AZERBAIJAN TECHNICAL UNIVERSITY

Teaching and Learning Policy

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1. CONTEXT AND PURPOSE

Azerbaijan Technical University (hereinafter referred to as “AzTU”) is committed to providing high-quality, inclusive, and student-centred teaching and learning that supports academic excellence, innovation, employability, and societal development at national and international levels.

This Teaching and Learning Policy (hereinafter referred to as “the Policy”) establishes the institutional principles, expectations, and responsibilities governing curriculum design, teaching delivery, assessment, learner support, and the continuous enhancement of academic provision across all programmes of study.

The purpose of this Policy is to:

- ensure consistent, transparent, and high-quality teaching and learning practices across the University;
- promote outcome-based, student-centred, and inclusive education;
- align academic programmes with labour market needs, technological development, and national priorities;
- support academic integrity, pedagogical innovation, and digital transformation; and
- contribute to institutional sustainability and the achievement of Sustainable Development Goal 4 (Quality Education).

1.1. Legislative and Strategic Context

This Policy is developed in alignment with:

- the legislation and regulatory framework governing higher education in the Republic of Azerbaijan, including the Law of the Republic of Azerbaijan “On Education” (No. 833-IIIQ of 19 June 2009);
- national qualification frameworks and accreditation requirements;
- AzTU’s Strategic Development Plan and Quality Assurance Policy; and
- relevant international standards and best practices in higher education.

2. KEY TERMS AND DEFINITIONS

The following key terms are used in this Policy to ensure consistent understanding and application:

Teaching and Learning: All activities related to curriculum design, delivery, assessment, feedback, supervision, and learner support.

Student-Centred Learning: An educational approach that actively engages students in the learning process and emphasises autonomy, critical thinking, and responsibility for learning.

Learning Outcomes: Clear statements describing the knowledge, skills, and competencies students are expected to achieve upon completion of a course or programme.

Assessment: Formal and informal methods used to evaluate student learning, performance, and achievement of learning outcomes.

Blended and Digital Learning: Learning models that combine face-to-face instruction with online, technology-enhanced, or distance learning methods.

Academic Integrity: Ethical principles and standards governing honesty, fairness, transparency, and responsibility in teaching, learning, and assessment.

3. APPLICABILITY

This Policy applies to:

- all undergraduate, postgraduate, and doctoral programmes offered by AzTU, including full-time, part-time, and continuing education programmes;
- all academic staff involved in teaching, assessment, supervision, curriculum development, and academic advising;
- all students enrolled in AzTU academic programmes, regardless of mode of study;
- visiting, adjunct, and guest lecturers engaged in teaching and learning activities; and
- teaching and learning delivered on-campus, online, distance, or in blended formats.

The Policy covers all stages of the academic lifecycle, including programme design and approval, teaching delivery, assessment, feedback, academic support, and review.

It applies to teaching and learning activities conducted by AzTU both nationally and internationally, including joint programmes and collaborative initiatives, unless otherwise regulated by specific agreements or legal requirements.

4. GOVERNANCE

The **University Council** approves this Policy and any subsequent amendments and provides overall oversight to ensure alignment with AzTU's strategic objectives, national regulations, and international standards.

The **Rectorate** provides strategic leadership for teaching and learning, ensures the availability of adequate human, financial, and digital resources, and supports innovation and continuous improvement in academic provision.

The **Academic Affairs / Teaching and Learning Committee** is responsible for:

- overseeing the implementation of this Policy across all faculties and programmes;
- monitoring teaching quality, curriculum relevance, and achievement of learning outcomes;
- reviewing student performance data, feedback, and external evaluation results; and
- recommending enhancement actions, corrective measures, or policy updates where required.

Faculties and Departments are responsible for:

- designing, delivering, and periodically reviewing curricula in accordance with this Policy;
- ensuring alignment between programme objectives, learning outcomes, teaching activities, and assessment;
- implementing quality assurance procedures at programme and course level; and

- supporting academic staff in effective teaching and assessment practices.

Academic Staff are responsible for:

- delivering high-quality, inclusive, and student-centred teaching;
- applying fair, transparent, and consistent assessment methods;
- providing timely and constructive feedback to students; and
- engaging in continuous professional development and pedagogical innovation.

Students are expected to:

- actively engage in learning activities and fulfil academic responsibilities;
- comply with academic regulations and principles of academic integrity; and
- provide constructive feedback through established evaluation and representation mechanisms.

5. TEACHING AND LEARNING PRINCIPLES AND INSTITUTIONAL STANDARDS

This Policy defines the mandatory academic principles, processes, and support mechanisms through which AzTU delivers, assures, and continuously enhances teaching and learning across all academic programmes.

5.1. Student-Centred and Outcome-Based Education

AzTU adopts a student-centred and outcome-based approach to education, ensuring that learning outcomes are clearly defined, communicated, and achieved through appropriate teaching and assessment strategies. Students are encouraged to take responsibility for their learning, engage in critical reflection, and participate actively in collaborative learning experiences. Learning outcomes are mapped at both course and programme levels to ensure coherent progression and mastery of competencies.

5.2. Curriculum Design and Programme Alignment

Curricula are designed and reviewed to align with national qualification frameworks, international benchmarks, and labour market needs. Programme objectives, learning outcomes, teaching methods, and assessments are coherently structured to ensure academic quality and relevance. Curriculum review considers emerging scientific and technological developments, industry demands, interdisciplinary integration, and pathways for lifelong learning and professional development.

5.3. Teaching Delivery and Learning Methodologies

Teaching delivery incorporates diverse, inclusive, and innovative methodologies that promote active learning, critical thinking, problem-solving, and lifelong learning skills. Methods include lectures, seminars, workshops, project-based learning, laboratory work, field studies, and industry collaboration. Inclusive teaching practices accommodate varied learning styles and accessibility needs, and encourage participation from all student groups.

5.4. Assessment, Feedback, and Academic Integrity

Assessment practices are transparent, fair, and aligned with approved learning outcomes. A mix of formative and summative assessments is used to evaluate knowledge, skills, and competencies. Timely and constructive feedback is provided to support student development, and mechanisms for review and appeal are clearly defined. Academic integrity is actively promoted through education on ethical standards, plagiarism prevention, and adherence to university regulations.

5.5. Digital, Blended, and Flexible Learning

Digital platforms and learning technologies support blended and online learning, enhance student engagement, provide access to learning resources, and ensure continuity of teaching and learning when required. Learning analytics are used to monitor student progress, inform teaching strategies, and enable adaptive learning. Flexibility in learning modes allows students to balance academic, professional, and personal commitments while achieving programme outcomes.

5.6. Academic Support and Inclusive Learning

Academic advising, tutoring, library services, learning resources, mentoring, and student support services are provided to promote student success, retention, and wellbeing. Inclusive learning practices ensure accessibility for all students, including those with special educational needs. Support mechanisms are regularly reviewed to address emerging challenges and to foster an equitable and engaging learning environment that enables all students to reach their potential.

6. IMPLEMENTATION

This Policy is implemented through approved academic regulations, procedures, and guidelines, including programme approval processes, staff development plans, quality assurance mechanisms, and digital learning strategies.

Faculties and departments are responsible for operationalising this Policy within their academic activities, while central academic and quality assurance units provide coordination, guidance, and support.

7. MONITORING AND PERFORMANCE INDICATORS

The effectiveness of teaching and learning is monitored through structured quality assurance processes and periodic reporting.

Key Performance Indicators (KPIs) include:

- student progression, retention, and graduation rates;
- student satisfaction and feedback results;
- graduate employability and labour market relevance indicators;
- outcomes of curriculum and programme reviews; and
- participation of academic staff in professional development activities.

Monitoring results are used to inform decision-making, enhancement actions, and institutional planning.

8. POLICY EVOLUTION

This Policy is reviewed every two years or earlier if required by legislative, regulatory, or strategic changes.

The responsible academic governance body coordinates the review process, taking into account monitoring results, stakeholder feedback, external evaluation outcomes, and developments in higher education practice.

Approved revisions are submitted to the University Council for endorsement and communicated across the University.

AZTU

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SUSTAINABLE DEVELOPMENT GOALS

