, including physical, sensory, cognitive, learning and mental health disabilities. It sets out a registration route involving a request, relevant documentation, an initial consultation and a personalised accommodation plan. [1, 2]

The published service offer includes accessible materials, assessment adjustments, individual academic assistance, counselling, peer support, career guidance and inclusive-teaching awareness. The Center coordinates support; the delivery of individual adjustments and annual service outcomes requires separate implementation records. [2]

Access to the Center

Published location: Building III, 3rd floor. Working hours: Monday to Friday, 09:00-18:00. Email: aztu@aztu.edu.az. Telephone: (+994 12) 538-33-83. The Center webpage includes an online feedback form. [1]

Individual consultation and accommodation process

The following process describes the recommended operating arrangements for consistent, confidential support. Its implementation during the reporting period should be demonstrated through individual records and follow-up evidence.

Request and consent. A student submits a confidential request or is referred with consent. Staff explain the process, identify accessibility or language needs, and record only the information required to consider support.

Needs assessment. Discuss functional barriers, course and assessment requirements, preferred support and the outcome sought. Review the request against the applicable university policy.

Individual Accommodation Plan. Prepare an IAP specifying agreed adjustments, responsible faculty contacts, implementation dates and a review point. Share only the information necessary for teaching and assessment teams to deliver support.

Implementation. Assign each action to the appropriate unit and communicate the timeline. Confirm that arrangements are in place before the relevant learning activity or assessment.

> **Follow-up and revision.** Check whether support was received and effective. Record unresolved issues, alternative measures and any escalation. Students should have a route to request revision without retaliation.

Academic implementation and follow-up

Possible measures include additional examination time, quiet rooms, alternative assessment formats, accessible digital materials and one-to-one tutoring. Approved adjustments should be confirmed before assessments, followed by a mid-semester check-in and a documented end-of-semester review. Where a requested measure cannot be delivered, record the reason, an alternative and the escalation route.

Accessibility consultation and audit

Students and staff should be invited to report barriers affecting entrances, routes, toilets, classrooms, digital materials and communications. Each barrier should be logged, prioritised, assigned to Facilities or IT and rechecked after remediation. Consult the affected service user before recording a barrier as resolved.

Wellbeing mentoring and staff capacity

The Center coordinates access to psychological and career guidance, peer mentoring and inclusive-teaching awareness. Counselling should be reported only in aggregate. Distinguish unique participants, repeat mentoring attendance and staff training completion; specialist referrals should follow applicable university procedures.

Governance and responsibilities

The proposed operating arrangement places the Center in coordination with the Social Development Center and relevant university governance bodies. First-line guidance and recommendations should remain distinct from decisions assigned to academic departments, HR, Student Affairs and authorised complaint bodies. The Center's reporting line and the proposed review role of a Diversity and Inclusion Council require confirmation in approved governance records.

Safeguarding confidentiality and complaints

Consultation is voluntary. Notes should be access-restricted, proportionate to the support required and excluded from public reporting. Anonymous feedback should be held separately from formal case files. Harassment and discrimination allegations should be referred through authorised reporting and investigation channels; Center staff should facilitate access rather than make informal findings.

Performance and monitoring dashboard

The following figures were supplied as 2026 monitoring information. Their source registers, definitions and coverage within October 2025 to October 2026 remain unverified. They must not be presented as confirmed annual outcomes.

Indicator	Evidence or method	Supplied 2026 figure
Unique students supported	De-duplicated Center service register	62; period unverified
Individual Accommodation Plans	Approved IAP register; distinguish new and reviewed plans	48; period unverified
Requests completed within 10 working days	Request and completion timestamps; defined denominator	92%; period unverified
Physical accessibility barriers resolved	Audit and remediation log; user confirmation	21 of 24; period unverified
Counselling mentoring and staff training	Separate service and attendance logs	Reporting-period count not verified

Data rule: dated registers must establish the reporting period and calculation method before validation. University-wide population indicators must remain separate from Center beneficiaries. Where records are unavailable, report the verified result as "not available" rather than estimating.

Monitoring and evidence trail

Maintain a dated service register with a case identifier, request category, consultation date, referral route, responsible office, agreed adjustment, target date, follow-up and closure status. Keep identifying information in restricted records. Count each person once for unique beneficiary reporting and record repeat consultations separately.

Accommodation and accessibility records should distinguish requests received, plans approved, measures implemented and barriers resolved. For timeliness, define the start and completion points, the working-day convention, exclusions and reporting cutoff. Record both the numerator and denominator underlying any percentage.

Quality assurance and improvement

A semester review should compare demand, response time, completed support, user feedback and unresolved barriers. Assign each improvement to an owner and target date and track it to closure. Share aggregate findings through the confirmed institutional reporting route and publish a short summary that excludes personal information.

Priorities for the next cycle are to confirm governance responsibilities, standardise IAP and referral records, validate the supplied 2026 figures, document user consultation after accessibility remediation, and strengthen feedback on whether approved adjustments were effective.

Evidence for external evaluation

Recommended annexes include the approved Center mandate; accommodation and consultation procedures; de-identified case and IAP registers; anonymised feedback; dated activity programmes and attendance; relevant committee minutes; policy links; the annual improvement log; and source-verified KPI calculations. Confidential case documentation should remain restricted rather than be published.

Contribution to SDG 10

The Center contributes to inclusive participation through disability support, reasonable accommodations, individual learning adjustments and accessibility consultation. The strongest evidence combines an approved accommodation procedure with dated case records, documented delivery times, user feedback and confirmation of accessibility remediation.

References and publication checks

[1] AzTU. Disability Support Center. Published remit, contact details and feedback access.
https://aztu.edu.az/sdg/disability-support-center/

[2] AzTU. Disability Support Center at Azerbaijan Technical University. Published service profile, registration process and responsibilities.
https://www.aztu.edu.az/sdg/wp-content/uploads/2025/03/Disability-support-center-_compressed.pdf

[3] AzTU. Policies. Relevant equality, non-discrimination and disability accommodation policy documents should be checked against the current approved versions.
https://aztu.edu.az/sdg/policies/

Source note: the December 2025 institutional report is cited in the supplied text; its contents and page references require confirmation before inclusion as a verified source. The figures 62, 48, 92% and 21 of 24 are user-supplied provisional information. Confirm data owners, dates, definitions and source registers before official publication.