WESTERN UNIVERSITY
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INTERNAL REGULATIONS MANUAL

WESTERN CASPIAN UNIVERSITY

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1. MANAGEMENT PROCEDURE OF DOCUMENTED INFORMATION OF WESTERN CASPIAN UNIVERSITY

1. Purpose and Scope

This procedure has been written in order to ensure the control of all documented information used within the Integrated Management Systems of Western Caspian University.

This procedure is used by the Center in the preparation, approval, review, revision, distribution, protection, retrievability, retention period, and disposal of internal and external documents related to the teaching activities carried out within the Integrated Management Systems.

The main documents used at the university are as follows:
• Handbook on Integrated Management Systems
• Procedures on Integrated Management Systems
• Process cards
• Work instructions
• Job descriptions
• Diagrams
• Forms
• Plans and programs
• Lists
• Externally originated documents

2. Responsibility

• Every person working at the university is responsible.
• Authorized Representative
• Working Group

3. Referenced Documents

• ISO 9001:2015; ISO 14001:2015; ISO 45001:2018 standards
• General list of internal documents used at the university
• Externally originated documents used at the university
• Document distribution and collection schedule
• System document review process

4. Explanations and Definitions

IMS – Integrated Management Systems
AR – Authorized Representative
Publication date: Indicates the date from which the document is valid.
Rev. No.: Indicates how many times the document has been revised.
Rev. date: Indicates the date of the latest revision of the document.

5. Method of Procedure Operation

5.1 Document Coding

The documents used at the university are coded in the following format:
For example: The format for Procedure, Instruction, Form, etc. is as follows:
Section I / Section II / Section III / Section IV

Section I – Reflects the initials of the institution's name

Section II – Indicates which management system the document belongs to

Section III – Type of document (PR – procedure, TL – instruction, FR – form, etc.)

Section IV – Document number

Example: WCU / IMS / PR / 01 (Procedure No. 01 under the Integrated Management Systems)

5.2 Preparation and Approval of Documents

The documents of the Integrated Management Systems used at the university are prepared by the relevant departments under the supervision of the Authorized Representative.
Any person working at the university may submit a written proposal for the preparation, revision, or cancellation of any document.
The documents of the Integrated Management Systems come into force after being approved by the Executive Vice-Rector of the University.
The authority distribution for preparation, coordination, and approval of the documents is determined as follows:

Document type	Prepared by	Coordinated by	Approved by
University policy on IMS	Authorized Representative		Executive Vice-Rector
Guiding Document on Management System (MS)	Working group	Authorized representative	Executive Vice-Rector

Procedures on Integrated Management Systems (IMS)	Working group	Authorized representative	Authorized representative
OHSE Management System Procedures	Working group	Authorized representative	Executive Vice-Rector
Teaching procedures	Working group	Authorized representative	Executive Vice-Rector
Job instructions	HR department	Authorized representative	Executive Vice-Rector
Documents on Contracts and Legal Support	Legal department		Executive Vice-Rector
Teaching activities and	Working group	Authorized	Executive Vice-Rector
Risk Management Documents Related to OHSMS		representative	
IMS targets	Working group	Authorized representative	Executive Vice-Rector

5.2 Document Distribution

A copy of the approved management documents is distributed by the working group under the supervision of the Authorized Representative after stamping the document with "Certified True Copy" in lieu of a signature.

The distributed documents are recorded in the form WCU/IMS/FR/002 "Document Distribution / Collection Schedule" or distributed via the "electronic document circulation" system. The distribution of documents prepared and updated under IMS is also ensured by placing them in a special folder on the internal network accessible to everyone. In this case, only the Authorized Representative has the authority to make necessary additions and changes to the special folder. Other university staff can access and use the system documents as users at any time in their processes. The originals of the signed management documents are kept by the Authorized Representative.

5.3 Document Revision and Cancellation

Documents used at the university are scheduled for review or canceled upon proposal or request, agreed with the Authorized Representative. Documents replaced with newer versions are stamped "Canceled." Old versions of revised documents are canceled appropriately after the new versions are issued. All changes made during revision are shown in bold and italics until the next change. In subsequent revisions, previously revised parts lose italics and return to normal font. Also, when changes occur in procedures and instructions, they are recorded and tracked in the change log table

(WCU/IMS/FR/003) as an additional section in the modified document.

Management documents used at the university can also be distributed electronically. During revision, electronic management documents are replaced with revised ones. The distribution of revised documents to relevant structural units is recorded in WCU/IMS/FR/002 "Document Distribution / Collection Schedule," and confirmation of delivery is obtained from the head of the relevant unit.

Revised documents distributed electronically are also duplicated on CDs. The CD is labeled with the document's publication date, revision date, and revision number.

Copies made from controlled originals without the signature or approval of the Authorized Representative are considered uncontrolled and are for informational purposes only. The university does not bear responsibility for such documents or their content.

5.5 Control of External Origin Documents

External origin documents are those sourced externally and used in the establishment and implementation of IMS at the university. Examples include standards, legal regulatory documents, normative documents, laws, technical specifications, etc. External origin documents are listed by the Authorized Representative with proposals from heads of structural units and approval from the management (WCU/IMS/FR/005) and distributed accordingly. Periodically, these documents are analyzed by the working group under the supervision of the Authorized Representative, and related units are informed if changes occur.

5.6 Periodic Review of Documents

All documents comprising the applied management system are reviewed at least once a year by the working group under the supervision of the Authorized Representative.

- If there are changes in international and national normative legal acts and standards
- If new guiding documents are issued by higher organizations
- If new equipment and technology are applied
- If there are structural or infrastructure changes, documents are reviewed out of schedule. IMS Procedures, Forms, Targets, Plans, and other documents are reviewed by the working group and submitted to the Authorized Representative with proposals.
  After review, necessary changes are identified and implemented by the Authorized Representative.

5.7 Document Protection and Storage in Relevant Locations

Originals of documents used, valid, or canceled at the university are stored under the supervision of the Authorized Representative.

IMS documents are kept ready for use by heads of structural units. Lost or unreadable controlled copies are renewed by the structural unit heads by applying to the Authorized Representative.

5.8 Record Management

The Authorized Representative determines the records and the structural units responsible for preparing records as evidence of IMS compliance and effective implementation.

Records are prepared both on paper and electronically. Records must be clear, easily readable and understandable, and accessible at any time.

Records are stored and protected in appropriate folders in the structural units, organized so they can be easily identified. Folders are classified by content and labeled with their content and number.

IMS-related documents are also stored electronically. System documents are placed on the internal network in PDF format in a way that they cannot be altered. Updates to system documents are carried out on the internal network when changes occur.

Canceled electronic documents are transferred to a hard disk and archived with the document name and relevant date indicated. To protect electronic documents, backup copies are kept in two locations: on a flash drive and an external hard disk. This process is supervised by the Authorized Representative. All types of records related to the process execution are annually transferred to an external hard disk for safekeeping under the supervision of the Authorized Representative.

At the end of each year, structural units identify expired records and hand them over to the responsible person for archiving. The retention periods for all types of records related to the management system are shown in Annex 1.

6. Related Documents

• General list of internal documents — WCU/QMS/FR/004
• Document distribution / collection schedule — WCU/QMS/FR/002
• List of external origin documents — WCU/QMS/FR/005

Appendix 1

No	Document type	Relevant Department / Field		Archive	
		Storage period	Person in charge	Storage period	Person in Charge
1	Management Review Meeting Minutes	1 year	Authorized Representative	3 years	Person Responsible for Archives
2	Records on the Analysis of Conditions Related to Teaching	1 year	Legal department	3 years	Person Responsible for Archives
3	Records on Teaching Plans	1 year	TP and P (Teaching Plan and Program) department	3 years	Person Responsible for Archives
4	Supplier Evaluation Records	1 year	Administrative and Supply Department	3 years	Person Responsible for Archives

5	Procurement Records	1 year	Administrative and Supply Department	3 years	Person Responsible for Archives
6	Conformity Assessment Records	1 year	Occupational Safety Specialist	3 years	Person Responsible for Archives
7	Records of Nonconforming Teaching Activities	1 year	Authorized Representative; Working group; Quality Control Center	3 years	Person Responsible for Archives
8	Records of Corrective and Improvement Actions	1 year	Authorized Representative; Working group; Quality Control Center	3 years	Person Responsible for Archives
9	Internal Audit Records	1 years	Authorized Representative	3 years	Person Responsible for Archives
10	Training and Workshop Records	1 year	HR department; Authorized Representative	5 years after the employee's termination	Person Responsible for Archives
11	Personal Records	5 years after the employee's termination	HR department	20 years	Person Responsible for Archives
					Person Responsible for Archives
12	Customer Satisfaction Records	1 year	Authorized person; Working group	3 years	Person Responsible for Archives

13	Records on Complaints	1 year	Authorized person; Working group	3 years	Person Responsible for Archives
14	Monitoring results on OHSMS	1 year	Specialist in Labor Protection	3 years	Person Responsible for Archives
15	Records of Accidents	1 year	Specialist in Labor Protection	3 years	Person Responsible for Archives
16	Risk Assessments on Environmental Aspects and Safety	Until Updated	Specialist in Labor Protection	3 years	Person Responsible for Archives
17	Records of Examination Results	1 year	Quality Control Center	3 years	Person Responsible for Archives

2. INTERNAL AUDIT PROCEDURE OF WESTERN CASPIAN UNIVERSITY

1. Purpose and Scope
The purpose of this procedure is to conduct internal audits to verify the compliance and implementation of Quality, Environmental, and Safety Management Systems at the required level and according to set objectives, to report the results, initiate necessary corrective actions, and monitor them.

2. Responsibility
a) Authorized Representative

- Select auditors and ensure their training
- Prepare and implement the internal audit plan
- Monitor the implementation of corrective actions (CA)
- Provide reports on internal audits at management review meetings

b) Internal Auditor

- Conduct audit and follow-up audit and keep records
- Fill out the CA form for nonconformities identified during the audit and implement necessary corrective actions with the head of the relevant structural unit

c) Auditees

- Provide all necessary information to auditors during the audit

3. Referenced Documents

- ISO 9001, ISO 14001, ISO 45001, and ISO 19011 (Guidelines for auditing management systems)
- Nonconformity Management Procedure WCU / IMS / PR / 03

4. Explanations and Definitions

Abbreviation	Definition
CA	Corrective Action (An activity applied to eliminate the causes of detected nonconformities)
IMS	Integrated Management Systems
AR	Authorized Representative
Nonconformity	Failure to meet any requirement accepted by the organization

5. Procedure Methodology

5.1 Selection and Appointment of Internal Auditors

- Internal auditors are appointed from personnel who are not directly responsible for the audited activity.
- Internal auditors are appointed for one year based on the proposal of the AR and approval of the Executive Vice-Rector of West Caspian University. The AR determines which structural unit each auditor will audit.
- Auditors are selected from the personnel of the LLC.

5.2 Conducting Internal Audits

- To determine compliance of IMS-related activities and related results with planned stages and the effectiveness of IMS, the Executive Vice-Rector's order is followed to prepare the internal audit plan WCU / IMS / FR / 006, which is submitted to management for approval. The approved plan is delivered to relevant structural units by the AR against signature.
- Auditors are selected by the AR from trained personnel so that they do not audit their own structural units. For objective auditing, it is preferable that structural units with sequential activities audit each other.
- Internal audits are conducted once a year at pre-planned times. Follow-up audits are conducted if necessary to ensure nonconformities are eliminated.
- Internal audits are conducted regarding compliance with University's IMS documents. The results of recent corrective actions related to audited structural units are considered.
- On the audit date, an opening meeting is held with auditors and the head of the audited structural unit. Attendees are recorded in WCU / IMS / FR / 007 "List of attendees invited to opening and closing audit meetings." The audit purpose, scope, and implementation method are explained. The audit plan is understood and accepted by both parties.

- Evidence of conformity and nonconformity is collected according to WCU / IMS / FR / 008 "Audit checklist," marking "Yes" or "No" with relevant notes in the comment section.
- For nonconformities identified during the audit, WCU / IMS / FR / 009 "Audit report" form is completed. If no nonconformities are found, the same form is completed. Signed by both auditors and the audited unit head, one copy is given to the unit head, and the original is submitted to the AR. All internal audit reports are retained by both the audited unit and the AR.
- The structural unit head implements corrective actions according to the "Nonconformity Management Procedure" WCU / IMS / FR / 03. The monitoring of corrective actions is carried out by the relevant auditor. The audited unit head implements corrective actions within the time specified in WCU / IMS / FR / 011 "Nonconformity report form."
- Audit results are analyzed at management review meetings to continuously improve the effectiveness of IEMS and are recorded in WCU / IMS / FR / 013 "Meeting minutes."
- After audits in the University's structural units are completed, a closing meeting is held. IEMS auditors hold the closing meeting with the group attending the opening meeting. Attendees are recorded in WCU / IMS / FR / 007 "List of attendees invited to opening and closing audit meetings." Positive information, nonconformities, observations, advice, and corrective action deadlines are discussed to ensure compliance.
- The results of internal audits conducted per the program are compiled in WCU / IMS / FR / 010 "Final audit report" and submitted by the lead auditor to the Executive Vice-Rector.
- Unplanned audits are conducted upon proposal by the AR and approval by the Executive Vice-Rector based on changes in IMS, increased corrective actions, or complaints from students. Unplanned audits are recorded as such in the internal audit plan and conducted according to the same procedures as planned audits.

6. Related Documents

- Internal Audit Plan WCU / IMS / FR / 006
- List of attendees invited to opening and closing audit meetings WCU / IMS / FR / 007
- Audit checklist form WCU / IMS / FR / 008
- Audit report form 010
- Nonconformity report form WCU / IMS / FR / 011
- Meeting minutes form WCU / IMS / FR / 013

- WCU / IMS / FR / 009
- Final audit report form WCU / IMS / FR /

2. NONCONFORMITY MANAGEMENT PROCEDURE OF WESTERN CASPIAN UNIVERSITY

Purpose

The purpose of this procedure is, when any deviation, breach of legal compliance related to safety, environment or quality systems, failure to adhere to work-process or supply-contract requirements occurs during the provision of teaching services in accordance with International Standards, to apply corrective actions to the resulting nonconformities and integrate them into the relevant processes.

2. Application Areas

All activity areas where deviations exist

3. Referenced Documents

• ISO 9001, ISO 14001, ISO 45001 standards
• Internal normative documents (procedures, instructions, etc.)

1. Explanations

Nonconformity – Failure to fulfill a requirement without justification, or observation of deviation in the fulfillment of a requirement (i.e. breach without applying Change-Control requirements of local legislation, international standards, internal regulations or other normative acts).

Nonconforming product – Any student whose record is deleted for any reason prior to graduation is considered a nonconforming product under this procedure.

Nonconforming activity – Any activity that does not meet the criteria set out in University documents is considered a nonconforming activity under this procedure.

Observation – A visual determination by any staff member of the status of a management system, process or activity.

Verification – Checking and confirming that the nonconformity has been effectively eliminated.

OHSMS– Health, Occupational Safety, Environmental Protection

2. Methodology

2.1 Nonconformity

2.1.1 The University's process for managing nonconformities, deviations and corrective actions consists of four stages in total:

Notification and recording of nonconformities/deviations arising from internal/external audits (including second and third parties), student or supplier complaints, or periodic monitoring;

Classification and analysis of nonconformities and deviations;

Tracking progress of correction and corrective actions;

Verification of correction and corrective actions.

3. Reporting and Recording of Nonconformities

3.1 Classification of Findings
Findings identified in the course of University activities are divided into three categories:

Nonconformity;

Observation;

Opportunity for improvement.

3.1.1 Nonconformity – A deviation from the requirements of management systems, implemented standards, local or international legislation, regulatory acts, technical specifications, etc. Any University employee may identify and record a nonconformity during any process (during teaching, in the activities of contractor/sub-contractor companies under University control, in inter-unit processes, in operations and management centers of structural units, in classrooms before, during or after the teaching process).
Nonconformities are themselves divided into two groups:

Major nonconformities;

Minor nonconformities.

3.1.2 Major nonconformity – Any complete breach of a requirement (standard, procedure, regulatory document, contract, etc.) in University activities or management systems, any repeatedly occurring nonconformity that causes serious consequences. When recording a nonconformity, the requirement in question and the evidence of the nonconformity must be specified. Referenced requirements may include local and adopted international legislation, internal rules, or management-system standards.

Major nonconformities are deemed as such in the following cases:

The same nonconformity is repeatedly found in several structural units or areas (process records are required as evidence);

During inspection of any process, structural unit, or area, a single clause of a law or standard is found to be entirely breached;

Management intervention/decision is required to implement corrective actions for the nonconformity;

Conditions that could have significant impact on the activity area;

Previously minor nonconformities reported in internal/external audits or monitoring remain open in current inspections.

3. 1.3 Minor Nonconformity – Classified as a nonconformity in the organization's activities and management system that does not result in any serious consequences. When documenting a minor nonconformity, references and evidence must be provided. Nonconformities are considered minor in the following cases:
• When the process exists and is implemented, but minor deviations related to documentation are detected;
• When deviation is observed in only a single sub-clause of a specific clause in procedures, rules, or standards;
• When situations with no significant impact on the system are detected.

3.2 Observations – Usually three cases detected during the production process that lack sufficient evidence or deviation:
• High probability of rule violation;
• Potentially hazardous behaviors;
• Potentially hazardous activities/situations.

The registration and monitoring of observations are managed by the working group and are documented to improve the status and effectiveness of ISO-9001, ISO-14001, ISO-45001 management systems.
Recorded observations are evaluated by the authorized representative, and related actions are discussed during management review meetings.

3.3 Opportunities for Improvement – Findings based on facts and data indicating potential for improvement during internal and external audits. Often written regarding issues requiring process development.

3.4 Nonconformities are not accepted as such in the following cases:
• No reference is provided;
• No evidence of nonconformity is shown;
• Nonconformity is not correctly identified according to the reference;
• Nonconformity is reasonably rejected by the process owner.

3.5 Sources of Nonconformity
Nonconformities are mainly classified into two groups based on their source:

Internal sources:
• Results of internal audits;
• Results of conducted monitoring;
• During receipt of goods and materials.

External sources:
• Student satisfaction surveys;
• Stakeholder complaints;
• Second and third party audits.

Regardless of the source, all nonconformities are recorded in the Nonconformity and Observations Registration Table and managed according to the process flow.

3.6 Reporting Nonconformity

Identification of Nonconforming Service

• All employees are responsible for identifying nonconforming activities.
• Conditions related to students whose registration is deleted before graduation are specified in the contract with the student and in the internal disciplinary rules booklet.
• One month after each academic year, the relevant department classifies and reports to management the reasons for deletion of registration of students who left without graduation.
• Cases of students whose registration is deleted or should be deleted before graduation are objectively discussed at examination committee meetings. Meeting notes are recorded in the meeting protocol journal.
• Nonconforming activities related to teaching staff's conducted lessons and duties are identified through reports issued by the "Quality Control Center" after supervision (lesson observation, etc.) and through disciplinary penalties applied to personnel.
• Suggestions and complaints from students and teaching staff are also used to identify nonconforming activities.

Materials purchased as necessary for the execution of the University's teaching activities undergo visual inspection by experts before use. If nonconforming materials are detected during inspection, the following steps may be taken:
a) Accept as is;
If the product (material) meets acceptance criteria during quality control and only minor deviations are found, the nonconformities are considered insignificant and the product (material) is accepted as is.
b) Accept after repair;
If it is determined that nonconformities found during quality control will be corrected after repair to meet teaching acceptance criteria, specific documentation on the repair technology is developed and approved. After correction, the product (material) is re-inspected and accepted if it meets requirements.
c) Do not use as intended;
If the product (material) cannot be used for its intended purpose but can be used for other purposes, it is stored in quarantine until needed.
d) Irreparable defective product;
In this case, the product (material) is not repairable.

The person identifying the nonconformity writes notes in the Nonconformity Report Form, which should include:
a) Department: Name of the department where the nonconformity occurred (division/chair/laboratory);
b) Date: Date when nonconformity occurred;
c) Reporter: Name and surname of the person identifying the nonconformity;
d) Description of Nonconformity: Detailed explanation of the nonconformity;
e) Reference of Nonconformity: Information about the violated requirement and related document (standard, legislation, procedural rules, contract terms);

f) Root Cause of Nonconformity: Possible causes or description of the root cause;
g) Corrective Action for Nonconformity: Description of actions taken to eliminate the effects of the identified nonconformity;
h) Corrective Measure: Description of actions taken to eliminate the cause and prevent recurrence;
i) Target Completion Date: Planned completion date when the action plan is prepared;
j) Completion Date: Date when the action plan was implemented.

Note: Points *a, b, c, d, e* must be filled by the person identifying the nonconformity. Points *f, g, h, i, j* are assigned by the person responsible for the process where the nonconformity was detected or the process owner, and the responsible person and final implementation date must be indicated for each point.

3.7   Assignment and Analysis of Nonconformity to the Responsible Person

Nonconformities recorded in the Nonconformity and Observation Registration Table (or in special software) are assigned to the owner of the related process or the responsible person of the related department for analysis and elimination of the nonconformity (hereinafter both cases referred to as the responsible person). If necessary, the responsible person, within 7 working days, sequentially defines the correction, root cause, preventive measure, and final implementation deadline, reflects these in the form, and returns it to the responsible department that identified the nonconformity. Nonconformities recorded in the registry table or special software are monitored by the responsible department that identified the nonconformity according to the assigned final execution date, and necessary notifications are made.
Each nonconformity found during inspections is mutually agreed and signed by the process owner, and the signed documents are stored in two copies both in the database of the process-responsible department and in the database of the department monitoring the process.
Electronic copies (via email or special software) are distributed.

3.8 Correction

Correction is the work carried out to eliminate the consequence of the detected nonconformity. Measures can be executed by the process owner or a person assigned by the process owner for this task. The names of the person(s), the targeted final execution date, and the actual completion date must be reflected in the report. When preparing the action plan, it is necessary to follow the requirements of the standards applied by the University and monitor compliance with these requirements.
If the measures taken during implementation require any changes in the next stages of the system, the process is carried out according to the Change Management procedure, and relevant records are submitted to the responsible department as proof of the action. Records related to change management must be reflected in the Nonconformity and Observation Registry table.
If the detected nonconformity is a defective product or incorrect invoice, for example, reprocessing the defective product or correcting the invoice is considered a correction.
Correction solves the problem only temporarily. If the root cause is not investigated and preventive measures are not taken, the nonconformity will recur.

3.9 Root Cause Identification

Root cause means the reason for the occurrence of the nonconformity. The purpose of investigating the root cause is to correctly identify the measures required to eliminate the nonconformity and prevent its recurrence.

After the nonconformity is corrected, root cause investigation begins. The results of the investigation are recorded in the nonconformity report and submitted to the responsible structural unit.

During root cause investigation, the process owner and employees of the affected processes may participate. The names of the person(s) identifying the root cause must be recorded on the form. Depending on the complexity of the task, several methods (brainstorming, discussions with teaching specialists, 5 Whys, etc.) can be applied.

The applied method must be recorded in the designated field of the Nonconformity Report form. At Western Caspian University, the root cause is identified using the 5 Whys method.

3.10 Determination of Corrective Actions

After the root cause is identified, corrective actions are determined to completely eliminate the nonconformity and prevent its recurrence. The final execution date for these actions is also set. For each nonconformity, corrective and corrective actions must be documented by the process owner. The process owner may form a team to solve corrective actions. In this case, team members must meet the following criteria:

- Must have knowledge of operations, processes, and services;
- Must be able to effectively manage time and resources;
- Must have problem-solving skills and ability to implement corrective actions;
- Must have the required technical knowledge and skills;

When defining actions to prevent recurrence of nonconformities, the following rules should be considered:

- Implement changes to system documents if necessary;
- Provide feedback for systematic improvement when needed;
- Review the history of the problem;
- Analyze how the problem occurred;
- Identify stakeholders;
- Determine possible opportunities for occurrence and elimination of similar nonconformities;
- Identify the practice or procedure that allows the problem to recur.

After root cause, corrective action, final execution date, and responsible persons are determined, this information is entered into the existing nonconformity report form and sent to the responsible structural unit for approval. Incorrectly prepared corrective actions are returned for revision. Approved corrective actions are communicated to related persons by the process owner and implementation begins. Evidence of completed work is submitted to the responsible structural unit upon completion. The process owner and affected departments may hold joint meetings to discuss necessary actions, their status, and record them.

Information on corrective actions is recorded in the Nonconformity and Observation Registry table. If serious changes are made to processes or significant risks are identified during preparation of corrective actions, the process continues according to the Change Management procedure, and records are submitted to the responsible structural unit. After the actions are implemented, the nonconformity moves to the closure phase. The activities performed are analyzed. If evidence and actions are deemed sufficient, necessary notes are made on the tracking sheet and the nonconformity is marked as closed with a decision issued. If evidence and actions are insufficient, the case is returned and corrective actions are revised.

3.11 Implementation and Monitoring of Corrective Actions

Immediately after agreement with the department/unit that detected the nonconformity on the assigned root cause, corrective action, final execution date, and the persons responsible for carrying out these actions, implementation of the actions begins. Upon the expiration of the final execution date, the department/unit that detected the nonconformity receives information from the responsible person about the progress and monitors the course of the process.

Actions must be executed no later than one month, and evidence of this must be submitted to the department/unit that detected the nonconformity. If the actions taken require any changes in the next stages of the system, the process is carried out according to the requirements of the Change Management procedure, and related records are submitted to the department/unit that detected the nonconformity as evidence of the action. Records related to changes must be reflected in the Nonconformity and Observations Registration Journal. The department/unit that detected the nonconformity analyzes the submitted evidence. If the evidence is deemed sufficient, the status of the nonconformity is recorded as closed and relevant persons are informed. If the evidence is insufficient, it is returned and corrective actions are reworked. The progress of the execution of actions whose final execution date has expired but whose status remains open is kept under supervision until completion, and notes on the progress of the actions are maintained during this period.

All evidence and records related to the monitoring and implementation of the actions are electronically stored in a pre-determined and communicated folder (or in the database of special software).

3.12 Verification of Correction and Corrective Actions

To ensure that corrective actions are correctly determined based on the root cause and effectively implemented, these actions are verified by the department/unit that detected the nonconformity. After verification, the name, surname, execution date, and results of the verifier are recorded in the tracking table. The verification process for minor nonconformities is carried out one month after the nonconformity is closed, through mutual confirmation and approval with the person who detected the nonconformity. Confirmation is carried out by written correspondence (for minor nonconformities) or by on-site inspection (for significant nonconformities). For significant nonconformities, the verification process is carried out one month after implementation of corrective actions by an audit team or an employee assigned for verification through inspections. During the verification process, the following methods may be used to ensure that the nonconformity is fully closed:

- Demonstrate that changes have been resolved without creating a new problem;
- Additional process monitoring until it is demonstrated that the process is stable and can meet continuous requirements (recording and analysis of process parameters and/or service characteristics, Statistical Process Control, etc.);
- Confirm that the activities performed maintain the quality and continuity of the process and work without causing new problems.

3.13 Management of Nonconformities Arising During External Audits

Nonconformities identified during external audits are handled via the format or software provided by the external party. Overall process control is carried out by the Authorized Representative of the institution. During this, the Authorized Representative opens a nonconformity report related to the external audit and submits it to the relevant process owner, then carries out monitoring activities related to the nonconformity.

3.14 Management of Nonconformities Arising from Customer Complaints

Based on surveys conducted among students regarding educational services provided by Western Caspian University, as well as direct complaints, nonconformities can be registered. Student complaints related to exam results are reviewed by the appeals committee. If the complaint is found justified, the student's results are changed accordingly.

While registering nonconformities and deviations in the Nonconformity and Observations Registration Table, statistical analyses are also conducted in parallel.

Statistical analyses are classified according to the following groups:

- Status of nonconformities by the related structural unit;
- By factor related to the root cause;
- By main factor;
- Status of nonconformities by quarters;
- For each nonconformity opened due to violated procedural requirements, the name, code, or number of the violated procedure, rule, regulation, standard, or legislation is recorded in the appropriate section of the tracking table.

4. Control and Inspections

The Authorized Representative, working commission, and Quality Control Center carry out control inspections related to the implementation of the procedure.

5. Responsibility

5.1 The Authorized Representative and working commission are responsible for maintaining the management systems in working condition.

5.2 The relevant departments of the University are responsible for eliminating any nonconformities.

6. Related Documents

- Nonconformity Report Form — WCU//IMS/FR/011
- Nonconformity and Observations Registration Form — WCU/IMS/FR/012
- Statistical Report Table of Nonconformities — WCU/IMS/FR/037

3. WESTERN CASPIAN UNIVERSITY MANAGEMENT REVIEW PROCEDURE

1. Purpose and Scope

Meetings are organized by the management of Western Caspian University to ensure that the Quality, Environmental, and Safety Management Systems of the institution comply with the requirements of international standards at the required level and their continuity is maintained, as well as to regularly analyze continuous improvement activities.

2. Responsibility

- Executive Vice-Rector
- Authorized Representative
- Working Group
- Heads of Structural Units

3. Referenced Documents

- ISO 9001, ISO 14001, and ISO 45001
- Labor Code
- International and national regulations

4. Procedure Working Method

Content, agenda, and record of the meetings related to the review

The content of the meetings held for management reviews is explained in detail in the purpose of the procedure. At the meetings held in the university, the institution's management, heads of structural units, and other personnel participate. Meetings are held at least once a year. Additional meetings can be held if necessary. The date of the meetings is coordinated with the Executive Vice-Rector by the Authorized Representative (AR) and announced to the participants at least one week in advance via the WCU/IMS/FR/014 "Meeting Notification Form."

The content of the meetings held under the chairmanship of the management for analysis of the existing management system mainly includes:

- Status of achieving set objectives;
- Whether the MS procedures reflect all activities of the University;

- Determining the effectiveness of nonconformity and corrective action procedures;
- Results of internal audits conducted by the WCU.

Meeting Agenda:

- Discussion of the University's Management Systems Policy
- Results of audits
- Internal and external factors affecting management systems
- Analysis of interested parties
- Investigation of complaints, communication with customers
- Process performance and service conformity
- Level of achievement of objectives
- Changing conditions, level of compliance with legislative requirements
- Emergencies and actions to be taken in such cases
- Investigation of incidents, status of corrective actions implementation
- Work with external suppliers
- Availability of resources
- Risk and opportunity management for the IMS
- Work done for environmental and safety risk and aspect management
- Compliance assessment
- Work done on monitoring and measurements
- Recommendations for improvement
- Work on occupational health and environment
- Consultations with employees and results of their participation
- Status of implementation of decisions taken at the previous management review meeting

Meeting Outcomes:

- Improvement of the effectiveness of the MS and related processes
- Improvement of service related to customer requirements
- Resource needs

All meetings are documented. All speeches, comments, suggestions, opinions, and decisions made during the meetings are reflected in the WCU/IMS/FR/013 "Meeting Minutes." The accepted decisions are prepared as meeting minutes by the Authorized Representative and the meeting secretary, approved, and distributed to all participants.

The implementation of the meeting minutes is regularly monitored by the Authorized Representative. All meeting minutes are recorded and these records are kept for 3 years in accordance with the relevant procedure.

5. Related Documents

- Meeting Minutes — WCU/IMS/FR/013
- Meeting Notification Form — WCU/IMS/FR/014
- List of Participants — WCU/IMS/FR/015

5. WESTERN CASPIAN UNIVERSITY

COMPETENCE MANAGEMENT PROCEDURE

1. Purpose and Scope

To identify the training needs within Western Caspian University and to carry out this activity in accordance with international and national standards.

2. Responsibility

- Executive Vice-Rector
- Human Resources Department
- Authorized Representative
- Working Group

3. Referenced Documents

- ISO 9001, ISO 14001, and ISO 45001 standards
- Labor Code
- International and national regulations

4. Procedure Methodology

4.1 General Rules

Regardless of the position held, all university staff must meet the following general requirements:

- Possess full proficiency in a specific specialty
- Have extensive experience
- Gain experience alongside formal education
- Be familiar with the operations of the assigned field

In addition to the above, heads of structural units identify the annual training needs of their staff and submit a request according to the "Annual Training Plan" form WCU/IMS/FR/020, which is distributed by the Human Resources Department to all units. Based on this form, the HR Department determines the list of employees who will participate in the training. The HR Department determines the location and duration of training in accordance with the requirements of the standards for university personnel.

4.2 Need for Special Training

If heads of structural units confirm that their staff require knowledge, skills, and experience enhancement in all areas of training, including management systems, they must submit a written request to the AR (Authorized Representative). Each assigned task must correspond to the employee's qualification, experience, knowledge, and skills.

Special training may also be conducted in cases of emergency preparedness, organizational changes, implementation of new processes, new equipment or technologies, drastic changes in risk levels, etc.

If necessary, based on the needs of the management systems, a group of specialists may be sent to developed higher education institutions abroad for experience exchange. The nomination is carried out based on the recommendation of the structural unit head and approval by the Executive Vice-Rector.

4.3 Training

One of the main duties of the AR and heads of structural units is to organize training for employees in accordance with ISO 9001, ISO 14001, and ISO 45001 standard requirements.

The level of employees' knowledge, skills, and experience concerning the current system requirements is determined during audits, based on audit reports and reports prepared by the audit team leader.

Taking into account the identified shortcomings, awareness-raising activities should be carried out to ensure deep understanding of the system requirements. These are implemented through seminars and trainings in the form of special courses.

Trainings are conducted based on the following curriculum:

- General training activity
- Requirements of ISO 9001, ISO 14001, and ISO 45001 standards
- ISO 19001 internal audit guidance
- IMS procedures
- University IMS policy
- Risks and opportunities related to academic processes
- Environmental and safety risks
- Objectives
- International and national requirements
- Interrelation of processes
- Other issues

4.4 Additional Notes

All records related to staff training are stored with the AR as part of individual training records. The effectiveness of the conducted training is evaluated by the employee's direct supervisor and documented in the employee's personal file.

5. Related Documents

- Training Program   WCU / IMS / FR / 017
- Training Effectiveness Evaluation Form   WCU / IMS / FR / 018
- List of Training Participants   WCU / IMS / FR / 019
- Annual Training Plan   WCU / IMS / FR / 020

6. WESTERN CASPIAN UNIVERSITY PROCEDURE FOR MONITORING LEGISLATION AND INTERNATIONAL STANDARDS

Purpose of Use:
The sources used to monitor legislation and international standards are indicated.

Place of Use:
All departments and faculties.

Responsible Persons:
Authorized Representative for ISO 9001, ISO 14000, and ISO 45001 systems,
Working Group,
Legal Department

Procedure Description:
Organizing activities in accordance with the legislation of the Republic of Azerbaijan, international standards, and laws is one of the university's primary objectives. Therefore, there is a need for constant monitoring and updating of domestic laws and international standards.

The updating of laws and other conditions is carried out through mandatory and voluntary sources of information in electronic or printed media. This task is under the responsibility of the university's Legal Department.

Changes in the ISO standards on which the university's management systems are based are handled by the working group under the leadership of the Authorized Representative.

Records are maintained in the **WCU/IMS/FR/005 List of Externally Originated Documents**.

Press information sources, committees, ministries, departments, institutions

- Ministry of Science and Education of the Republic of Azerbaijan
- Ministry of Emergency Situations of the Republic of Azerbaijan
- Ministry of Ecology and Natural Resources of the Republic of Azerbaijan
- Technical Safety Institute of the Republic of Azerbaijan
- International Organization for Standardization (ISO)
- State Social Protection Fund of the Republic of Azerbaijan
- Cabinet of Ministers of the Republic of Azerbaijan
- National Assembly of the Republic of Azerbaijan

Electronic Information Sources
President of the Republic of Azerbaijan
    http://www.president.az

Milli Majlis (National Assembly) of the Republic of Azerbaijan
    http://www.meclis.gov.az

Cabinet of Ministries of the Republic of Azerbaijan
http://www.cabmin.gov.az

Ministry of Digital Development and Transport of the Republic of Azerbaijan
http://www.mincom.gov.az

Ministry of Ecology and Natural Resources of the Republic of Azerbaijan
http://www.eco.gov.az

Ministry of Taxes of the Republic of Azerbaijan

http://www.taxes.gov.az

Ministry of Economic Development of the Republic of Azerbaijan http://www.economy.gov.az

Ministry of Health of the Republic of Azerbaijan

http://www.sehiyye.gov.az

Ministry of Finance of the Republic of Azerbaijan http://www.maliyye.gov.az
Ministry of Science and Education of the Republic of Azerbaijan
http://www.edu.gov.az

Study of New Laws and Currently Enforced Legislation

http://www.qanun.info.az

Monitoring of Changes in International Standards

http://www.iso.com

7. WEST CASPIAN UNIVERSITY
PROCUREMENT AND SUPPLY PROCEDURE

□ Purpose and Scope

The purpose of this procedure is to carry out the procurement process of goods, materials, and equipment required for the implementation of educational processes based on contracts concluded with the customer, in accordance with the Law on Procurement of the Republic of Azerbaijan and management standards ISO 9001:2015, ISO 14001, and ISO 45001.

□ Responsibility

• Economic and Supply Department

□ Referenced Documents

• International and national requirements
• ISO 9001:2015, ISO 14001:2015; ISO 45001:2018
• Law of the Republic of Azerbaijan on Public Procurement

□ Procedure Methodology

4.1. The general stages of the procurement process are carried out according to the following scheme.

Tələbatın aşkarlanması, malın (işin, xidmətin)	Malgöndərənlərin (podratçıların)	Satınalma strategiyasının və
Identification of Demand, Determination of the Volume of Goods	Submission and Sending of Requests	Signing of the Contract
Prequalification of Suppliers (Contractors) (if required)	Evaluation of Tender Proposals	Execution of the Contract
Definition of Procurement Strategy and	Negotiations (if required after the tender)	Completion of the Contract
Clarification of Tender Participants Preparation of Tender Documents	Determination of Tender Results	Singing of the contract

4.2. Preparation Process

The department or related teaching unit that will carry out the instruction prepares a list of materials and equipment required for the execution of the work and applies in writing to the University Executive Vice-Rector. The Executive Vice-Rector gives instructions to the Economic and Supply Department for the provision of the intended materials. Before starting the procurement, the procurement specialist determines the estimated value of the goods to be purchased (by sending inquiries to potential contractors, analyzing previously concluded contracts, using information sources, etc.). A Procurement Group is formed by the university for the purchase of materials. The head of the Procurement Group is appointed as the Authorized Representative according to the IMS (Integrated Management System). An invitation document (main terms set) reflecting the conditions and requirements of the competition is prepared by the Procurement Group for the goods, materials, equipment to be procured. The conditions of the competition include the standards and quality indicators given by the project for the purchased goods, materials, equipment, etc. The quality of the purchased materials is ensured by checking the documents required in the competition conditions set and, if necessary, by submitting samples.

4.3. Procurement Competition

Procurement competition is a competition held to select one (or several) of the claimants for the purpose of carrying out the procurement of goods, works, or services in the most efficient way and at the lowest cost, and assigning these goods, works, or services to them by contract.
The types of procurement competitions are as follows:

- Open competition
- Selective competition
- Electronic auction
- Two-stage competition

Announcements for open competitions are published in official newspapers, journals, and other media during the invitation.

Selective competition method is used in the following cases:

- When the relevant goods (works and services) are only available from a limited number of potential suppliers (contractors) due to excessive complexity or special nature;
- When the time and cost required to consider and evaluate multiple proposals are disproportionate to the value of the goods (works and services) to be procured.

During selective competition, the company to participate is chosen by the appointed procurement specialist together with the customer or, if applicable, the Procurement Group. In this case, contractors (suppliers) do not have the right to freely participate in the competition. If there are justified claims in favor of contractors (suppliers) participating in the competition, these companies must be allowed to participate.

Extensive investigations about the competence and suitability of contractors (suppliers) are carried out before the competition is announced. If all competition participants supply technically equivalent goods and services and the competition will be based only on financial aspects, then the Electronic auction procurement method may be used.

Two-stage competition method can be used when it is impossible to define the volume and specifications of the work at the initial stage for the development of concepts, design, scientific research, and the initial stage. During the two-stage competition, at the initial stage, inquiries are sent to potential participants or announced according to open competition principles to determine the volume and specifications of the work. It must be clearly stated in the inquiry or announcement that the competition is only aimed at collecting concepts and that information on the next steps will be provided. To increase participants' interest in the initial stages, monetary awards may be offered. In the second stage, after receiving proposals, appropriate concepts are selected, the exact volume of work is determined, and either a competition is held or direct negotiations begin.

A supplier wishing to participate in the competition must submit the following documents:

- Bank document guaranteeing payment of participation fee (if required);
- Proposal envelope;
- Required documents about the supplier: full name, legal status, country of registration, and details;
- Bank statement about the financial condition of the supplier over the last year (if required);
- Bid security for the competition proposal (if required).

The suppliers who have applied for the competition and paid the participation fee are provided with the document package related to the materials to be purchased. The competition is held at the place and time specified by the purchasing organization, in accordance with the processes outlined in the invitation document, and competition proposals are opened in the order they were received.

A competition proposal is rejected by the purchasing organization, and even after appropriate corrections by the supplier (contractor), it cannot be considered compliant if:

- The claimant does not meet qualification requirements;
- The claimant refuses to correct any calculation errors;
- The proposal does not meet formal requirements;
- The quality of the goods and contract terms in the proposal do not comply with the requirements given in the "list of purchased goods and technical specifications" attachment.

When evaluating the competition proposal as the most efficient offer, pre-determined evaluation criteria are considered. These may include:

- Most favorable price;
- Payment terms;
- Delivery time;
- Warranty terms;
- Compliance with safety and environmental requirements.

4.4 Evaluation Results

A final protocol on the competition results is prepared and signed by the Procurement Group members. The supplier identified as the winner by the purchasing organization is notified until the validity period of the offer expires. The winner signs the procurement contract within the period specified in the main terms set of the tender and provides performance security. In cases of emergency needs that may arise in the University's teaching areas, supply of goods, materials, and equipment is carried out based on the critical Supplier List prepared by the university.

4.5 Purchase and Sale Contract

The coordinator of the Economic and Supply Department in charge of procurement supervises the preparation, review, approval, and signing of the purchase and sale contract. Mainly, templates approved by the University are used in the preparation of contracts. After agreeing the contract with all relevant structural units, its initial draft is sent by the coordinator to the supplier (contractor) for review, acceptance, and signing. Proposals for amendments from the supplier are reviewed by the coordinator together with the relevant structural unit and included in the contract if necessary. After the supplier's final approval, two copies of the document signed and sealed by the supplier are returned to the purchasing organization. After receiving the approved copies of the contract, it is signed by the head of the purchasing organization and one copy is returned to the supplier. After concluding the contract, materials are delivered to the location specified in the contract within the required timeframe.

4.6 Conditions for Delivery (Acceptance) of Purchased Materials

When sending the goods, the seller must send the buyer the following required documents by email:

- Invoice showing price and value of goods (original);
- Export declaration (copy stamped by the manufacturer's factory);
- Certificate of conformity (copy stamped by the manufacturer's factory);
- Quality certificate;
- Material Safety Data Sheets (MSDS);
- Certificate of origin approved by the Chamber of Commerce of the manufacturer's country (original).

The purchase-sale contract specifies where (delivery location or University warehouse) and by what methods the purchased goods, materials, and equipment will be checked in accordance with requirements. If any nonconformity is found during inspection of goods, materials, and equipment received at the warehouse (delivery point), a representative of the supplier is invited, and a report is drawn up and mutually signed. Afterwards, detected defects are eliminated (repaired, replaced, etc.).

The quality of goods delivered under the contract must comply with:

- Indicators specified in the specifications attached to the contract;
- Requirements of normative-technical documents and must be confirmed by a quality certificate or manufacturer's passport.

The seller is responsible for the quality of the goods and guarantees their compliance with the technical conditions specified in the quality certificate. The buyer or his representative has the right to inspect or test the goods without additional cost to confirm that the goods conform to the specifications in the contract. If any inspected or tested goods do not meet the specifications, the buyer may refuse the goods, and the seller must replace the returned goods. No condition can exempt the seller from any warranty or other obligations assumed under this contract.

5. Control and Inspections
The working group may conduct control and inspection checks over the procurement process as necessary.

6. Responsibility
The University's Economic and Supply Department is responsible for the implementation of this procedure.

7. Related Documents

- Supplier Evaluation Form WCU/IMS/FR/034
- Registration of Delivered Contracts
- Material Safety Data Sheets (MSDS) (for chemical materials)

8. Western Caspian University
Complaints Management and Customer Satisfaction Procedure

1. Purpose, Scope, and Objective
The purpose of this procedure is to consistently, systematically regulate, implement, and inform stakeholders about satisfaction processes aimed at conducting the educational process at Western Caspian University in accordance with the expectations of all interested parties. This procedure covers the receipt, investigation, evaluation, and closure of information that may be received from stakeholders.

WCU views feedback from stakeholders related to the educational process not as complaints, but as a tool to be worked on, corrected, acted upon, and to ensure improvement. Any kind of complaint from stakeholders (whether justified or unjustified) is an opportunity to identify shortcomings in our educational process. The aim of preparing this procedure is to increase satisfaction levels, identify areas for improvement and development in educational processes, implement necessary activities, and ultimately have the improved processes positively impact the quality of education.

2. Responsibility
Top Management – Top management has committed to effectively manage incoming complaints according to the ISO 9001 standard and the developed procedural rules. To effectively carry out the complaint management process, top management must:

- Continuously analyze the effectiveness of the complaint management process;
- Develop and publish a policy reflecting commitments on complaint management;

- Ensure planning, implementation, and continuous improvement of the complaint management process in line with the policy;
- Ensure that the information system for complaint management is accessible to all stakeholders;
- Ensure that targets are set for the processes.

Authorized Representative (AR) – The appointment order of the Authorized Representative has been communicated to all personnel via the electronic document circulation system. The AR's roles and responsibilities include the implementation and continuous improvement of integrated management systems. The AR shall:

- Prepare, implement, and ensure continuity of complaint management processes and procedures;
- Ensure measurement and investigation of satisfaction after complaints, analyze results, identify improvement areas, and plan measures to achieve targeted satisfaction levels;
- Provide training for personnel assigned to complaint management;
- Define performance criteria related to satisfaction processes, monitor targets, and inform the university's executive vice-rector about changes;
- Ensure that stakeholders' complaints are forwarded to relevant departments according to scope, corrective actions are initiated, complaints and requests are tracked, and statistical analyses are performed to increase satisfaction levels.

Department Heads – Responsible for analyzing and evaluating complaints relevant to their departments, finding solutions, informing the AR, taking necessary measures to prevent recurrence, and keeping records according to the complaint management process sequence.

All personnel in contact with stakeholders and complainants:

- Must be trained on complaint management;
- Must act politely and ethically towards stakeholders and respond promptly to complaints;
- Must have skills to establish good communication channels with stakeholders.

All personnel:

- Must be aware of their duties, responsibilities, and authorities related to complaints;
- Must be familiar with the procedural rules;
- Must report complaints with significant impact on the university to top management.

3. Referenced Documents

- ISO 9001
- ISO 10002

4. Definitions and Explanations
Complaint – A verbal or written expression of dissatisfaction from stakeholders about shortcomings in commitments accepted by the University regarding the educational process, decline in the quality and indicators of education, requiring a solution.

Recommendation – Information received from stakeholders aimed at further development of the educational process.

Appreciation – Expressions of satisfaction received from stakeholders regarding the University's activities.

Stakeholder (Customer) – A person, group of people, or institution affecting or affected by the system. For WCU, stakeholders include: Ministry of Science and Education of Azerbaijan Republic, partner companies, students, parents, staff, suppliers, etc.

Resolution System – Computer software used to ensure proper and fast execution of all steps and activities from recording incoming information to its resolution.

External Sources – Entities where the resolution system is fully implemented but stakeholder consent is not obtained; complaints may be directed to these sources, such as the Ministry of Science and Education, courts, etc. Also, if a complainant is dissatisfied after investigation and response to exam result complaints, a third party may be appealed for exam result review.

Policy – Officially declared objectives and commitments by top management that complaint management will be carried out in a stakeholder-oriented manner. The University's policy is prepared integrated with other management systems and made accessible to all stakeholders.

Process – A set of interrelated activities transforming input into output.

Transparency – Sufficient announcement to students, staff, faculty, and other stakeholders about how and where complaints are managed. All university staff are informed about the complaint management system through training and document accessibility. The workflow for receiving, evaluating, tracking, and analyzing complaints is documented. Personnel implementing these processes also receive related process and complaint management training. All stakeholders can find detailed information on complaint management on the website (http://www.wcu.edu.az).

Accessibility – The complaint management process is made easily accessible to all complainants by posting the workflow on the website.

Response – Notification to the complainant that the complaint has been received; if the complainant's email address is provided, acknowledgment is sent by email. Our staff treats complainants fairly, objectively, and politely. Complaints are grouped according to importance and complainants are kept informed about the process progress.

Impartiality – Managing complaints without any prejudice.

Free of Charge – The complaint management process is free of charge for the complainant. Costs arising from evaluation and resolution have no relation to the complainant.

Confidentiality – Personal data about the complainant is obtained only for the complaint management process and not disclosed without the complainant's permission.

Customer-Oriented Approach – Complaint management is open for feedback and includes commitments for resolving complaints. One of the University's goals is to manage complaints with a customer-oriented approach that advances the university. Also, complainants are given access to any information about their complaint.

Reporting – The University's ability to report on complaint management activities and decisions. Each complaint is coded and recorded separately; all details related to the complaint are stored in the system for tracking.

Continuous Improvement – Conducting continuous improvement activities related to complaint management. After complaints are reviewed and solutions determined by the relevant department, information is provided to the complainant and the AR is informed simultaneously. The AR contacts each complainant to assess satisfaction with the actions taken and asks to fill out and return a special survey form (WCU/IMS/FR/033). Complaints received from complainants are

grouped and discussed twice yearly in extensive meetings chaired by the AR and attended by heads of structural units.

5. Management of Incoming Information Processes (Application)

5.1 Communication and Receipt of Feedback

The following methods can be used to provide feedback related to the University's educational process:

- Satisfaction
- Complaint
- Information
- Request
- Criticism
- Recommendation
- Appeal

These are classified under 7 main categories. The key points that any stakeholder who wishes to provide information should pay attention to are:

- Characteristics of the complainant (personally or by a trusted person)
- Information about the complainant (name, surname, contact details)
- Subject of the complaint
- Explanation of the complaint
- Expected action for satisfaction

5.2 Communication Channels

All information can be verbally reported by contacting the phone number +994 12 492 74 18. Incoming information is recorded and the resolution process is initiated. The telephone line is active on weekdays from 09:00 to 18:00. By selecting the Contact section on the website www.bhos.edu.az and filling out the form under the "I have a complaint" option on the page, written information can be submitted. At the same time, any information can also be sent to the e-mail address administration@wu.edu.az. Information sent this way is registered and forwarded to the Authorized Representative (AR) and the resolution process begins.
Information can also be sent via mail, cargo, etc. to the address: Baku city, Istiglaliyyat 31 (AZ1001). The information is delivered to the Authorized Representative and the resolution process begins.
Information reported through the University staff: after employees receive verbal (by phone, face-to-face meetings) and written (mail, fax, e-mail, etc.) complaints, they must inform the AR by e-mail, phone, or face-to-face meeting. When necessary records for these complaints are kept, attention should be paid to:

- Information about the stakeholder (name, surname, and contact channels)
- Reason for the complaint
- Detailed information about the complaint
- Expected resolution for satisfaction
- Date the complaint was made

5.3 Receipt of Complaint

After a complaint is received, the data is recorded in the electronic system with a code given to each complainant. When additional information is needed for more effective complaint management, the AR contacts the complainant to obtain extra information and the resolution process begins.

Other incoming information besides complaints is evaluated as follows:

- Satisfaction – Satisfaction notices from stakeholders are announced at the University level and a thank-you letter (message) is sent to the other party.
- Information – Requested information at the University is provided as soon as possible from related departments within the University and conveyed to the stakeholder. Information that is not relevant to the University or is confidential is not shared.
- Request – Any request related to the educational process from stakeholders is forwarded to the relevant department.
- Criticism – The University is open to any criticism that may come from stakeholders. If needed, an explanation is prepared and communicated by the relevant department.
- Recommendation – Recommendation-type notices received from stakeholders are forwarded to the related departments. Recommendations are periodically analyzed and finalized in meetings held with management. Records of these meetings are protocolized and acted upon.
- Appeal – Any appeals received by the University are forwarded to the relevant departments. Stakeholders are informed about the results of the appeals.

5.4 Notification of Receipt of Complaint and Feedback Statuses

Stakeholders are informed via e-mail, SMS, or phone that their information has been received and the resolution process has started.

All processes from receipt of the complaint to the final decision are monitored. The stakeholder is informed about the process progress either according to their request or at pre-determined intervals. The information statuses about the process progress include:

- Complaint received
- Redirected
- Complaint resolution communicated to stakeholder
- Satisfaction achieved
- Agreement not reached
- Reported to Executive Vice-Rector
- Directed to external sources
- Complaint closed

5.5 Classification of Complaints

High importance complaints – status indicating very high importance. Complaints related to life, physical/psychological health risk, environment, large-scale material damage, and recurring accident complaints are considered important. These complaints are investigated and finalized within 1 month.

Medium importance complaints – complaints that do not fall into the above class but need improvement or intervention. These complaints are finalized within 10 working days. Examples include:

- Complaints about quality of education
- Complaints about University personnel
- Minor material damage
- Complaints about University procedural rules
- Complaints about communication channels

Low importance complaints – complaints that do not directly affect processes related to stakeholders, but require improvement and development activities in general matters. These complaints are finalized within 5 working days.

5.6 Resolution Process

The resolution process for recorded complaints begins immediately. High and medium importance complaints are reported to the Rectorate. Repeated complaints from the same stakeholder and complaints indicating the same problem are also treated as high importance complaints. Complainants are informed on the same day that their complaint has been recorded. Complaints received via the University website, e-mail, phone, or other channels are notified by SMS. Complaints received after working hours are recorded the next working day.

5.7 Response to Complaint

After appropriate investigation, the University implements the following response policy:

- Informing with evidence if the complaint is unfounded
- Applying corrective actions to eliminate the complaint (e.g., changing exam results)
- Making changes to any processes or procedural rules due to the complaint
  If the complainant is not satisfied with the investigation and corrective actions, the complaint remains open and the complainant is informed about the options to appeal to other sources.

5.8 Analysis and Evaluation of the Complaint Management Process

Data obtained from the resolution system used for complaint management is systematically analyzed to identify root causes of complaints. Meetings chaired by the management representative with relevant department heads take place at least twice a year for analysis. Based on the analysis, measures are taken to prevent recurrence of critical complaints, and corrective and preventive actions are applied according to the procedure. Decisions from these meetings are communicated to process owners.

Measurement of the complaint management process is conducted once a year by the AR leadership

with a working group. Measurements are done according to pre-determined process criteria. Internal audits are also organized at least once a year. During internal audits:

- Compliance of the process with the complaint management procedure
- Compliance of the process with complaint management targets are evaluated

5.9 Satisfaction in the Complaint Management Process

At Western Caspian University, at the end of each semester during the academic year, standardized surveys are conducted among students by the Quality Control Center under the direction of management. The main purpose is to assess students' overall satisfaction with the educational program. Survey results are discussed with management to improve the efficiency of the educational process. Active participation of students is important, and surveys are conducted anonymously to ensure freedom and sincerity. Survey results are calculated and analyzed via Excel and presented in PowerPoint format. Similar surveys are also conducted among staff and faculty and evaluated before being presented to management.

5.10 Management of Academic Complaints

Management of academic complaints at the University involves finding solutions related to complaints from students and teaching staff about academic issues.

Student complaint – A student may initiate the complaint procedure when they feel that a participant in the educational process has made a decision or behaved in a way negatively affecting their academic performance or student life. The student must first discuss the complaint topic with the person involved. If the student is unsatisfied after this discussion, they should submit their complaint or desired resolution in writing to the AR. The complaint is registered and forwarded to the relevant structural unit. After investigation, the unit informs the student about the solution and notifies the AR. The AR meets with the student to determine the satisfaction level regarding the complaint investigation process.

Appeal against exam records – Students can apply to the appeals commission within 3 (three) days after exam results are announced. Late applications are not considered. Complaints during the appeal process are reviewed by the commission, which makes the decision.

6. Management Review Meetings

Management review meetings are held at least once a year by the Executive Vice-Rector with the participation of department heads and the AR. The main purpose is to evaluate the functionality of the complaint resolution system based on previous years' indicators and set targets for future years. Top management plans and determines next year's targets. These targets include activities for system development and application, and expected results. Special attention is paid to whether the resolution system's effectiveness aligns with the University's policy and targets during the review meeting.

7. Related Documents

- Incoming Complaint Tracking Form WCU/IMS/FR/028

- Incoming Complaint Registration WCU/IMS/FR/029
- Student Survey Questionnaire WCU/IMS/FR/033
- Post-Complaint Satisfaction Form
- Staff Work Process Evaluation Survey WCU/IMS/FR/036
- Staff Survey WCU/IMS/FR/044

9. Western Caspian University Communication Procedure

1. Purpose and Scope
To conduct all types of communications at Western Caspian University at the level of international standards.

2. Responsibility

- Executive Vice-Rector
- Authorized Representative
- Working Group

3. Referenced Documents

- International standards ISO 9001, ISO 14001, and ISO 45001
- Corporate communication program (Outlook)

4. Procedure Method

4.1 Internal Communication
All matters related to the management of systems operating based on the requirements of international standards ISO 9001, ISO 14001, and ISO 45001, including communication records, are discussed generally in meetings held by the Authorized Representative (AR). All department (process) heads of the University participate in the meeting, which creates an environment for wider discussion and close cooperation between structural units (processes) on general issues. To disseminate the results of all events, system improvements, new laws, and other important issues, the AR prepares information materials in the form of booklets, special announcements, and attractive leaflets. These materials are widely distributed among all key personnel for awareness-raising and are posted in appropriate places.

To increase personnel knowledge about issues related to system management within the University and to inform them about recent changes, information boards as well as electronic means are used. Additionally, a specially designated folder on the network is used to ensure accessibility of system documents. When changes occur in any system documents, the Authorized Representative sends emails to users.

Within the University, digital platforms are also used to ensure communication within individual processes and between related processes, enabling monitoring from the first to the last stage of student admission.

At Western Caspian University, weekly meetings for general discussions and assigned tasks are held with the participation of the Executive Vice-Rector. These meetings mainly involve vice-rectors, department heads, and heads of academic units. Decisions made are recorded by the

meeting secretary, the execution statuses are monitored, relevant notes are kept, and the items are included in the agenda of the next meeting.

4.2 External Communication

The University's existing system policies are communicated to the public, developed higher education institutions worldwide, and educational institutions operating in our Republic via appropriate information channels. To further develop the management of existing systems, the University establishes close contacts with relevant ministries, committees, agencies of the Republic, as well as developed foreign institutions and regularly conveys the obtained relevant information to the University staff. The University ensures that information about the operation of the existing systems is disseminated beyond the University boundaries and is sent to external institutions as a promotional tool.

All kinds of inquiries and information received from outside are recorded by the Registrar. This information is widely analyzed at weekly meetings with the participation of management and is recorded and given for implementation to relevant structural units (process owners). External inquiries, letters, faxes, correspondence, and other information are forwarded by the Registrar to the responsible parties and properly safeguarded.

Communication on social platforms: Western Caspian University continuously works interactively with all stakeholders on "Organization of higher and secondary vocational education." To ensure active participation on social platforms and maintain communication at the highest level with necessary information, this service is designated and implemented.

5. Related Documents

- Meeting minutes
- Form for monitoring decisions made at meetings WCU/IMS/FR/016

10. CHANGE MANAGEMENT PROCEDURE AT WESTERN CASPIAN UNIVERSITY

1. Scope of Application

This procedure has been prepared based on International Management Systems. The Change Management (CM) procedure applies to organizational, technical, administrative, and operational changes, including but not limited to the following:

- Curriculum programs
- Assessment methods
- Documentation of management systems
- Teaching materials
- Examination questions

- Learning environment
- Working conditions
- Human resources

When these changes are planned or operationally required, the Change Management procedure must be applied prior to the implementation of the change.

2. Purpose

Change must be managed inevitably, necessarily, and correctly.

The purpose of this procedure is to ensure that potential operational problems are prevented by recognizing, documenting, formally reviewing, and approving changes by qualified specialists before implementation.

Uncontrolled changes can introduce new and unacceptable risks and cause undesirable outcomes or hazardous situations.

Guided by the Fundamental Principles of Change Management, Western Caspian University carries out risk assessment, review, and approval of potential risks arising from proposed changes in accordance with the Risk Management procedure.

Risk assessments for planned changes are conducted jointly by the responsible department and the working commission of the management systems.

3. Terms and Definitions

WCU	Western Caspian University
AR	Authorized representative
IMS	Integrated Management Systems
MOC	Management of change (MOC)
Replacement-in-	Modification of existing components in an accurate manner
Kind (RIK)	that does not lead to adverse outcomes.
DPFE	Department of Planning and Forecasting of Education
QCC	Quality Control Center
CMOE	Center for Organization and Management of Education
HR	Human Recourses
DMSEP	Department of Methodological Support of the Educational Process

Change	Change is defined as any event that will affect the original state of the organization, assets, fixed resources, processes, projects, types of operations, or supporting documents.

4. References

- ISO 9001:2015; ISO 45001:2018; ISO 14001:2015
- Handbook
- Risk and Opportunities Management Procedure

5. Responsibilities and Authorities:

5.1 Process Managers:
Process managers assigned under the management systems applied in all structural units of WCU are responsible for the following:

- Formulating the requirement in accordance with the change;
- Proposing the change (by the Change Initiator, indicating the required information in the Change Request Form – WCU/IMS/FR/038);
- Joint evaluation of potential risks related to the implementation of the change together with relevant staff;
- Communicating the change, residual risk, and new risk to relevant personnel and/or critical contractors and clients;
- Analysis and authorization of the change (by the Change Management Review Group);
- Implementation of the change;
- Coordination and approval of the change (according to coordinating procedures 5.2, 5.3 of Change Management Process);
- Finalization of the change;
- Making updates in relevant documents;
- Keeping records of Change Management and actions taken.

5.2 Leadership:
Each unit head at WCU is responsible for the implementation of this procedure in the above-mentioned change processes. However, the Integrated Management Systems Working Commission, under the leadership of the Authorized Representative, carries out the following along with monitoring and ensuring accountability for the implementation of the Change Management (CM) system by WCU structural units:

- Periodic review of the application of this procedure to ensure continuous compliance through quality checks and monitoring;

- Ensuring feedback collection and audit processes are carried out to officially track the internal implementation of this procedure and measure its effectiveness (including ad hoc or periodic inquiries and monitoring).

5.3 Coordinator:

Coordination of change management is carried out by WCU structural unit heads or persons appointed by internal order within the unit where change processes are implemented.
The areas of responsibility are defined as follows:

- Recording all changes and completing the tracking table (via document or appropriate electronic system/software);
- Preparing and presenting reports on statuses corresponding to the change categories. The report format must reflect in detail the open, overdue, and closed change processes;
- Organizing instructions regarding the implementation of and compliance with this procedure.

6. Categories and Types of Change

All organizational, technical, or administrative changes are managed in accordance with the main Change Management categories defined in this Procedure, based on the requirements of International Standards.

Changes shall be classified under three (3) main categories:

- **ORGANIZATIONAL** (changes in human resources, organizational structure, etc.)
- **TECHNICAL** (changes in the educational process, curricula, question banks, etc.)
- **ADMINISTRATIVE** (changes in laws, system documents, approved supplier lists, etc.)

Changes are classified by type as follows:

PERMENANT	The change of the current situation that is not planned to be restored to the original state. The Change Management process will conclude with the permanent completion of the changes.
TEMPORARY	A temporary change intended for a specific period as planned. The Change Management process remains open and will only be completed when the situation is restored to its normal/previous state or when the temporary change begins.

|	
URGENT	This type of change is usually used when there is a critical situation for Occupational Health and Safety Management System (OHSMS) or training, and there is not enough time to fully comply with process/procedure or software requirements. For example, outside normal working hours. However, the main requirements of the process must still be fulfilled and documented: • The change must be identified and justified. • Risk assessment must be completed. • Approval must be obtained from the technical responsible person and management. • The change must be carried out under control with preventive/corrective measures identified in the risk assessment. Administrative management must be completed retrospectively, and the conclusion of the Change Management process should be carried out according to the normal procedure.
EMERGENCY	This type of Change Management is initiated in life-threatening situations or crises. It occurs when there is a significant gap between the life risk and the requirement to comply with the procedure by following the instructions of responsible and authorized persons. Example: Decisions made based on the duties and authorities of the Executive Vice-Rector.
DEVIATION	Deviation from an approved standard, process, or regulation. This situation should be implemented as a "temporary" change until a permanent change is applied. • Deviation from a critical safety obligation: temporary Organizational Change Management (OCM) process • Deviation from a critical safety standard: temporary Technical Change Management (TCM) process
	- Process and procedure

CONFIDENTIAL	Usually, it is a type of change that requires confidentiality until the proposed change is approved and implemented, and is ready in accordance with the interests of the structural unit.
PLANNED	A change that occurs gradually over time, initially unnoticed, and sometimes identified retrospectively. Example: Gradually changing organizational obligations and responsibilities.

This type of changes are usually observed at WCU in the following cases:
• During daily observations and monitoring (audits, annual management reviews, workforce-related meetings, performance analyses, and safety-related investigations)
• Daily data analysis, for example, information related to the realization of teaching according to the plan, determining the level of compliance of the conducted teaching with acceptance criteria, teaching outcomes, data on measuring student satisfaction levels, analysis of feedback and suggestions received from client organizations, Behavior Safety Observation System (BSOS), results of inspections conducted by external organizations, etc.

The procedure applied for managing changes includes the mandatory stages shown in the following scheme.

Main stages of the Change Management Process

BIO Initiative | To evaluate | Approved | To apply | To close
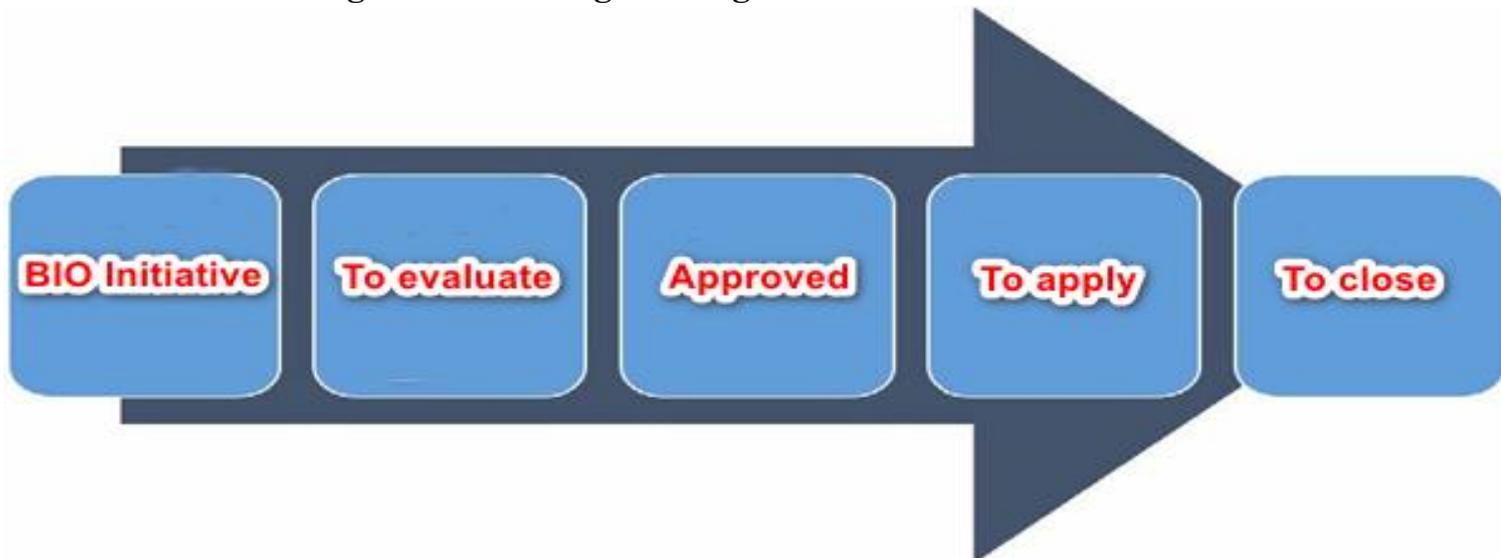
7. Procedure

Change proposal

Initiative stage

When planning a change, the structural unit must consider the following:

a) the purpose of the changes and their possible outcomes;

b) the integrity of the integrated management systems;

c) availability of resources;

d) allocation or reallocation of duties and authorities.

At WCU, when a change is planned, all proposed initiatives are documented in paper or electronic form and registered using a specially prepared form (Change Database WCU/IMS/FR/039), and their status is tracked.

- All changes are documented by specifying their "category" and "type" (according to clause 6). For temporary changes, the validity period is determined in advance.
- Changes must be justified and documented. The significance and complexity of the change should be determined at the initial stage by the relevant and authorized expert specialists.
- The impacts and opportunities of the change must be identified at the initial stage.
- A checklist is used to evaluate impacts and opportunities, significance, and complexity. This form is used to identify risks and aspects to be managed and, in turn, helps determine requirements for other stages of the Change Management process (assessment, approval, etc.).
- Quality and SHE (Safety, Health, and Environment) aspects must be taken into account in assessing impacts and opportunities, significance, and complexity.

The Change Management form includes the following information:

- Change initiator
- Category and type of change
- Reason for the change
- Description of the change
- Impacts and opportunities of the change
- Potential risks
- Significance and complexity of the change
- Signatures (initiator, authorized person, head of structural unit, interested party)
- Post-assessment check (approval or rejection)
- Control measures

Assessment Stage
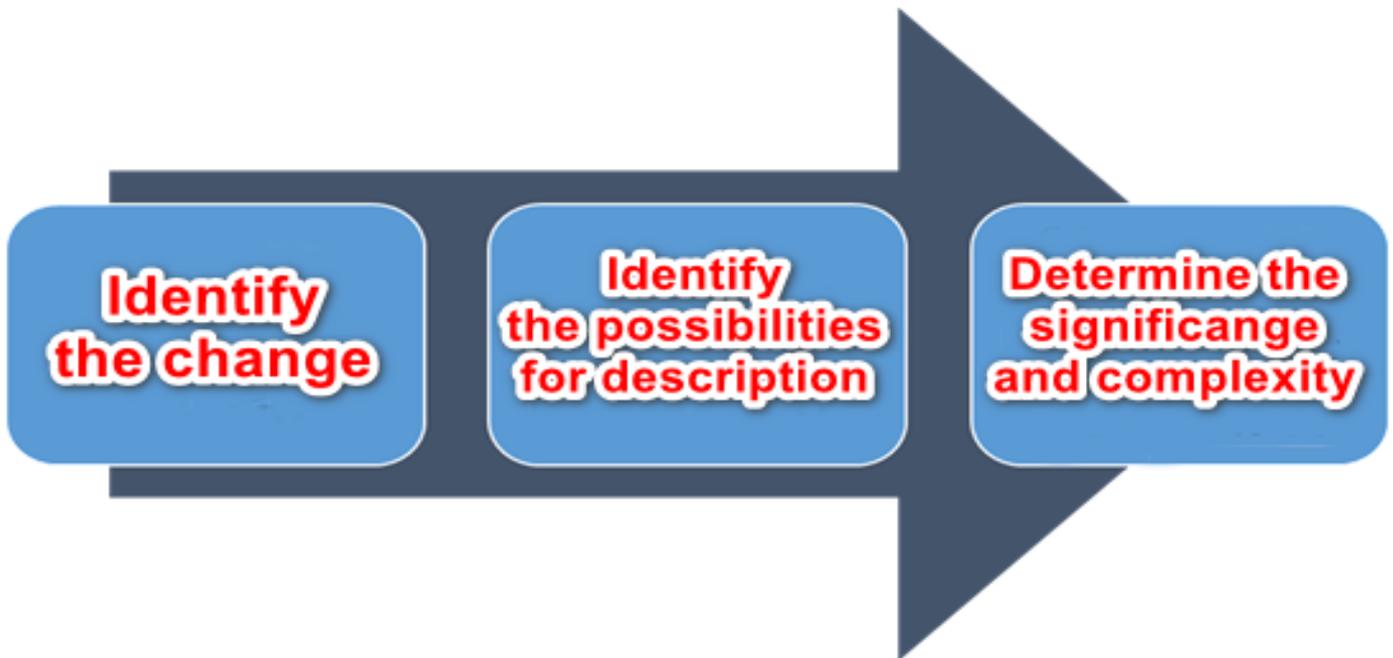
The Change Management Review Group (working commission) must conduct an analysis of the change.

- A risk assessment must be conducted for all changes before implementation.
- The risk assessment methodology must correspond to the significance or complexity of the change to be implemented.
- The risk assessment, when required, additional evaluations and investigations, must determine appropriate, realistic, and safe regulatory measures to mitigate risks related to the change.
- A responsible person and a final execution date must be assigned and monitored for the regulatory measures.
- The participation of authorized and expert personnel in the risk assessment must be ensured, consultations with interested parties must be conducted, and if necessary, the results must be communicated to all interested parties.

The following aspects are considered in the risk assessment process for changes:

- Technical, process, procedural, and human factors
- Quality and Occupational Health and Safety (OHS) risks and their reduction to acceptable levels
- Organizational and human factors to ensure no negative impact on the structural unit and employees
- Training needs and appointment of involved personnel.

Approval Stage

Decision

Change implementation approval
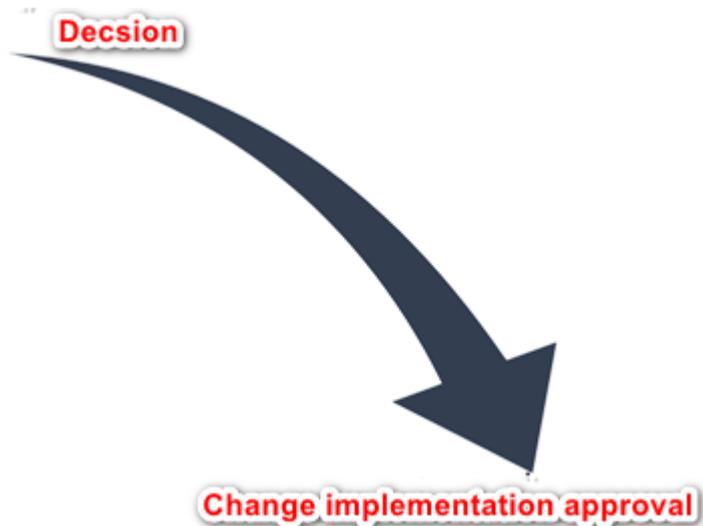
Changes and related risks must be communicated to all interested parties for making rational decisions.

• Changes must only be planned by authorized personnel and approved before implementation (except for retrospective changes).

• The decision and approval levels should be proportional to the risk and correspond to the category and type of change. These must be determined and documented in each process. The approval process usually requires:

• Technical approval by the relevant authorized person;

• "Management approval" by the appropriate management;

• When required, coordination with related stakeholders who may be affected by the changes.

• For significant technical safety changes, technical approval must be obtained from the relevant technical authority, process owner, department, faculty or relevant structural unit management, as well as the responsible department for Occupational Health and Safety (OHS). Potential opportunities must be considered in the decision-making and approval process, and the risk of "biased thinking" must be minimized.

The approval process at WCU is managed as described above (in section 9).
Application

Implementation of changes and approved regulatory measures

Monitoring the effective impementation and satisfactory closure of changes and regulatory actions

The organization reviews and controls changes in the educational process to ensure continuous compliance with requirements. WCU implements every change with monitoring through relevant standards, procedures, instructions, and forms. Approved corrective actions are addressed as required, documented, applied, and monitored until satisfactorily completed.

The organization must control planned changes and review the consequences of unplanned changes and take necessary actions to mitigate any adverse effects.

If necessary, meetings between Management and change initiators (usually department heads) should be held to discuss the planned change and decide on its implementation, resource allocation, and timelines.

In the case of delay or postponement of any change implementation, additional risk assessment should be performed to verify the validity of pre-prepared information.

After the proposed change is approved, affected employees must be trained on the existing changes, new work principles, work sequences, and the planned action plan for risk management.

If the change relates to the physical environment necessary for effective teaching organization, relevant records (drawings, construction reports, quality control documents (QCD), emails, documents explaining the change, etc.) are kept.

If the change concerns new procedures, work instructions, and other system documents, the Working Committee analyzes the current situation and fills out the Change Request (WCU/IMS/FR/038), which is submitted to management by the Authorized Representative. The request describes in detail that the need for change in the system document arose due to internal or external factors, the current situation (existing risk), the proposed change, the purpose of the change, the effects and opportunities to be gained after the change, and the impact of the change on the management system. Based on the management's relevant decision, the change request may be brought to the management review meeting and, if deemed appropriate, the actions on the changes are planned and implemented according to the Change Management procedure WCU/IMS/FR/031. Before releasing the changed system documents for use, the Working Committee ensures that all affected employees receive the relevant changes in compliance with the Documented Information procedure (WCU/IMS/FR/01).

Changes in teaching plans and programs: Teaching plans and programs for scheduled courses by WCU are prepared and continuously reviewed by the Planning and Forecasting and Methodical Support departments, and relevant changes are implemented. In some teaching plans and programs (those requiring approval by state supervisory authorities), changes occur only in serious cases. For other categories of courses, the need for change is identified as follows:

• Based on customer requests;
• When there are changes in relevant international standards and other regulatory normative documents;
• When new generation software appears in computer programs, etc.

When the above cases occur, the need for change is investigated by Department of Planning and Forecasting of Education, comparisons are made between the existing program and the required change, and risk assessment is conducted. The results are grouped, and Department of Planning and Forecasting of Education complete the "Change Request WCU/IMS/FR/038" and submit it to management. Based on the management's relevant decision, if the change request is approved, the change in the program is implemented by Department of Planning and Forecasting of Education. If necessary, the change analysis may be presented to the Academic Council. Personnel affected by the change are informed and instructed by Department of Planning and Forecasting of Education.

Changes in exam questions: The evaluation of the training organized by WCU is carried out in the form of an exam at the end of each training. Exam questions for each training are prepared by relevant teachers, reviewed by the Quality Control Center, and placed in the database. The need for change in exam questions is determined based on the following factors:

• When there is a change in the teaching program;

• Based on the teacher's opinion.

If one or more of these occur, the Quality Control Center completes the "Change Request WCU/IMS/FR/038" and submits it to management. Based on the management's relevant decision, if the change request is approved, the necessary actions on the changes are planned and implemented. If necessary, it may be brought to the discussion of the Academic Council or analysis group of Department of Planning and Forecasting of Education.

Changes in teaching materials: Electronic teaching aids are prepared mainly in the form of Microsoft PowerPoint presentations by specialists in accordance with the topics included in the teaching plans and programs of the relevant specialty. This process is regulated by the "Preparation and Application of Online Teaching Materials" sector. Presentations are checked by the specialists of the "Preparation and Application of Online Teaching Materials" sector, and their relevant registration is maintained. Registration is done on each slide by reflecting the "Code of the taught subject and the creation date of the slide," revision number, and the date of the last change. If any addition or change is required in any teaching material in each department, an application must be made to the "Preparation and Application of Online Teaching Materials" sector, and after the analysis carried out by the sector, the relevant "Change Request WCU/IMS/FR/038" is completed and submitted to management. If the management's decision is positive, the change is approved for use with appropriate revisions to revision statuses.

Changes in teaching assessment methods: The assessment of knowledge for the training process organized by WCU is regulated by the Quality Control Center. Procedure rules have been developed as the regulation method. Changes in the knowledge assessment method may vary depending on whether the conducted trainings are held online or

traditionally. In this case, one of the procedures applicable to the current situation is applied. If there is a need for change in the knowledge assessment method, the relevant "Change Request WCU/IMS/FR/038" is completed by the Quality Control Center and submitted to management. Based on the management's relevant decision, the change request is brought to the Academic Council's discussion, and if approved, actions to be taken on the changes are planned and implemented based on the "change management" form.

If the change concerns personnel management and human resource allocation, the HR specialist proposes the change to management in accordance with the "Change Request WCU/IMS/FR/038." The Department of Planning and Forecasting of Education.
 process covers all cases of absence from work longer than 30 days (due to illness, pregnancy, extended leave, etc.).

Finalization Stage
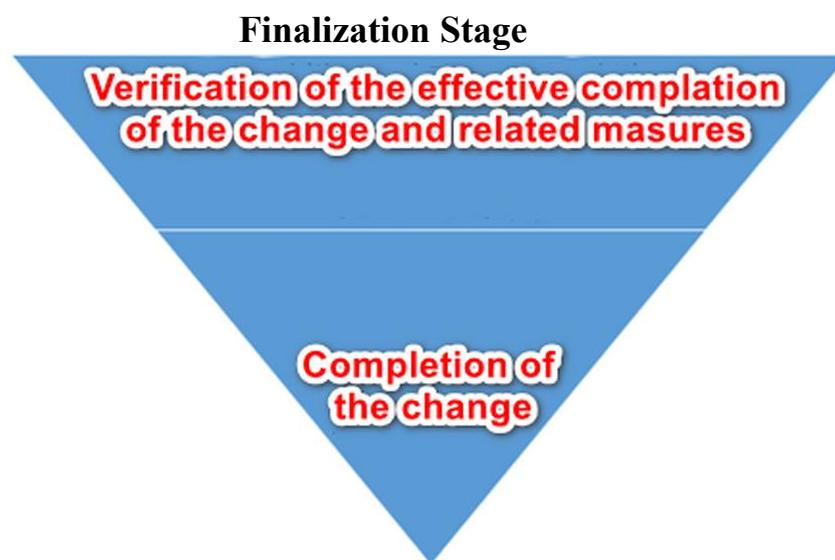
The Change Management process must be officially finalized by verifying that the change has been implemented (or, depending on the type of change, postponed or cancelled) and that all subsequent steps resulting from the change are covered by regulatory measures. The finalization stage must be reflected in the executed process or procedure. In case of critical changes related to Occupational Health and Safety (OHS) or the management of the teaching process, a final review and approval of documents must be conducted before implementation. It is necessary to ensure that the planned change is risk-proportionate, compliant with the selected category and type, safe, and correct.

• The person responsible for monitoring the change must ensure that critical barriers from a technical safety perspective have been removed.

• The person responsible for teaching activities must conduct technical inspections before the implementation of changes and ensure compliance with legal requirements.

• All necessary certifications, documents, and data corrections must be fully checked before any change occurs. When a change is carried out by a shift or working group and handed over to another for use, the user acceptance and handover process must be formally executed.

• Post-change inspection requirements must be defined in the relevant Change Management procedure developed by structural units. This includes:

- Verification of the change's effectiveness and its compliance with the defined scope, objectives, special conditions, and parameters.
- Recording feedback related to business, process, and operations, and documenting lessons learned for continuous improvement.
- For teaching-related changes, a mandatory "post-implementation review" that confirms the update of all documents and data, completion of additional trainings, and preparation of deficiency lists within minimum requirements. Any non-conformities found during the "post-implementation review" must be resolved before the planned change can be finalized.

West Caspian University conducts the finalization stage of the Change Management process in accordance with Clause 11 of the above-mentioned Procedure.

Any change outside the scope of an approved process is considered an unauthorized change. All changes must be performed in compliance with the relevant procedure clauses. Any action contrary to the requirements of this procedure will be considered a deviation from the procedure.

Communication

During each change, affected stakeholders among the workforce are informed about the changes. Affected parties are those who have roles or responsibilities, or who are impacted by the proposed change beyond that.

The type of communication must be based both on the risk and the complexity of the change.

The change initiator is responsible for delivering the change information to the appropriate audience. After the proposed change has been approved, the relevant department head ensures the distribution of necessary information about the change.

The following rules must be observed:

- **Email Notification** — should be considered when the change is easily understood. If notification is required, the email must be attached as evidence to the Change Management form (WCU/IMS/FR/031).
- The relevant department head (where the change is implemented) must inform affected employees if the change is cancelled.
- **Employee Notification** — this may include pre-task briefings or training. If knowledge is required, tests can be conducted, and results attached as evidence to the Change Management request form (WCU/IMS/FR/031). Attendance sheets must also be maintained and kept accessible.
- The relevant department head must inform affected employees if the change is cancelled.

Replacement-in-Kind (Precise substitution of existing components without adverse outcomes)

The term "Replacement-in-Kind" generally refers to mechanical repairs or replacement of existing components and substitute materials for physical resources used in the teaching process (equipment, technological tools, etc.). If differences are insignificant and do not cause failure, the "Replacement-in-Kind" strategy may be appropriate. "Replacement-in-Kind" is not subject to the Change Management procedure. Replacement records are maintained by the technical maintenance responsible specialists.

8. Record Control

8.1 Record Keeping

Risk Analysis may be required to identify new risks arising from the change. Existing risks relevant to the affected process must be considered.

The organization maintains documented information describing the results of change reviews, the person(s) authorizing the change, and necessary measures arising from the investigation. If a decision on a specific change requires review by the Change Management analysis group, Scientific Council, etc., and discussions by the management system analysis team, meeting minutes and investigation results must be retained, including assigned implementation dates and information on resource allocation.

The effectiveness of implemented changes, achieved results, and impact of the change will be reported to Top Management by the Authorized Representative as part of the Management Review meeting agenda.

Relevant department heads and the Authorized Representative are responsible for maintaining all relevant records.

Record titles	Duration		Storage place	Responsible person
	Paper	Electon		
CHANGE MANAGEMENT FORM	5 years	Permanent	Working group	Authorized representative
CHANGE MANAGEMENT CHECKLIST	5 years	Permanent	Working group	Authorized representative
CHANGE MANAGEMENT REGISTER	5 years	Permanent	Working group	Authorized representative

9. Appendices

Change Management request form	WCU/IMSS/FR/038
Change Management form	WCU/IMSS/FR/031
Change Management database	WCU/IMS/FR/039

Approval Table of Responsible Persons

Any employee may act as a change initiator.

Change field	Person responsible for implementing the change	Coordinator	Is the approval of the Executive Vice-Rector required? (Yes / No) Indicate the scope of the change that requires the approval of the Head of Department
Management Systems Documents	AR Working group	AR	Yes
Teaching materials	Preparation and application sector of online educational materials Scientific Library Center	Sector Manager Head of Library	Yes
Teaching programs	Department of Planning and Forecasting of Education	Head of Department of Planning and Forecasting of Education	Yes
Assessment methods	Quality Control Center	Chief of Quality Control Center	Yes
Quality Control Procedures	Quality Control Center	Chief of Quality Control Center	Yes
Human Resources Management	Department of Human Recources	Chief of Department of Human Resources	Yes
Communication with students	Student and Alumni Internship	Head of the Center	Yes

	and Development Center		
Teaching Environment (Theoretical and Practical Classrooms)	Vice-Rector for General Affairs Departments for Teaching	Heads of training and education centers	Yes
Purchase	Prorector for General Affairs Department of Maintenance and Supply	Prorector for General Affairs Head of Maintenance and Supply Department	Yes
Repair and Maintenance of Equipment and Machinery	Informatio Vice-Rector for General Affairs Center of Educational Technologies under the Academic Departments Laboratories	Head of the Information Technologies Center Heads of Laboratories	Yes
Compliance with legislative requirements	Lawyer	Lawyer	Yes

11. Western Caspian University
Quality Control Procedure

1. Purpose
The purpose of this procedure is to define the methodology for ensuring the compliance of the quality characteristics of the educational process carried out by Western Caspian University with the established procedural rules for education, and with the internal discipline regulations of the university.

Quality control of the educational process is an integral part of the educational process and its implementation is aimed at verifying reliability.

2. Scope of Application
Covers all types of educational processes carried out by Western Caspian University.

3. Basis

- Law of the Republic of Azerbaijan on Education
- Requirements of ISO 9001:2015 standard
- Educational programs
- Procedural conditions for education

4. Method of Work
The essence of quality control of the educational process at Western Caspian University consists of obtaining information about the state of the education to be carried out and comparing the obtained results with the specified requirements noted in procedural rules, standards, legislative requirements, and contracts.

Control includes verification at the beginning of the educational process (student admission and registration), during the implementation of education (lectures, open classes, surveys), as well as at the end of the process (examination organization). It also covers corrective actions directed towards quality education if regulated quality requirements are violated, and provision of necessary methodological support during implementation. Thus, control of the process includes such measures at the place where it is implemented or used, which ensures that deviations from the required quality standards and even unsuitable products (students) are corrected before being released.

Quality control includes:

- **Input control:** This includes inspection of compliance with necessary requirements during student admission and registration;
- **Stage control of education:** Step-by-step monitoring of compliance with the established educational regulations;
- **Systematic control:** Systematic monitoring of the necessary computer technologies, laboratory equipment for the educational process (technical maintenance, repair works, etc.);
- **Final control:** Control over the evaluation of the educational process.

Control Measures of the Educational Process
Quality control measures at the university cover the entire period of the educational process during which the student transitions from one stage to another and eventually becomes the final product (graduate).

Typically, the following stages are distinguished:

1. Student admission.
2. Taking necessary steps to implement the educational process.
3. Transferring the student to the educational process.
4. Control over educational materials in the educational process.
5. Quality verification of the educational process and evaluation of results.
6. Final evaluation.

To control the quality of the educational process, the following must be available:

1. Indicators characterizing the quality of the educational process (standards, programs, rules, instructions);
2. Methods and means of quality assurance control;
3. Testing methodologies;
4. Results of complaint analysis;
5. Defects, causes of defects, and conditions for their elimination.
   Along with centralized quality control of the educational process, quality control of the process should be carried out at production units (departments) and workplaces. They are the first to receive information about deviations in the educational process and issue warnings about non-conformities. Timely information allows quick reaction to process violations and urgent measures to reduce losses.

Directions of Quality Control of the Educational Process:

- Control over planning of education
- Control over educational materials
- Control over laboratory equipment
- Control over supplier selection process during procurement operations
- Control over the quality after completion of individual stages of education
- Technical and technological support of quality control processes
- Accounting, analysis, and classification of inconsistencies in the educational process
- Analysis of complaints
  A special role in managing quality control at the university belongs to the Quality Control Center. If necessary, the Quality Control Center can make decisions to suspend the educational process. The appointment of a special person responsible for quality control is foreseen to prevent the following possible problems in the university's educational process:
- Failure to perform certain quality control tasks,
- Low transmission capacity of control services and insufficient personnel causing uncontrolled education areas,
- Unreliability of control results,
- Low rigor and subjectivity in evaluating the quality of education,
- Poor technical equipment,
- Imperfect measurement methods in quality evaluation, repetition and parallelism.

5. Related Documents

- Nonconformity Management Procedure WCU/IMS/PR/03

12. Monitoring Procedure of Western Caspian University

Purpose and Scope

This procedure consists of the implementation of the process of controlling, auditing, measuring, and evaluating activities that have significant (important) impacts on the quality of educational services, employee health, and the environment, in the realization of the commitments on quality, safety, and ecology stated in Western Caspian University's policy.

Responsibility

- Authorized Representative
- Working Group
- Quality Control Center
- Supply and Procurement Department

Referenced Documents

- Requirements of ISO 9001, ISO 14001, and ISO 45001 standards
- Internal Audit Procedure (WCU/IMS/PR/02)
- Management Review Procedure (WCU/IMS/PR/04)
- Risk and Opportunity Management Procedure (WCU/IMS/PR/13)

Procedure Method

4.1 Inspections Conducted in Work Areas

Regardless of the specifications of the activities carried out and the educational processes implemented by the University, all activities are controlled from the beginning to the end of the processes, and at various stages, labor conditions, harmful occupational factors, deviations from processes, and the ecological situation are monitored in terms of quality, labor protection, and ecology.

A working group established for the implementation of management systems at the University compiles reports on hazardous work and develops measures to reduce all factors negatively affecting working conditions.

During monitoring conducted by the relevant specialists across the University, if any nonconformity is detected, corrective actions are applied in the respective area and presented to the responsible person for execution and to the authorized representative for control. Additionally, all types of risks and aspects related to the University's activities are identified and controlled by relevant specialists to maintain risks at an acceptable level.

The University annually determines its Quality, Occupational Health and Safety, and Environmental objectives (Action Plan) and ensures their monitoring by the authorized representative. The University also ensures control over the works performed in quality, occupational safety, and ecology through internal audits conducted at least once a year.

As a result of these works, at least once a year, in a meeting held with the Management, the institution's performance in quality, safety, and ecology (performance indicators) is discussed, and necessary decisions are made for the development of the systems.

4.2 Monitoring of Suppliers' Activities

Since the University considers all external processes related to the educational activity it carries out as key elements affecting the final result, it continuously monitors the activities of approved suppliers in this area. Responsible procurement personnel organize client audits at supplier companies to analyze the extent to which the other party meets the acceptance criteria set by the University as well as their capacity to fulfill orders.

Related documents

☐ Risk Assessment Matrix	WCU/IMS/FR/022
☐ (Compliance Evaluation Table	WCU/IMS/FR/025
☐ Sanitary and Hygienic Inspection Form	WCU/IMS/FR/047
☐ Supplier Evaluation Form	WCU/IMS/FR/034
☐ Goals table	WCU/IMS/FR/023

13. Educational Planning Procedure of Western Caspian University

1. PURPOSE:
The purpose of the educational planning procedure is to take into account the goals and potential capabilities to achieve the quality of education, to make decisive decisions, and to forecast existing problems and opportunities.

2. SCOPE:
This process covers the university's faculties, departments, teaching staff, and students.

3. RESPONSIBLE PERSONS:

- Vice-Rector for Educational Affairs
- Head of the Center for Organization and Management of Education

4. BASIC CONCEPTS:
ITP – Individual Teaching Plan

5. IMPLEMENTATION:
5.1 The university prepares an annual forecast of the teaching workload.
5.2 The teaching workload forecast is calculated based on the hours of the remaining courses in the curriculum of each specialty.
5.3 The relevant teaching workload, assignment, and data execution status are checked by departments.
5.4 Assignments based on curricula are given to departments. The way these assignments are implemented in the departments is verified.
5.5 The university prepares annual official statistical reports.
5.6 Prepares statistics of student numbers by specialties and years, teaching workloads by departments and years, and statistics of teaching staff by years.
5.7 Conducts analysis of admission results and prepares draft admission plans for the new academic year.
5.8 After the admission and registration of first-year students is completed, the admission rate of each specialty is analyzed. Admission plans are prepared for the academic year according to the admission rate of each specialty.

6. REFERENCED DOCUMENTS:
ISO 9001:2015
Curricula
ITP
Decision No. 348

14. Teaching Management Procedure of Western Caspian University

1. PURPOSE:
The purpose of the Teaching Evaluation Procedure is to maintain the level of teaching in accordance with modern standards.

2. SCOPE:
Faculties, Departments, Offices, Centers

3. RESPONSIBLE PERSON:
Vice-Rector for Academic Affairs, Head of the Center for Organization and Management of Teaching

4. KEY TERMS:
ITP – Individual (Personal) Teaching Plan

5. IMPLEMENTATION:
Organization of the preparation and approval of teaching and working curricula and subject syllabi
5.1 Teaching plans are developed in accordance with the standards of the specialization. The elective subjects in the teaching plans are proposed by the relevant department in line with the specialization. The syllabi of the subjects in the teaching plan are prepared by the instructor and submitted to the Ministry of Science and Education for approval.
5.2 Distribution and implementation of teaching loads by faculties and departments
5.2.1 The teaching loads for each specialization are sent to the faculties and departments in the form of assignments. According to these loads, the department organizes the distribution of subjects among teachers. The implementation of these loads is monitored through electronic journals and surveillance cameras.
5.3 Organizes the holding of methodological teaching conferences
5.4 Organizes the management of the auditorium fund (indicating capacity) and its distribution among faculties
5.5 Organizes the preparation of class schedules and the teaching process
5.5.1 Class schedules are prepared in accordance with teachers' teaching loads and student groups
5.6 Ensures the organization of education through the credit system (class attendance, multi-point grading system, etc.)
5.6.1 According to Decision No. 348 of the Cabinet of Ministers of the Republic of Azerbaijan dated December 24, 2013, ensures the allocation of credits in accordance with the normative standard for each semester and organizes the preparation of students' ITPs by selecting courses
5.7 Organizes the preparation of instructional documents and orders related to the organization of teaching
5.8 Organizes the preparation of reports on teaching-methodical work
5.9 Organizes competitions for filling vacancies for dean, department head, and teaching staff
5.9.1 If there is a vacancy for dean, department head, or academic teaching staff, an announcement is made in accordance with current legislation

6. REFERENCE DOCUMENTS:

Documents approving the teaching load by specialization
Teaching plan of the specialization (specialization track)
Teaching schedule of the specialization (specialization track)
Annual working teaching plan by specialization (specialization track)
Students' individual teaching plan
Teachers' annual working teaching plan

15. Teaching Evaluation Procedure of Western Caspian University

1. PURPOSE:
The purpose of the teaching evaluation procedure is to maintain teaching at a level that meets modern standards.

2. SCOPE:
Faculties, Departments, Offices, Centers

3. RESPONSIBLE PERSON:
Vice-Rector for Academic Affairs, Head of the Center for the Organization and Management of Teaching

4. KEY TERMS:
ECTS: European Credit Transfer and Accumulation System

5. IMPLEMENTATION:
5.1 The status of compliance of the delivered academic programs with the requirements of the labor market and society

5.1.1 The employment status of the student after graduation

5.2 The status of compliance of the taught specializations with professional and qualification standards

5.3 Compliance of academic programs with the requirements of the National Qualifications Framework for Lifelong Learning of the Republic of Azerbaijan

5.4 Compliance of academic programs with approved learning outcomes and content standards for specific specializations (fields)

5.4.1 Was the opinion of employers referenced during the development of curricula?

5.5 Compliance of the distribution of course hours in academic programs with the principles of the European Credit Transfer and Accumulation System (ECTS)

5.6 Compliance of academic subjects with the requirements of the academic program

5.6.1 Each specialization has its elective and compulsory subjects. Elective subjects must be selected in accordance with the specialization.

5.7 Compliance of the number of weekly classroom and out-of-class hours with academic programs

5.8 Public availability of the learning outcomes to be achieved as a result of the implementation of academic programs

5.9 Status of employer involvement in the development and evaluation of academic programs

5.10 Academic programs taught at different levels of education

5.11 Accredited academic programs

5.12 Indicators of subject acquisition

5.12.1 This procedure can be understood by looking at seminar grades, midterm grades, and semester grades.

5.13 Student feedback surveys

5.13.1 Students send their feedback and suggestions to the email address. Confidential surveys are also conducted by the university.

6. REFERENCE DOCUMENTS:

Documents confirming the teaching load by specialization
Teaching plan of the specialization (track)
Teaching schedule of the specialization (track)
Annual working teaching plan for the specialization (track)
Individual teaching plan of students
Annual working teaching plan of teachers

16. Rules for the Structure and Development of Course (Subject) Syllabi at Western Caspian University

The program must comply with the Education Program for the relevant specialization approved by the Ministry of Science and Education of the Republic of Azerbaijan and the Teaching Plan of Western Caspian University.

1. Structure of the Program

When drafting the program, the following sequence must be observed in its structure:

- Title page; Appendix 1, 2
- Inner side of the title page: Author and reviewers; Appendix 3
- Explanatory note (This should reflect the objectives and tasks of the subject teaching, the place of the subject within the structure of the main educational program, and the relevance of the subject to the professional competencies of the specialization.)
- Number of hours allocated to each topic of the subject; Appendix 4, 5
- Brief content of the topics
- List of references; Appendix 6

2. Drafting of the Program

- The text of the program must be written in Azerbaijani in "Times New Roman" font, size 14, with 1.5 line spacing on A4 paper format, leaving margins of 30 mm on the left, 10 mm on the right, and 20 mm at the top and bottom of the page.
- In the list of references, sources in Azerbaijani should be listed first, followed by sources in foreign languages, each arranged alphabetically within their respective languages and numbered sequentially.
- The list of references should mainly include literature published within the last 10 years.

- Bibliographic information should be presented alphabetically in the following format: author's initials (surname, name, patronymic), title of the publication, city, year of publication, and volume.

3. Submission of the Program for Printing

The subject program must go through the following stages before being submitted for printing:

- Two reviews prepared by specialists from WCU and other institutions for the program. The signatures in the reviews must be verified with the institution's seal.
- After the programs are discussed in meetings of the department, Faculty Scientific-Methodical Council, Faculty Scientific Council, and University Scientific-Methodical Council, they must be submitted to the Scientific Council of WCU for recommendation for publication. (Extracts from the minutes of the listed meetings must be verified with the institution's seal.)
- A notarized application to obtain permission for publication of the program.
- For general and specialized (basic) subjects included in the Education Program (standard) for the specialization, the application must be addressed to the Ministry of Science and Education of the Republic of Azerbaijan; for subjects determined by the higher education institution, the application must be addressed to the Rector of WCU.

4. Programs in which 20% to 50% content and structural changes and improvements are recorded may be submitted for printing with the previous approval (grif) maintained, based on extracts from the minutes of the department, Faculty Scientific-Methodical Council, and Faculty Scientific Council meetings.

5. For programs translated into foreign languages (Turkish, English, Russian), extracts from the minutes of the department, Faculty Scientific-Methodical Council, and Faculty Scientific Council meetings must be attached, along with a review confirming the accuracy of the translation by the specialists and head of the Department of Literature and Languages. The extracts and review must be verified with the institution's seal.

MINISTRY OF SCIENCE AND EDUCATION OF THE REPUBLIC OF AZERBAIJAN
WESTERN CASPIAN UNIVERSITY

TEACHING PROGRAM
For the subject

For Bachelor's (Master) education

0000000 (specialization code) - --------------------- specialization

Published based on the decision of the

Scientific Council of WCU dated ---------- 2023 (min. no.)

BAKU-2023

Appendix 3. -
Inside page of the title page

1. **Prepared by:**

2. **Scientific Editor:**
3. **Reviewers:**

Hours allocated to lecture and seminar session topics

	Title of the topics	Number of hours	
		lecture	Seminar
	TOTAL		

Hours allocated to practical (hands-on) session topics

№	Title of topics	Practical (hands-on) sessions
		Number of hours
	TOTAL	

Literature

Literature from the last 10 years in Azerbaijani:

1. Aliyev, H.A. "Müstəqilliyimiz əbədidir". Bakı: Azarnashr, 2015. – 384 pages. Karimov Y.S.

17. Rules for the Compiling of Teaching Materials at Western Caspian University

1. Structure of the Teaching Material:

- Cover page (Appendix 1)
- Second title page (Appendix 2)
- Page containing information about the authors, editors, and reviewers of the book and a brief annotation
- Table of contents
- Introduction
- Main part
- References
- Appendices (if any)

The specified sequence must be followed when printing the teaching material.

2. Rules for Preparing Teaching Materials:

2.1. Main Requirements

2.1.1. The printing of the teaching material must be on A5 (148 x 210 mm) white paper, with line spacing set to 1 (paragraph indent 1 cm).
2.1.2. The text of the teaching material must be typed on a computer in Azerbaijani using the Latin alphabet, in Russian using the Cyrillic alphabet, and in English using the English (US) alphabet, all in Times New Roman font, size 12.
2.1.3. The teaching material text must be printed with the following margins: 20 mm on each side.
2.1.4. All lines, letters, numbers, and symbols in the teaching material must be clear and uniformly bold.
2.1.5. The main text of the teaching material may be divided into chapters, subchapters, and paragraphs.
2.1.6. Chapter titles must be centered and written in uppercase letters; subchapter titles must be centered and written in lowercase letters except for the first letter capitalized. Words in titles must not be split between lines. Titles must not end with a period. If the title consists of two sentences, separate them with a period. Titles and subtitles must be highlighted and bolded.
2.1.7. The words "TABLE OF CONTENTS," "INTRODUCTION," "REFERENCES," and "APPENDICES" are accepted as titles of the respective structural parts of the teaching material.
2.1.8. There must be one line space between chapters and subchapters, as well as between the title and the text (paragraph). Underlining titles is not allowed.
2.1.9. Each chapter must start on a new page.

2.2. Numbering

2.2.1. Pages of the teaching material are numbered with Arabic numerals. The front cover, second title page, and page containing reviewers' information are not numbered. After these pages, the TABLE OF CONTENTS is placed. On the following page, the number "4" is printed at the bottom center, with consecutive numbering on the following pages (font size 10).
2.2.2. All publications listed in the bibliography must be numbered sequentially with Arabic numerals.
2.2.3. The Table of Contents is not numbered.

2.2.4. The subchapter number consists of the chapter and subchapter numbers separated by a period. The number ends with a period, e.g., 2.5. (fifth subchapter of chapter two).

2.2.5. When paragraphs exist within subchapters, they are numbered consecutively with Arabic numerals. The paragraph number consists of chapter, subchapter, and paragraph numbers separated by periods. The number ends with a period, e.g., 2.5.1. (first paragraph of the fifth subchapter of chapter two).

3. Illustrations

3.1. Illustrations must be of high quality. Computer-generated or hand-drawn images and original photos may be used in the teaching material.

3.2. Illustrations must be placed so they can be viewed without rotating the material or by rotating it clockwise. Illustrations should be placed in the text immediately after their first reference.

3.3. Illustrations (except tables) are labeled with "Fig." and numbered with Arabic numerals within chapters. The figure number consists of the chapter number and sequential figure number separated by a period. Example: Fig. 1.2 (second figure in chapter one). The figure number and title are placed below the figure.

4. Tables

4.1. Numerical materials are usually formatted as tables. Each table must have a title. The word "Table" and the title start with capital letters. No underline is allowed under the title.

4.2. Tables must be placed in the text so that they can be read without rotating the material or after rotating clockwise. Tables with many rows and columns may be divided into parts and placed on multiple pages.

4.3. Tables within a chapter are numbered consecutively with Arabic numerals (except for tables given in the appendix). The table number consists of the chapter and the table's sequential number separated by a period, e.g., Table 1.2 (second table in chapter one). If there is only one table in the teaching material, numbering and the word "Table" are not required.

4.4. If a table spans two or more pages, the word "Table" and its number appear once at the top right of the first page; the word "cont." is written on subsequent pages. If there are multiple tables, the continued page also includes the table number, e.g., Table 1.2 cont. The table's title and number are placed above the table; the number is printed in the top right corner.

4.5. The font size for table column and row headings and data must be 12 with single line spacing.

5. Formulas

5.1. Formulas in the text (if more than one) are numbered consecutively with Arabic numerals. The formula number consists of the chapter and sequential formula numbers separated by a period. The number is placed on the right side of the page in parentheses, e.g., (3.1) – the first formula of chapter three.

5.2. The meanings of symbols and numerical coefficients used in formulas, in order of their appearance, are explained directly below the formula. Each explanation is placed on a new line and begins with the word "Here."

5.3. If an equation does not fit on one line, it continues on the next line after the equality (=), plus (+), minus (−), multiplication (×), or division (:) signs.

6. Bibliographic References

6.1. Sources cited in the text must be listed alphabetically and numbered in the bibliography. The bibliography number of a cited source must be indicated in the text in square or round brackets after the citation, e.g., [115] or (115).

8. Table of Contents

The table of contents is placed before the Introduction. It shows the titles of all chapters, subchapters, and paragraphs with the page number where they start in the teaching material.

9. List of Symbols, Units, and Terms

9.1. If special terms, uncommon abbreviations, new symbols, signs, etc. are used in the teaching material, their list must be provided on a separate page at the beginning of the material under the heading "List of Abbreviations."

9.2. The list is written in columns: abbreviations alphabetically on the left and their full meanings on the right.

9.3. If special terms, abbreviations, or symbols are mentioned fewer than three times, the list is not compiled; their explanations are given in the text at their first mention.

10. References Used

10.1. The sources used in the teaching material are listed in the original languages they were published in (first Azerbaijani, then Turkish, Russian, English, French, Arabic, etc.) in alphabetical order and consecutively numbered.

10.2. The bibliography should also reflect literature from the last 5–10 years.

11. Electronic Carrier of the Teaching Material (CD or CD RW)

11.1. The file name on the disk must be the same as the work's title, for example:
"Modern Problems of Electrical Engineering Science_F.Vazirov"

11.2. The disk sleeve must contain the work's title, authors' names, and contact numbers.

11.3. After the department meeting, an excerpt from the protocol must be submitted to the head of WCU's "Geology and Development of Useful Mineral Deposits" Department, Associate Professor Z.C.Afandiyeva, and her visa must be obtained. Then the electronic form of this excerpt (with authors' names clearly indicated) must be saved on the submitted disk.

The teaching material must be contained in one file. The file must be in a print-ready book format (i.e., title page, second page with publishing rights note, etc.).

11.4. All collected documents (10 documents: 3 excerpts, 2 reviews, presentation, plagiarism report, control protocol, declaration, plagiarism commission opinion) + book and disk + plagiarism payment receipt (payment is required for characters exceeding 100,000 in the first check; if plagiarism is detected, work can continue only after full payment and rechecking in the plagiarism system).

Note: Additional rules for publishing textbooks, teaching aids, and methodological materials:

Three excerpts are required for textbooks that have publishing rights at the university and for textbooks submitted to the Ministry of Education for official approval:
(from the department, Faculty Scientific Council, and Faculty Methodological Group meetings)
Excerpts and reviews (internal and external — from other scientific institutions relevant to the specialty) must be approved by the scientific secretary and stamped. Reviews must be given by experts with scientific degrees (professor or associate professor).

The disk containing the electronic form of the teaching material must have on its sleeve: the department name, authors' names, email address, and contact numbers (internal extension). To facilitate communication, the disk should also include an information file (Presentation) clearly showing the authors' names, or a letter from the documents sent to the Ministry to the email address _____.

Example:

- Teaching aid titled "International Economic Relations" prepared by Professor Arif Mammad oğlu Karimov and Associate Professor Gulgaz Gulagha qızı İsmayılova from the Department of General Economics.

Afterwards, other documents should be collected and submitted to the Plagiarism Commission.

Declaration: For materials published with university publishing rights, notarization is no longer required; notarization is required for subject programs submitted to the Ministry.
If there is a single author, the declaration is made in their name; if multiple authors, it is made collectively (i.e., "we," etc.), and after signatures, the department seal is affixed.

After obtaining the plagiarism program report, the "Protocol for Monitoring Scientific Work Originality," the review (Opinion on the originality of the scientific work submitted to WCU's Plagiarism Commission), and the Presentation are prepared. If plagiarism is detected and the character count exceeds 100,000, a payment receipt must be attached.

After receiving the plagiarism commission's opinion, the printed teaching material must be submitted to Professor İ.Ə. Habibov of the "Industrial Machines" Department for his visa on the title page, following the regulations.

Presentation:

The following visas must be on the presentation:

- WCU Vice-Rector for Science and Technical Affairs, PhD, Professor
  Name Surname Patronymic
- Secretary of the WCU "Permission for Publishing Teaching Aids" Commission
  Name Surname Patronymic
- WCU Library Director
  Name Surname Patronymic

After the teaching aid is proofread by the bibliographer appointed by the WCU Library Director, an appropriate note must be made on page 3 of the book (Appendix 3).

The syllabus or program of the subject to which the teaching aid belongs must also be attached to the documents.

After all documents are prepared, they must be scanned (the teaching aid can be in Word or PDF format) and sent via the ESD system. The main document is the "Presentation," and others are attached (within one correspondence).

Signature: One of the authors
Agreement: Associate Professor G.Hajiyeva, Department of General Economics
Acknowledgment: Professor S.Purhani
Supervision of Execution: Professor L.A.Qardashova, Associate Professor G.Hajiyeva, Department of General Economics

Responsibilities of the Author:

The author must ensure submission of electronic versions of textbooks, teaching aids, syllabi determined by the higher education institution, methodological guidance, and other materials to the WCU library.

After publication, the author must ensure that at least 5 copies are provided to WCU and 2 copies to the National Library of Azerbaijan (a receipt confirming submission to the National Library must be submitted to the commission).

WCU "Permission for Publishing Teaching Aids" Commission Secretary,
Antiplagiarism System Administrator, _____

WESTERN CASPIAN UNIVERSITY

Name, surname, patronymic of authors (only in textbooks)

BASIC PRINCIPLES OF METROLOGY

(Textbook, Teaching Aid, or Methodical Guide)

BAKU – 2023

WESTERN CASPIAN UNIVERSITY

FARZANA N.H., JAFAROV H.J.

BASIC PRINCIPLES OF METROLOGY

(Textbook, Teaching Aid, or Methodical Guide)

BAKU – 2023

Appendix 3
GSE.........

Author (Compiler in methodological guide**): Teaching aid titled "**International Economic Relations," **compiled by Professor Arif Mammad oghlu Karimov and Associate Professor Gulgaz Gulagha qızı Ismayılova** of the **"General Economics"** Department. Baku, Published by WCU, 2023, 75 pages.

Editor: Nahid Müfidzadə – Associate Professor of the "_____" Department at West Caspian University, Candidate of Technical Sciences.

Reviewers:
PhD in Economics _____ from the "_____" Department.

PhD, Associate Professor
The teaching aid was proofread by _____.

Short Annotation

18. RULES FOR THE COMPILING, APPROVAL, AND PUBLICATION OF SCIENTIFIC WORKS AND TEACHING MATERIALS AT WESTERN CASPIAN UNIVERSITY

1. General Provisions
1.1. These provisions regulate the relationship between authors and the structural units (departments), faculties, and relevant collegial bodies (Methodological Council, Academic Council) of Western Caspian University in the processes of preparing, reviewing, approving, and recommending for publication scientific works and teaching materials.
1.2. The preparation, discussion, approval, and application of scientific works (articles, theses, monographs, etc.) and teaching materials (textbooks, manuals, lecture notes, methodological guidelines, laboratory workbooks, etc.) are among the primary responsibilities of each academic unit and individual instructor involved in the training of specialists.

1.3. The creation of scientific works ensures the integration of education and science through the application of research results in teaching, while the creation of teaching materials serves as a necessary activity to provide information support for taught subjects in every higher education institution.

1.4. The publication (both print and electronic) and implementation of scientific works and teaching materials in the teaching process are key indicators in the evaluation of university performance.

2. Preparation of Scientific Works and Teaching Materials

2.1. As a rule, scientific works are created within the department as a result of the research activities of faculty members or individual researchers.

2.2. Teaching materials are typically developed due to the necessity of providing informational support for the subjects taught in the department.

2.3. The initiative to prepare scientific works and teaching materials may come from the department or individual staff members.

2.4. In all cases, it must be ensured that the scientific work or teaching material contributes value to the scientific and pedagogical activities of the university and the department.

2.5. Prepared scientific works and teaching materials are submitted to the leadership of the department in which the authors work. If the authors belong to another structural unit, their work must be discussed by a relevant department aligned with the subject matter.

3. Review Process for Scientific Works and Teaching Materials

3.1. Authors submit the scientific work or teaching material they wish to publish to the scientific secretary or the science department.

3.1.1. Before submission to the department, the scientific secretary or science department must ensure that the text passes a plagiarism check according to the rules set by the Ministry of Education.

3.1.2. Before submission to the department, the work must also be sent for an independent confidential review.

3.1.3. Upon receiving positive results from both the plagiarism check and the independent review, the work is submitted for departmental discussion.

3.2. The head of the department places the work on the agenda of a departmental meeting. If needed, a staff member with expertise in the topic may be asked to prepare a written review.

3.3. At the meeting, the author(s) present the content of the work in detail to the department members.

3.4. Following the discussion, a decision is made by open vote and simple majority on whether to recommend the work for publication (or reject it).

3.5. If the decision is perceived as biased or unjustified, the author(s) may appeal to the faculty dean, vice-rectors, or the rector and request a second review.

3.6. A work approved by the department is then submitted to the faculty dean along with two expert reviews—one from within the university and one from an external institution.

Note: If there are no qualified experts within the department, both reviews may be obtained externally.

3.7. The work is then discussed at the Faculty Scientific Council, and upon approval, is submitted to the University Methodological Council along with a protocol extract from the faculty meeting. Authors may still appeal and request a re-discussion if needed.

3.8. The University Scientific Council reviews the work, and if approved, grants permission for publication in the form of a protocol extract. If the work is to be published outside the university, the extract must be officially signed and sealed.

Note: All publication costs for scientific works and teaching materials are borne by the author(s).

19. Monitoring Rules for Educational Programs

1. General Provisions

1.1. These Rules are an internal normative document of Western Caspian University (hereinafter WCU) Quality Management System (QMS) concerning the monitoring of educational programs and are intended to define the requirements and procedures for the preparation, conduct, and documentation of the monitoring process.

1.2. Under these Rules, coordination of monitoring is carried out by the Quality Assurance Center and implemented through WCU's Teaching–Methodical Councils.

1.3. The Rules apply to all WCU staff involved in the preparation and development of educational programs.

2. Purpose and Objectives of Monitoring

2.1. The purpose of monitoring is to evaluate the effectiveness of various aspects of the teaching process under educational programs, including teaching materials, teaching methods, and learning outcomes;

2.2. To identify problematic areas in the teaching process as well as the needs of students and teachers and to implement measures to address them.

Monitoring serves the fulfillment of the following tasks:

2.2.1. Obtaining information on compliance with requirements in the field of educational services;

2.2.2. Ensuring continuous improvement of educational programs in line with labor market and societal demands;

2.2.3. Determining student admission quotas under educational programs in accordance with labor market needs;

2.2.4. Establishing a student-centered teaching system that facilitates attainment of the learning outcomes and professional competencies specified in the educational program.

3. Monitoring Procedures

3.1. The monitoring of educational programs at WCU is organized in accordance with the "Evaluation Criteria for Program Accreditation of Higher Education Institutions."

3.2. Monitoring of the student admission process for each educational program is conducted through:

3.2.1. Preparation of enrollment dynamics;

3.2.2. Examination of compliance with the requirements stated in the educational programs and standards for relevant specialties when preparing admission orders;

3.2.3. Analysis of the optimal determination of admission orders in line with labor market demands;
3.2.4. Verification of employer involvement in the formation of student admission orders.

3.3. Monitoring of the organization of instruction under each educational program. In this stage, the following teaching documents are reviewed:
    3.3.1. Document approving the teaching load for the educational program
    3.3.2. Curriculum of the specialization (track)
    3.3.3. Teaching schedule of the specialization (track)
    3.3.4. Annual working teaching plan for the specialization (track)
    3.3.5. Student's Individual Teaching Plan
    3.3.6. Instructor's annual working teaching plan
    3.3.7. Syllabi reflecting learning outcomes
    3.3.8. Degree of alignment between types of instruction and their organization
3.3.9. Preparation status of independent work, course papers, essays, final projects, and master's theses;
3.3.10. Organization status of internship work under the educational program;
3.3.11. Organization status of practical training under the educational program;
3.3.12. Organization status of advisory services;
3.3.13. Organization status of exam sessions (including summer session);
3.3.14. Monitoring dynamics of students with outstanding credit debts.

3.4. Monitoring of the teaching methods and approaches applied under each educational program. To ensure this process, the following indicators are examined:
3.4.1. Use of innovative, creative, and interactive methods and technologies that ensure attainment of the learning outcomes;
3.4.2. Use of competency-based, problem-oriented, and student-centered approaches in teaching methods, grounded in both theory and practical application;
3.4.3. Feasibility of applying the teaching methods across all forms of education;
3.4.4. Application of adapted teaching methods and approaches tailored to students' individual characteristics.

3.4.5 Provision of technological means that promote active learning in the teaching process;
3.4.6 Availability of teaching materials, methodological guidelines, and instructions on new teaching and learning methods and approaches under the educational program;
3.4.7 Periodic monitoring of the teaching methods and approaches under the educational program (surveys, tests, analyses conducted for improvement purposes);

3.5 Monitoring the availability of learning and teaching resources and the material-technical base for the educational program. The following indicators are examined:
3.5.1 Existence of a user-oriented electronic learning-and-teaching management system capable of fully satisfying learning and teaching needs;
3.5.2 Availability of classrooms fully equipped with modern instructional technology (projectors, computers, smart boards, etc.);
3.5.3 Existence of a fully functional electronic teaching platform and journal that record student participation/activity;
3.5.4 Availability of internet-connected computers and computer laboratories;

3.5.5 Alignment of the classroom area (m²) with the number of students in the educational program;

3.5.6 Growth dynamics (%) in the library's service capacity—both electronic and physical—relative to the number of students and academic staff in the program;

3.5.7 Growth dynamics of textbooks and teaching aids (electronic and print) published in the last five years in the library collection for the educational program;

3.5.8 Availability and growth dynamics of a library collection in the languages of instruction for the educational program;

3.5.9 Availability of adapted teaching resources for persons with disabilities.

3.6 Monitoring of student knowledge and skills assessment and issuance of educational credentials. Attention is paid to:

3.6.1 Existence of procedures and regulations governing the knowledge-and-skills assessment system under the educational program;

3.6.2 Use of information-communication technologies in assessment under the educational program;

3.6.3 Conduct of analyses on the knowledge-and-skills assessment system for the educational program;

3.6.4 Availability of orders, decisions, assessment tables, and reports under the educational program;

3.6.5 Compliance of the organization of the Final State Assessment (state exam and/or thesis defense) with sectoral regulatory documents;

3.6.6 Compliance of issuance of state diplomas to graduates who complete the program and of appropriate certificates to those who do not, with legislative requirements.

3.7 Monitoring of the teaching staff involved in the educational program. Attention is paid to:

3.7.1 Transparency and public accessibility of academic staff recruitment, promotion, and other appointments under the educational program;

3.7.2 Existence of fair and transparent criteria for distributing teaching loads between full-time and adjunct academic staff under the educational program;

3.7.3 Ratio of academic staff to students in the educational program (1 : 15);

3.7.4 Proportion of teaching staff involved in the program whose primary place of work is the relevant academic unit (> 70 %);

3.7.5 Necessity of engaging external academic staff for the educational program;

3.7.6 Presence of academic staff educated abroad under the State Program for Azerbaijani Youth Education or graduated from reputable foreign universities.

3.8 Monitoring of student-centered teaching in the educational program. Attention is paid to:

3.8.1 Student participation in developing their Individual Teaching Plans;

3.8.2 Freedom of choice for elective courses, instructors, and academic tutors in line with the Bologna principles;

3.8.3 Surveys of students and alumni about the educational program;

3.8.4 Dynamics of innovations (decisions) implemented based on student and alumni suggestions;

3.8.5 Communication between students and instructors, and between students and tutors, via various channels (in-person, online, etc.);

3.8.6 Inclusion of criteria for integrating persons with disabilities into society within the teaching

process;
3.8.7 Accessibility of educational services for students belonging to socially vulnerable groups.

3.9 Career services and alumni relations under the educational program. Indicators include:
3.9.1 Graduate employment rates in the year of graduation (e.g., 80 % = 3 points) and their dynamics;
3.9.2 Rates and dynamics of graduates beginning work in fields matching their specialties;
3.9.3 Rates and dynamics of graduates receiving job invitations based on internship outcomes;
3.9.4 Number and dynamics of students in programs with high employment rates over the past three years;
3.9.5 Organization of career fairs, surveys, and analyses involving alumni and employers.

3.10 Key considerations during educational program monitoring
3.11 Existence of a monitoring strategy and action plan for educational programs;
3.12 Availability of mechanisms to oversee attainment of program learning outcomes;
3.13 Preparation status of annual self-evaluation reports for educational programs.

4. Composition of the Educational Program Monitoring Working Group
4.1. A working group is established to organize and conduct monitoring of educational programs.
4.2. The group includes representatives from relevant faculties and departments, the Quality Assurance and Teaching Organization Center, and other WCU stakeholders (labor market, students, alumni).
4.3. Monitoring of existing educational programs is coordinated by the Quality Assurance Center.
4.4. The working group's term of office is defined by the order establishing it.
4.5. The working group documents its meetings and ensures accountability.
4.6. Monitoring is conducted based on this document and the institutional and program accreditation criteria for higher education institutions.

5. Rights and Duties of the Working Group
5.1. The working group has the following rights during monitoring:
5.1.1. To obtain necessary documents and other resources required for monitoring;
5.1.2. To provide feedback and recommendations to ensure efficient monitoring;
5.1.3. To review syllabi, course programs, educational programs, and teaching resources under monitoring.
5.2. The working group fulfills the following duties during monitoring:
5.2.1. To familiarize itself with the syllabus, course program, and relevant educational program for the course under monitoring;
5.2.2. To gather feedback by involving stakeholders from the relevant specialty;
5.2.3. To evaluate the effectiveness of educational programs using the criteria set forth in this document;
5.2.4. To participate in drafting the final monitoring report;
5.2.5. To treat all participants in the monitoring process with respect.

6. Final Provisions
6.1. The results of the monitoring of educational programs are discussed at department meetings, at the Faculty Teaching–Methodical Council, and at WCU's Teaching–Methodical Council.

7. The working group prepares a report on the results. On this basis, the Teaching–Methodical Council drafts a final report and makes recommendations for improvement or updating.

8. The recommendations and results are finally discussed and approved by WCU's Academic Council.

20. INSTRUCTIONS FOR MONITORING TEACHING AND LEARNING

1. General Provisions
1.1. The Instruction for organizing monitoring of teaching and learning (hereinafter, the Instruction) at Western Caspian University (hereinafter, the University) defines the criteria and process for monitoring and evaluating the teaching process (hereinafter, Monitoring).
1.2. Monitoring is conducted in accordance with the "Law on Education" of the Republic of Azerbaijan, the Charter of the University's Quality Assurance Center, and other relevant legal and normative acts.

2. Purpose and Tasks of Monitoring
2.1. The main purpose of Monitoring is to improve the effectiveness and quality of the teaching process, identify problems, and support research and analysis to achieve quality education goals.
2.2. The tasks of Monitoring are:
2.2.1. To evaluate the teaching process in terms of its objective and efficient organization;
2.2.2. To identify training needs in order to enhance the competencies of the teaching staff;
2.2.3. To present to management proposals for improving teaching, learning, assessment, and instructional processes.

3. Organization of Monitoring
3.1. Monitoring is carried out at the end of the examination session, taking into account the highest and lowest success and quality results per subject, or based on analysis of student survey results.
3.2. Monitoring is planned and organized in accordance with the class schedule provided by the relevant faculties and the list of academic staff provided by departments.
3.3. Repeat monitoring may be organized if necessary.
3.4. Monitoring is conducted directly within the teaching process.
3.5. A Monitoring schedule is prepared to organize Monitoring (Appendix 1).
3.6. Monitoring is organized by the Quality Assurance Center with the concurrence of the executing vice-rector and is carried out with involvement of subject-matter experts.
3.7. Requirements for Monitoring commission members:
   a) Minimum five years of pedagogical experience in higher education;
   b) Membership as a full-time or half-time academic staff member at the University;
   c) At least two members with similar or higher academic degree than the instructor being monitored;
   d) Active pedagogical activity in the language of instruction of the monitored subject;
   e) External experts from other higher education institutions may be involved if necessary.

3.8. Monitoring is conducted in-person during class or via video observation.

3.9. Monitoring is carried out according to pre-determined criteria, and a final report must be prepared within 15 working days of the Monitoring date and submitted to the Quality Assurance Center and the Faculty Academic Council.

4. Monitoring Participants, Their Rights and Duties

4.1. Participants in Monitoring include: academic staff members (full-time, substitute, and hourly staff with at least one year of teaching experience at the University), the Monitoring commission, and students.

4.2. Rights of commission members during Monitoring:

    4.2.1. To obtain video recordings and other resources necessary for Monitoring;

    4.2.2. To provide opinions and recommendations for efficient organization of Monitoring;

    4.2.3. To review the syllabus, course program, and relevant educational program of the monitored subject.

4.3. Duties of commission members during Monitoring:

    4.3.1. To familiarize themselves with the syllabus, course program, and relevant educational program;

    4.3.2. To objectively and comprehensively assess the teaching process using the provided evaluation form and criteria;

    4.3.3. To submit the signed evaluation form to the Quality Assurance Center at the end of Monitoring;

    4.3.4. To participate in drafting the final Monitoring report;

    4.3.5. To treat the teaching process and participants with respect.

4.4. Rights of academic staff members during Monitoring:

    4.4.1. To organize the teaching process freely;

    4.4.2. To receive information on Monitoring procedures;

    4.4.3. To review the Monitoring commission's report;

    4.4.4. To nominate themselves for membership in the Monitoring commission.

4.5. Duties of academic staff members during Monitoring:

    4.5.1. To facilitate video observation;

    4.5.2. To participate in implementing the commission's recommendations.

4.6. Monitoring activities must be organized so as not to disrupt the natural flow of the teaching process.

5. Final Provisions

5.1. Monitoring results are discussed at department meetings and at the Faculty Academic Council.

5.2. The Monitoring commission prepares a report on the results. Based on this, the Faculty Academic Council drafts a final report and proposes improvements.

5.3. Based on the final report, faculty members participating in Monitoring receive consultative recommendations for improvement, and repeat Monitoring is organized if necessary.

1. **Monitoring Schedule**

№	Academic staff member (ASM)	Department	Date	Group	Subject title
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Evaluation Scale			
5	Fully compliant	1-2	Partially compliant
3-4	Mostly compliant	0	Not compliant

Cədvəl 2

Name, surname, patronymic of Academic staff member (scientific degree)_____ Subject title_____ Group_____

№	Indicator (score threshold)	Quality criterion	Score
1.	Lesson content (20)	Currency and novelty of the scientific information on the topic	
		Accuracy and specificity of the scientific information on the topic	
		Alignment of the topic with the course program	
		Comprehensiveness of the scientific information on the topic (coverage in the literature)	
2.	Lesson methodology (15)	Use of traditional and active teaching methods appropriate to the course content (problem-based learning method, illustrative method, visual method, interactive teaching method, etc.)	
		Use of new technical teaching tools	
		Logical substantiation of the material with evidence and arguments	
3.	Lesson organization (15)	Provision of students with didactic materials relevant to the topic	
		Efficient allocation of lesson time (time management)	
		Ensuring discipline during the lesson	
4.	Student	Creating equal opportunities in teaching	

	- Teacher's attitude (20)	Teacher's effective and accurate assessment of students	
		Encouragement of activity and creation of a supportive environment	
		Consideration of students' individual psychological characteristics	
	Teacher's pedagogical indicators (30)	Comprehensiveness of knowledge in the taught subject	
		The ability to present the material fluently, expressiveness (emotion and intonation), diction, and speech culture	
		Effectiveness of the teacher's audience management skills	

5.		Ability to motivate students during the lesson on the covered topic and to generate interest in the topic	
		Ability to develop students' thinking skills	
		Teacher's attire	

Name, surname, patronymic of Commission member _____

Signature_____ Date _____

6. Lesson Quality Evaluation Sheet

Table 3

Teahcer:			
Subject:			
Department:			
Faculty:	Course:	Semester:	Group:
Type of lesson:	Date:	Auditorium :	Lesson hour:
Subject of lesson:			

№	Quality indicators	Score given for training activity	Maximum score
1.	**Content of lesson**		**20**
2.	**Lesson methodology**		**15**
3.	**Lesson organization**		**15**
4.	**Student-teacher relationship**		**20**
5.	**Teacher's pedagogical indicators**		**30**
Final score for training activity			**100**

Qərar: _____

Təklif: _____

Attended the lesson:			
№	**Name, surname, patronymic**		**Signature**
1			
2			
3			

7. Final result criteria

Cədvəl 4

Final result	**Final score for training activity**	
Fully compliant	91-100	
Mostly compliant	71-90	
Partially compliant	46-70	
Not compliant	0-45	

21. GUIDELINE FOR THE PREPARATION OF A COURSE SYLLABUS

1. GENERAL PROVISIONS

This document has been prepared in accordance with the state standard and program of higher education, the content and organization rules for bachelor's, master's, and doctoral education, and other normative documents.

The guideline defines the general requirements for the content and structure of the course syllabus prepared for each subject taught by the academic staff of Western Caspian University, as well as the procedure for its preparation and approval.

The syllabus is a document that reflects the description and objectives of the course, the teaching methods used, the expected learning outcomes, and the corresponding assessment criteria.

The syllabus is prepared for all subjects taught at the bachelor's, master's, and doctoral levels. For each specific subject, the syllabus outlines the responsibilities of both the instructor and the students during the teaching process.

2. STRUCTURE AND CONTENT OF THE SYLLABUS

The syllabus must include the following information:

General Information
Department, faculty, specialization, group number, level of education (bachelor's, master's, or doctoral), form of education (full-time or part-time), academic year, and semester of instruction.

General Course Information
The course name and code in accordance with the university catalog, course load, methods of instruction (lecture, seminar, or laboratory), number of ECTS credits, course type (indicating whether the course is compulsory or part of an elective block), prerequisites (if any, courses that must be completed before this course), and the language of instruction.

Instructor Information
Instructor's name and contact information (email and phone number), academic degree, and brief information about scientific activity.

Course Description
A brief description of the course and information on related courses (directly related or relevant courses).

Course Objectives
A written explanation of the course objectives and the methods that will be applied in teaching. It should specify what the students are expected to know, achieve, and what skills they will gain by completing the course.

Learning Outcomes of the Course

In accordance with the objectives of the course, the expected learning outcomes should be stated—what the learner will know and understand, and what skills they will acquire upon completing the course.

Academic Integrity

This refers to demonstrating commitment to honesty and ethical behavior in the academic environment by avoiding plagiarism, forgery, and other unethical practices.

Ethical Conduct

The instructor shall describe the required ethical behavior policy in accordance with Article 32 (items 32.5.1, 32.5.1.1, 32.5.2, 32.5.3, 32.5.5) and Article 33 (items 33.3.2, 33.3.5, 33.3.6) of the Law on Education.

Required Textbooks and Learning Materials

The primary textbooks, teaching aids, and recommended additional sources—published in recent years and available in sufficient quantity in the Western Caspian University library—should be listed. The list of recommended sources should include both printed and electronic resources (databases, websites, etc.).

Assessment

The maximum score for full credit in the course is 100 points.
Assessment is as follows:
Final Grade = Current Evaluation + Midterm Evaluation

- **Current Evaluation** – 0 to 50 points, including:
  - Seminars and lab work (0–30 points)
  - Independent work (0–10 points)
  - Attendance (0–10 points)
- **Midterm Evaluation** – End-of-semester exam (0–50 points)
  If the course includes practical and hands-on classes in addition to lectures, up to 10 additional points are allocated for their evaluation.

Seminars and Colloquiums

Colloquiums are held three times each semester according to the academic calendar. Each colloquium is assessed on a 0–10 points scale. Participation in colloquiums is mandatory. Students who miss a colloquium receive 0 points.

Independent Work

This section provides information about the format of submitting independent work, the requirements, and the list of topics.
Writing requirements for independent work:

- Font and size: Arial, 12 pt
- Line spacing: 1.5
- Minimum length: 3 pages
- Final submission deadline: 2 weeks before the end of the semester

Attendance

1 point is deducted for every 10% of course hours missed during the semester. Students who miss more than 25% of the course hours are not allowed to take the exam.

Exam

This section provides information on the methods and formats of exams and the requirements for their evaluation.

1. Maximum exam score: 50 points
   - The score obtained in the exam must not be less than 17 points.
2. Students who score more than 50 points in total (coursework + exam) are considered to have successfully completed the course.

Course Schedule

This section includes the topic titles, dates, allocated hours, and notes related to each topic of the course.

3. PREPARATION AND APPROVAL PROCESS OF THE SYLLABUS

For each semester, the academic staff prepares a syllabus for the courses they teach based on the standardized university-wide template (Annex 1). The completed syllabus is presented at the department meeting, recorded in the meeting minutes, and approved by the head of the department. The syllabus must be prepared in the language in which the course is taught. Students must be introduced to the syllabus on the first day of class, and at the beginning of each semester, the syllabus is uploaded to the electronic attendance journal.

SYLLABUS

General information	Department	
	Faculty	
	Speciality, code	
	Group №	
	Education level	☐ bachelor ☐ master
	Form of education	
	Academic year/semester	
	Educational year	
	Academic semester	☐ autumn ☐spring ☐ summer
Information on the subject	Subject title, code	
	Number of credits	
	Study loan (hour)	
	Teaching methods	☐ lecture ☐seminar ☐ laboratory
	Language of instruction	☐ Azerbaijani ☐ English ☐ Russian
	Course type	☐Compulsory ☐ Selected
	Prerequisite Course / Code	
Information about teacher	Academic degree, academic title, honorary title, surname, first name, patronymic of the lecturer	
	Email address of teacher	
	Contact number of teacher	

	Counseling hours
Subject description	
Subject objective	
Learning outcomes of the course	
Course requirements	

Academic honesty	Academic Integrity – ensuring the originality of the work done and sharing others' ideas or findings with proper citation of sources. Violations of Academic Integrity: 1. Plagiarism, 2. Copying, 3. Submitting all or part of previously completed work, homework, or project for another course without proper citation, 4. Referencing non-existent sources or creating fake databases, 5. Preparing course materials or assignments on behalf of other students, 6. Exhibiting behaviors to gain unfair advantage (e.g., submitting fake medical certificates, making false excuses for deadline extensions or other purposes), 7. Taking exams on behalf of others or having someone else take exams in one's place.
Ethical behavior	
Main literature list	1. 2.
Additional literature list	1. 2.
Internet resouces	1. 2.

Assessment: 100-point system	Final grade is the sum of the current assessment — consisting of participation (seminar and laboratory work) (0 - 30 points), independent work (0 - 10 points), attendance (0 - 10 points) — and the interim assessment — end-of-semester exams (0 - 50 points). *Final grade = current assessment + interim assessment*	
Seminar and colloquium	Colloquiums are held 3 times each semester according to the academic calendar. Each colloquium is graded from 0 to 10 points. Attendance at the colloquium is mandatory. Students who do not attend the colloquium receive a score of 0.	**0-30**
Individual works	**Writing requirements for the independent assignment**: Font and size: Arial 12 pt Line spacing: 1.5 Total length of the work: minimum 3 pages	**0-10**
	Deadline for submission: 2 weeks before the end of the semester	
	Topics of individual works: 1. 2. 3.	
Attendance	During the semester, for every 10% of the allocated teaching hours missed, 1 point is deducted. A student who misses more than 25% of the classes for the course is not allowed to take the exam.	**0-10**
Examination		**0-50**

Based on the total points accumulated during the semester for the course, the students' knowledge is evaluated as follows:

Distribution of scores

Score	Letter grading	Indicator
100 – 91	A	"excellent"
90 – 81	B	"very good"
80 – 71	C	"good"
70 – 61	D	"satisfactory"
60 – 51	E	"acceptable"
Below 51 points	F	"unsatisfactory"

		Calendar Thematic Plan			
N	Date	Course topics	Lecture	Seminar	Textbooks/Assignments
1					
2					
		TOTAL:			

Teacher:

22. RULES FOR TEACHING LECTURES, SEMINARS, AND LABORATORY CLASSES AT WESTERN CASPIAN UNIVERSITY

Introduction

Lesson (teaching activity) is considered the main part of the educational process. During the lesson, students acquire theoretical training in their specialty, as well as the necessary knowledge and practical skills.

The main types of lessons in the educational process are: lecture, laboratory, seminar, and completion of independent assignments. The types of lessons, as well as the allocated classroom and extracurricular hours, are determined in the course program (syllabus) according to the state standard of the specialty and the curriculum.

The organizational and teaching-methodical support for the types of lessons is prepared by the department, regularly improved, updated if necessary, and kept in the dean's office and the department as long as the curriculum remains in effect.

Lecture

General Provisions

A lecture is one of the essential forms of organizing the teaching process and represents the main part of students' theoretical preparation. Lectures convey systematized scientific knowledge on the subject, demonstrate the current state and development prospects of the relevant field of science and technology, and direct students' attention to current issues.

The content of lectures is discussed at department meetings. The text of lectures must be updated and improved every academic year. At the beginning of the new academic year, the lecture texts are reviewed by the head of the department. Teaching and methodological activities related to lectures are reflected in the syllabus.

The text of the lectures (theoretical material) must correspond to the content of the topics in the syllabus and fully cover the course of the subject.

The introductory and concluding topics in the subject lectures hold significant importance.

An introductory lecture reflects the general characteristics of the subject, notes the novelty of problems, shows the place and role of the subject within the system of sciences, explains educational and upbringing goals, and introduces the content and structure of the subject as well as the organization of teaching activities.

A concluding lecture provides a scientific summary of the subject and demonstrates the development prospects of the studied knowledge area.

If introductory and concluding lectures are not separately included in the program, their content is accordingly reflected in the introduction part of the first lecture and the conclusion part of the last lecture.

The main content of the lecture is organized based on the oral, monologic, and, if necessary, dialogic systematic and consistent presentation of teaching materials by the teacher, including the demonstration of visual aids (slides, methodological videos, etc.).

For teaching the lecture, the teacher must have the lesson plan (syllabus), textbook (teaching aid), or lecture notes. The content of the lecture material should be reflected in the text or notes of the lecture, and the sequence of presentation must be shown in the plan.

8. **Structure of Lecture Notes**
   The lecture notes on a topic may include the following sections:

- Topic of the lecture;
- Purpose of the lecture;
- Plan of the lecture;
- List of main and additional literature;
- Content of the lecture;
- Summary of the lecture;
- Test questions or theses for discussion.

The methodology of conducting a lecture consists of preparing its full text according to the plan and its electronic presentation.

9. **Requirements for Lecture Content**

- *The questions studied (investigated) must have a logically sequential structure;*
- *Must correspond to the current level of science and technology;*
- *The knowledge and skills to be acquired as a result of learning should be clearly and precisely described;*
- *Must be closely connected with previous materials;*
- *Contradictions should be identified and solutions to problems provided;*
- *Provisions must be substantiated and include sufficiently complete and convincing examples, facts, proofs, and evidence;*
- *The content of the topic should have a logically conclusive character;*
- *Explanations of new concepts and terms must be provided;*
- *Should stimulate interest in knowledge and direct students toward independent research.*

10. **Structure of the Lecture Lesson**
    Lecture lessons are usually composed of three parts:

☑ *Introduction and connection with the previous topic*
Main part (explanation of issues); Conclusion.

Introduction – describes the first part of the lecture aimed at attracting the audience's attention and creating interest (motivation). The introduction includes:

♣ the topic of the lecture, description of its originality and degree of study;

♣ *the main purpose of the lecture, its practical significance;*

♣ *the place and role of the subject in the education process and in the system of other sciences;*

♣ *the plan reflecting the main points of the lecture;*

♣ *the connection of the current lecture with the previous topic;*

♣ *characteristics of recommended literature and information sources for organizing students' independent work.*

Main part – presentation of the lecture strictly following the prepared plan. It includes conceptual and factual material explaining the topic of the lecture, analysis and evaluation of the topic, various justification methods and evidence derived from theoretical provisions. The content of the material in the main part is determined by the type of lecture.

Conclusion – consists of summarizing the lecture, listing the main results on the topic, and answering students' questions.

11. **Electronic Presentation of Lectures**

The main teaching methodology for lectures is the form of electronic presentations. The most advanced tool for preparing electronic presentations is considered to be Microsoft PowerPoint.

Lectures prepared with Microsoft PowerPoint are better assimilated due to the concise presentation of key points and the visual demonstration of objects with various effects. Features of teaching lectures using electronic presentations include:

- *Increased informativeness and effectiveness of the explained lecture material by simultaneous auditory and visual perception;*
- *Improved clarity, visuality, and observability of the presented material;*
- *Enabling students who have access to the electronic presentation materials of the lecture to study independently;*
- *Creating a compact and rich electronic demonstration fully aligned with the lecture topic helps the author-teacher organize their thoughts sequentially, classify materials, and identify "weak" or overlooked parts and missing elements;*
- *Preparing electronic presentations enhances the teacher's methodological skills and professionalism, which is essential for improving the quality of knowledge;*
- *Reducing the intensity of mechanical note-taking by students, allowing them to grasp more extensive material;*
- *Decreasing the likelihood of misinterpretation of the teacher's ideas;*
- *Since many functions are performed by ready electronic presentations, the teacher's mechanical activities during the lecture are minimized.*

Requirements for preparing electronic presentations of lectures:

- *The university logo must appear on the title slide and every subsequent slide;*
- *The title slide must include information about the faculty, department, group, course name, teacher's name, and academic degree;*
- *The presentation must include a separate slide showing the lecture plan and list of literature;*
- *Presentations should primarily consist of ideas and directions;*
- *The last slides should contain test or review questions.*

Laboratory lessons

General provisions

Laboratory (practical lessons) is a form of organizing the teaching process aimed at mastering the scientific-theoretical foundations of the subject, acquiring creative skills and experience using modern methods and technical tools under the guidance of the teacher through the completion of complex tasks by students.

Laboratory lessons develop students' abilities to work with various devices, laboratory equipment, and apparatuses; to compare, observe, analyze, generalize, and draw conclusions; to conduct independent research; to use various methods; and to prepare reports in the form of articles, tables, charts, graphs, and other texts.

Laboratory lessons serve to deepen and reinforce the knowledge acquired in lectures through practical experience.

The planning and volume of laboratory lessons for a subject are determined according to the specialty's curriculum.

12. Laboratory Work

- The purpose of laboratory work is the experimental verification and testing of theoretical concepts.
- The number of laboratory works and the hours allocated to them must be indicated in the program and syllabus of the subject.
- Laboratory works can be reproductive (based on examples and rules) or exploratory in nature. Detailed instructions must be prepared for reproductive laboratory works.
- The assignment for laboratory work is prepared by the department for student preparation. By decision of the head of the department, general or individual tasks can be assigned for all students in the teaching group.
- When preparing for laboratory work, the student should familiarize themselves with the theory of the processes being studied, the essence, and methodology of the work.
- While working in the laboratory, the student must handle devices and equipment carefully and comply with safety regulations.
- Laboratory lessons are conducted under the guidance of the laboratory teacher for the teaching group. If necessary, an engineer-technician or laboratory assistant of the teaching laboratory may be appointed to assist.
- General methodological guidance for laboratory work in all teaching groups of the subject is carried out by the lecture teacher.
- The topics and dates of laboratory lessons are reflected in the syllabus of the subject.
- Laboratory lessons must be conducted in specially equipped rooms.

- In addition to independent work by students, familiarization with safety and conduct rules as well as mastering certain elements of teaching and scientific-research work are considered part of laboratory lessons.
- Conducting a lesson without an assigned laboratory task is not allowed.
- The teacher must prepare a plan for conducting laboratory lessons.
- After completing the laboratory assignment, the student must submit a report in the prescribed manner at the department.
- The teacher's assessment of the report must be recorded in the current success journal.
- Reports submitted by students must be kept at the department until the end of the teaching of the subject.
- Sample electronic laboratory reports are added to the department's electronic teaching resources.
- The department prepares methodological guidelines to effectively organize laboratory lessons.

13. Structure of Laboratory Work

The methodological guideline for laboratory work includes the following sections:

1. Topic of the laboratory work;
2. Purpose of the laboratory work;
3. Study plan of the topic (description of the research object);
4. Assignment of the laboratory work;
5. Procedure for completing the laboratory assignment;
6. Control questions;
7. List of main and additional literature.

14. Structure of Laboratory Lessons

Laboratory lessons generally consist of three parts:

1. Introduction
2. Main part (execution of the work)
3. Conclusion

Introduction ensures the student's preparation for completing the task and includes:

1. Lesson topic, purpose of the work, practical significance;
2. Review of the connections of the work with other topics of the subject;
3. Description of the theoretical foundations of the work;
4. Composition and characteristics of the assignment, explanation of approaches (methods, rules, techniques, and procedures) to completing the work;
5. Characteristics of the main requirements regarding the results of the work;

6. Necessary safety instructions;
7. Checking the student's readiness to perform the work;
8. Testing of the work under the teacher's supervision;
9. Self-check instructions for the student on completing the assignment.

Main part consists of the student independently completing the assignment, which may be accompanied by:

1. Additional explanations during task execution;
2. Assistance in overcoming difficulties in performing the work;
3. Monitoring and evaluation of results;
4. Technical maintenance of equipment;
5. Answers to students' questions.

Conclusion includes:

1. Summarizing the results;
2. Evaluating individual student results;
3. Answering students' questions;
4. Recommendations for improving results and eliminating gaps in students' knowledge and skills;
5. Preparation of reports by students on the work done;
6. Preparation for the next work, including providing information on necessary resources.

Practical (laboratory) lessons' introduction and conclusion parts are conducted frontally (for the whole group), while the main part is performed individually by each student.

Seminar Lessons

General Provisions

Seminar lessons involve the interactive discussion of a topic with the participation of the teacher and students in groups. The purpose of seminar lessons is to teach students to independently seek answers to questions, express their opinions, and apply knowledge in practice.

Structure of Seminar Lessons

Seminar lessons are generally organized into three parts:

1. **Introduction** – announcement of the topic to be discussed by the instructor
2. **Main part** – conducting the discussions
3. **Conclusion** – evaluation of the students

In seminar lessons, alongside the traditional individual question-and-answer method, different teaching methods can also be used. These methods should promote a student-centered approach and encourage active participation of students in the learning process. Examples of teaching and learning methods that can be used include:

- Practical assignments;
- Discussion of presentations prepared by students;
- Debates;
- Independent work or research;
- Projects;
- Discussions aimed at solving specific problems;
- Role-playing games – reports;
- Group work;
- Simulations, etc.

Note: The listed methods can be selected or modified depending on the specifics of the specialty.

Conclusion – Evaluation of Students

Evaluation should be organized so that the expected learning outcomes of students can be effectively measured. This allows monitoring of progress, assessing the extent to which educational programs achieve their results, facilitating feedback with students, and helping form initial conditions for improving educational programs.

Different evaluation methods should be used during the teaching process. These methods should promote a student-centered approach and encourage active participation of students in the learning process. Evaluation methods that can be used include:

- Written assignments;
- Tests of knowledge and skills;
- Oral presentations;
- Surveys;
- Open discussions;
- Reports on project work;
- Frontal questioning;
- Group and self-assessment, etc.

Note: The listed methods can be selected or modified depending on the specifics of the subject.

23. INSTRUCTIONS FOR THE EVALUATION OF PROFESSIONAL ACTIVITIES AT WESTERN CASPIAN UNIVERSITY

1. General Provisions

1.1. This guideline defines the content and process of evaluating the professional activity of a faculty member at Western Caspian University.
1.2. All faculty members are required to be evaluated each semester.

2. Purpose of Evaluation

2.1. The purpose of evaluating a faculty member's professional activity is to improve the quality of education through the dissemination of advanced pedagogical practices and, when necessary, the enhancement of professional performance.

3. Scope

3.1. These rules apply to both full-time and part-time (substitute) faculty members of Western Caspian University.

4. Sources Ensuring the Implementation of Evaluation

4.1. **Peer evaluation of the faculty member's professional activity:**
The evaluation of the faculty member's performance by colleagues is carried out in a standardized format throughout the university, based on the monitoring schedule.

4.2. **Self-evaluation of the faculty member's performance:**
The faculty member submits a report in the university-approved format on the teaching, scientific, creative, social, and organizational activities carried out during the academic year. At the same time, the faculty member evaluates the results of their professional activity to identify strengths and weaknesses and to continuously improve their pedagogical performance.

4.3. **Administrative (management-conducted) evaluation:**
The evaluation of the faculty member's performance by representatives of administrative bodies is carried out to assess professional development from the perspective of university leadership, to determine whether a contract should be extended or terminated, and to respond to student and parent requests. The evaluation is based on reports related to teaching, scientific, creative, social, and organizational work, as well as the results of special classroom observations organized to assess the quality of learning.

4.4. **Results of student surveys:**
Another source of evaluation consists of anonymous surveys and questionnaires conducted among students. These are administered every semester (several times per semester) and cover all courses and all instructors.

Survey results allow for the following:

4.4.1. Calculating the average performance of each instructor and tracking the dynamics of their teaching performance based on the analysis of survey data from several consecutive semesters;
4.4.2. Forming a general understanding of the teaching performance and resources of individual instructors, departments, faculties, and the university as a whole;
4.4.3. Identifying trends in the performance indicators of faculty members. The results of the survey must be analyzed and discussed at the department and faculty levels, and an action plan must be developed to improve the situation.

5. Process of Decision-Making Based on Evaluation Results

5.1. After the performance evaluation, its results are documented by both the management and the faculty member. Based on this documentation, the employee's rating is mutually determined.
5.2. One copy of the evaluation is provided to the faculty member, while the other copy is kept in the Human Resources Department in the employee's personal file for recordkeeping.
5.3. If the faculty member disagrees with the evaluation provided by the management regarding their performance, they have the right to file a complaint in accordance with the relevant university procedures.

24. REGULATIONS ON THE ORGANIZATION OF EDUCATION, RECOGNITION OF CREDITS, AND STUDENT ATTESTATION AT WESTERN CASPIAN UNIVERSITY

1. General Provisions:

1.1. This document is intended to ensure the organization of education, the recognition of credits, and the implementation of graduation procedures at the University in order to implement the University's Strategic Development Plan and Quality Assurance Policy, and to ensure high quality in the teaching and learning process in accordance with the "European Standards and Guidelines for Internal Quality Assurance in Higher Education Institutions" (ESG).

1.2. The management of procedures related to the organization of education, recognition of credits, and student attestation is aligned with all other provisions of the "European Standards and Guidelines."

1.3. The organization of education, recognition of credits, and student attestation cover general issues:

2. Organization of Education

2.1. The organization and implementation of the educational process is one of the main areas of activity in higher education institutions and ensures the implementation of professional training. The features of the credit-based educational process are as follows:

• Ensuring the freedom to choose academic subjects and the number of credits per semester in accordance with curricula;
• Involving academic advisors (tutors) in the educational process;
• Creating conditions for students' independent work;
• Applying modern technologies in knowledge assessment;
• Forming academic groups for each subject every semester;
• Ensuring teacher-student mobility;
• Establishing student-centered education.

2.2. The matters related to the organization and implementation of education at Western Caspian University include the following:

2.2.1. Organization of professional and academic staff training at the bachelor's, master's, and doctoral levels at the University;
2.2.2. Determination of the rules for full-time and part-time (correspondence) education in the University in accordance with relevant legislative acts;
2.2.3. Organization of education at the relevant levels of higher education based on appropriate educational programs;
2.2.4. Implementation of the organization of bachelor's and master's education in accordance with the requirements of the state standard of higher education and the practices of leading universities worldwide;
2.2.5. Implementation of bachelor's and master's programs based on separate curricula for each specialization, including related syllabi (working programs), and other normative documents (assessment rules, individual study plans, class schedules, examination schedules, class regulations, internship guidelines, etc.);
2.2.6. The content of bachelor's and master's education at the University must cover the planning of the educational process, the forms and methods of its implementation, the volume of teaching load, the duration of educational stages (semesters), the types of instruction (lectures, seminars, labs, etc.), the scope of individual subjects, and the requirements set for educational programs in various specializations;
2.2.7. Planning and organization of the educational process at the University must be carried out based on curricula (model, working, and individual plans) and subject-specific syllabi;
2.2.8. Achieving the study and application of current innovations in education through close collaboration with partner organizations of the University.

3. Recognition of Credits

3.1. The recognition of credits brings higher education institutions providing professional training in relevant specializations closer to each other and fosters stronger cooperation among them. The system that facilitates student mobility and the interstate comparison and recognition of educational programs is the ECTS system. The issues related to the recognition of academic

credits are as follows:

3.2. Establishment of procedures related to the recognition of academic credits at the University;

3.3. Conducting comparative analysis of academic programs with other domestic and international universities to ensure student mobility;

3.4. Establishing cooperation and signing agreements with universities in domestic and foreign countries to expand the scope of student exchange;

3.5. Ensuring student mobility through the development of inter-university agreement standards, definition of internal and external exchange procedures, and conducting comparative analysis;

3.6. Ensuring academic mobility through the recognition of academic programs and credits and through the facilitation of mobility in education;

3.7. Implementation of academic mobility within the framework of the European Credit Transfer System and the Decision No. 348 dated December 24, 2013, of the Cabinet of Ministers of the Republic of Azerbaijan "On the Approval of the Rules for the Organization of Education Based on the Credit System at the Bachelor's and Master's Levels in Higher Education Institutions."

4. Final State Certification of Students

4.1. In accordance with the Law of the Republic of Azerbaijan on Education, the final and state certification (State Attestation) of students in certain core specialization subjects (including foreign languages) is mandatory upon the completion of professional higher education programs at higher education institutions.

4.2. General provisions regarding the final state certification of students:

4.2.1. Conducting the final and state attestation (State Attestation) in relevant core specialization subjects upon completion of professional higher education programs, in accordance with the Law of the Republic of Azerbaijan on Education;

4.2.2. Studying and analyzing international experience related to student certification and preparing relevant proposals in this field;

4.2.3. Considering students' knowledge, skills, and competencies as main assessment criteria in the implementation of certification;

4.2.4. Monitoring the organization of the activities of State Attestation Commissions during the final and state certification process in accordance with the Law on Education of the Republic of Azerbaijan, the Statute of Higher Education Institutions, and other legislative acts;

4.2.5. Issuing a document to graduates reflecting the awarded qualification, including learning outcomes, academic level, and status.

4.3. The final state attestation of students is carried out by the State Attestation Commission, whose main functions are as follows:

4.3.1. Comprehensive assessment of graduates' level of training, knowledge, skills, and competencies in accordance with the requirements of academic programs;

4.3.2. Making a decision on awarding the appropriate academic degree and higher education diploma based on the results of the state attestation;

4.3.3. Developing recommendations for the improvement of professional training based on the results of the commission's work.

5. Structure of the Procedures for Organization of Education, Recognition of Credits, and Student Certification

To ensure the effective management of educational programs and other university activities in relation to internal quality assurance, the procedures for the organization of education, recognition, and student certification incorporate a number of key indicators:

5.1. Information submitted to the Quality Assurance Center related to preparation for the organization of education:
5.1.1. At the beginning of each semester and academic year, information related to preparation is submitted by the academic department based on the annual work plan (such as the preparation of teaching loads by departments and their submission to the departments);
5.1.2. Information related to the preparation of class schedules for undergraduate, graduate, and pilot groups;
5.1.3. Information on the preparation of classroom facilities;
5.1.4. Information on the organization of monthly attendance records regarding the fulfillment of teaching loads by level of education;
5.1.5. Information on the placement of class schedules on the floors where faculties are located.

5.2. Information on the effective organization and monitoring of teaching:
5.2.1. During the spring and summer semesters, the academic department must submit to the Quality Assurance Center information regarding the efficient implementation and monitoring of the educational process (e.g., monitoring the organization and management of the educational process according to the academic programs; ensuring compliance of instructors with class schedules; monitoring student attendance; monitoring the use of classrooms in faculties, etc.).

5.3. Information on the total number of students studying at undergraduate, master's, and doctoral levels at domestic and foreign universities within inter-university exchange programs;
5.4. At the beginning and end of each semester and academic year, the total number of students studying at domestic and foreign universities at the bachelor's, master's, and doctoral levels must be identified by the international relations department, deans, and the academic department and submitted to the Quality Assurance Center;
5.5. Information on the number of students who have been granted or have returned from academic leave;
5.6. At the beginning and end of each semester and academic year, information on students granted or returning from academic leave must be submitted to the Quality Assurance Center by the academic department and deans;
5.7. Information on the number of students who have transferred to the university from other higher education institutions, as well as those who have transferred from the university to other institutions;
5.8. At the beginning and end of each semester and academic year, information on the number

of students who have transferred to or from the university must be submitted to the Quality Assurance Center by the student affairs office and academic department;

5.9. Information on the number of students eligible or ineligible to take the Final Attestation:

5.9.1. The number of students eligible or ineligible for the Final Attestation must be submitted to the Quality Assurance Center by the relevant departments and deans;

5.10. Information on the results of students who were eligible or ineligible to take the Final Attestation;

5.11. At the end of each academic year, the results of the students who were eligible or ineligible to take the Final Attestation must be submitted to the Quality Assurance Center by the relevant departments and deans.

6. Final Provisions

6.1. In order to establish and operate an effective management system for the organization of education, recognition of credits, and student certification, all structural units must cooperate, ensuring that the above-mentioned quantitative and qualitative indicators are collected, processed, and submitted to the Quality Assurance Center accurately and in a timely manner.

25. METHODOLOGICAL GUIDELINES ON THE IMPLEMENTATION OF TEACHING METHODS IN THE EDUCATIONAL PROCESS

1. General Provisions

1.1. The purpose of these Methodological Recommendations is to increase the efficiency of the educational process through new training methods, to enable learners to achieve high outcomes, and, in general, to raise the level of learners' knowledge and professional competence.

2. Objectives and Tasks of Training Methods

2.1. The primary objective of training methods is for learners to acquire concrete knowledge through extensive interaction and communication both with the instructor and among themselves.

2.2. The tasks of the training methods are as follows:

2.2.1. To stimulate learners' interest in acquiring new knowledge and skills;

2.2.2. To facilitate more effective mastery of the subject matter;

2.2.3. To enable learners to independently find solutions to posed problems;

2.2.4. To establish mutual interaction among learners, cultivate teamwork skills, foster tolerance of differing opinions, and teach respect for each individual's freedom of expression and dignity;

2.2.5. To help each learner form their own opinion and attitude;

2.2.6. To develop professional habits;

2.2.7. To elevate learners to a level at which they understand and exercise their own responsibilities.

3. Types of Training Methods

3.1. **Passive Training Method** – a form of interaction in which the instructor acts as the primary active participant and learners assume the role of passive recipients, following the instructor's directives. In passive sessions, the instructor engages with participants through lectures, self-study assignments, tests, etc. Learners in this process play the role of "objects" (they listen and observe). The advantage of the passive training method lies in the instructor's ease of preparation and the ability to present a large volume of material within a limited time frame. The lecture is the most widespread form of this method.

3.2. **Active Training Method** – a form of interaction in which learners and the instructor influence one another during the session, transforming learners from passive recipients into active, equal participants ("subjects") who work independently. In active training methods, knowledge is primarily sought out and discovered through regular use of group and pair work. Lessons organized with this technology begin by creating motivation directed at the problem to be solved.

3.3. **Interactive Training Method** – involves dialogue, conversation, and mutual interaction. Unlike active methods, interactive training envisages learners interacting not only with the instructor but also with each other. The interactive model includes simulating practical

situations, role-plays, and collaborative problem-solving. The learner shifts from being an object of influence to a subject of mutual interaction, acting actively within their own individual learning path.

3.4. During lectures and practical exercises, the following active and interactive training methods may be applied: case studies, small-group (team) work, brainstorming, "fishbowl" discussions, debates, discussions, question-and-answer sessions, development of critical thinking, role-plays and business games, problem analysis, decision trees, pre-class self-study of topics, experiential learning, and others. For short-term trainings, active and interactive methods include open-space workshops, "world café" sessions, etc.

4. Criteria for Selecting Active and Interactive Teaching Methods

4.1. The criteria for active and interactive teaching methods are as follows:
4.1.1. Opportunities for informal discussion;
4.1.2. Free presentation of the material;
4.1.3. Existence of group assignments requiring collective effort;
4.1.4. Learner initiative;
4.1.5. Control during the teaching process;
4.1.6. Completion of written assignments.

4.2. The selection of active and interactive teaching methods should comply with the following criteria:
4.2.1. Alignment with the goals and objectives of the curriculum and course syllabus;
4.2.2. Suitability for the didactic purpose of the session (topic);
4.2.3. Relevance to the content of all sessions (topics);
4.2.4. Suitability for the training groups, the professional orientation of the learners, their intellectual and age levels, and the learning environment;
4.2.5. Suitability for the duration of the training;
4.2.6. Compliance with the logic of the teaching process, etc.

4.3. Active and interactive teaching methods are a technological process planned by the instructor, methodologically and organizationally directed at learners, and reflected in the curriculum.

5. Requirements for Organizing and Conducting Trainings Using Active and Interactive Methods

5.1. Characteristic features such as openness during lessons, interaction among participants, equality of their arguments, collaborative knowledge generation, and opportunities for mutual assessment and control should create an educational communication environment.

5.2. The key conditions for conducting training using active and interactive methods are as follows:
5.2.1. High level of professional competence of instructors;
5.2.2. Active involvement of learners in mastering core and supplementary teaching materials and awareness of their role in this process;
5.2.3. High level of learners' preparation;
5.2.4. Positive relationships between instructors and learners during the teaching process;
5.2.5. Instructor's democratic approach, encouragement of learner initiative;
5.2.6. Diversity in the forms and methods of presenting information.

5.3. The responsibilities of the instructor when using active and interactive teaching methods in the teaching process are as follows:
5.3.1. Organizing the preparation phase of the session (studying, selecting, analyzing materials and presenting results; if necessary, dividing learners into groups and assigning tasks);
5.3.2. Using technical aids and presenting educational materials through tables, slides, etc.;
5.3.3. Creating an environment that supports learners' independent inquiry and initiative;
5.3.4. Supporting internal group communication, reducing tension arising during participant interaction, and neutralizing potential conflicts between individual learners;
5.3.5. Acting as an advisor when learners experience difficulties;
5.3.6. Intervening in discussions and giving feedback when difficulties or ambiguous situations arise during the teaching process;
5.3.7. Conducting a thorough analysis of completed sessions, reviewing them, and addressing shortcomings.

5.4. The responsibilities of learners when using active and interactive methods in the teaching process are as follows:
5.4.1. Following the rules and conditions set by the instructor;
5.4.2. Actively participating in the teaching process and demonstrating initiative;
5.4.3. Preparing thoroughly for sessions and completing assignments given by the instructor;
5.4.4. Independently seeking solutions and alternatives to the proposed issues or problems (selecting from suggested options, justifying the decision);
5.4.5. Demonstrating tolerance toward all viewpoints and respecting the opinions of every participant in the teaching process;
5.4.6. Skillfully using creative individual assignments;
5.4.7. Being prepared to make decisions in strict, regulated environments and in situations with elements of uncertainty in information.

5.5. When using active and interactive teaching methods in the teaching process, instructional and methodological support should be organized as follows:
5.6. Depending on the teaching method applied, the classroom must be equipped with the necessary furniture and equipment (for conducting business games, small group work, trainings, roundtables, lab and practical sessions);
5.7. To deliver lectures in an active format, the lecture hall must be equipped with multimedia devices.

6. Scope of Application and Use of the Methodical Recommendations

6.1. The Methodical Recommendations are used by staff members involved as instructors in preparatory, professional development, and training courses.

7. Each instructor may freely choose the teaching methods defined in the Methodical Recommendations.

8. Teaching Methods Recommended for Application in the Teaching Process
                      OPEN SPACE method

OPEN SPACE Method

Open Space is a method for holding interactive meetings and events involving various people from different organizations.
Participants using the Open Space method work on questions that arise around a strategically important topic and develop their own work plans.
Events conducted using the Open Space method can involve from 5 to 1000 participants.

Open Space Technology
Managing meetings of various sizes
"Technology" = tool, process, method

How does the Open Space method work?
8.1.1. A blank wall – this is the agenda of the meeting;
8.1.2. Passion and responsibility;
8.1.3. Write your name and your question, and declare it;
8.1.4. After all questions are presented, join the discussion you're interested in;
8.1.5. This is *not* a "brainstorming" session;
8.1.6. Responsibility: gather the groups, document the work, manage time.

Open Space Principles
8.1.7. Whoever comes are the right people;
8.1.8. Whatever time it starts is the right time;
8.1.9. Whatever happens is the only thing that could have;
8.1.10. When it's over, it's over.

In trainings conducted using this method, no specific plan or agenda is prepared for the topic. After the meeting begins and the introductory part is completed, participants should be encouraged to join the discussion of the topic with a sense of passion and responsibility. To facilitate this, participants are invited to write down their questions related to the topic (each question is written on a sheet with the participant's name and surname).
Each participant must voluntarily write their questions within the allotted time.

To differentiate the level of complexity of the submitted questions, sheets of different colors are used. The participant determines the complexity level or type of proposal and presents it on the corresponding colored sheet. The subsequent discussion of the topic is built around these submitted questions. Participants must be actively involved in these discussions.

If the number of participants is high, they may be divided into groups of 10–15 people, and discussions can be organized within the group to choose the questions to be presented on behalf of the group.
Before the final part of the event, one or more of the key questions selected by the groups can be discussed jointly depending on the available time and space.

At the end of the training, the results, ideas, suggestions, and identified problems are reviewed and summarized again.

"AQUARIUM" Method

The "Aquarium" method is a teaching technique focused on analyzing a studied problem from different aspects and enhancing participants' reflective abilities. The goal of this method is to develop discussion skills. It involves the simultaneous work of two groups (inner and outer). Members of the inner group participate in the discussion of a particular problem (issue), while members of the outer group observe what takes place in the inner circle.

The Aquarium method can be conducted in several versions:

First Version of the Aquarium Method:
With the help of the participants, the rules for holding a discussion (following regulations, not interrupting, etc.) are established. The participants are divided into 2 groups. One group sits in chairs arranged in a circle and discusses the problem proposed by the instructor. The other group, sitting outside the circle, observes whether the discussion follows the agreed-upon rules.

The first group conducts the discussion on the chosen topic. After 15–20 minutes, the discussion is paused, the outer group evaluates the course of the discussion, and then the groups switch places to continue the discussion of another or the same issue.

Second Version of the Aquarium Method:
The inner circle participants discuss the problem proposed by the instructor, but unlike the first version, they only present arguments **in favor** of the problem.
The other group sits in the outer circle, listens to the arguments, takes notes, analyzes them, and prepares counterarguments. After 15–20 minutes, the discussion is paused, and the students from the inner and outer circles switch places. Then the new group conducts a discussion aimed at refuting the arguments previously presented.
Here, reaching a common opinion is not the goal.
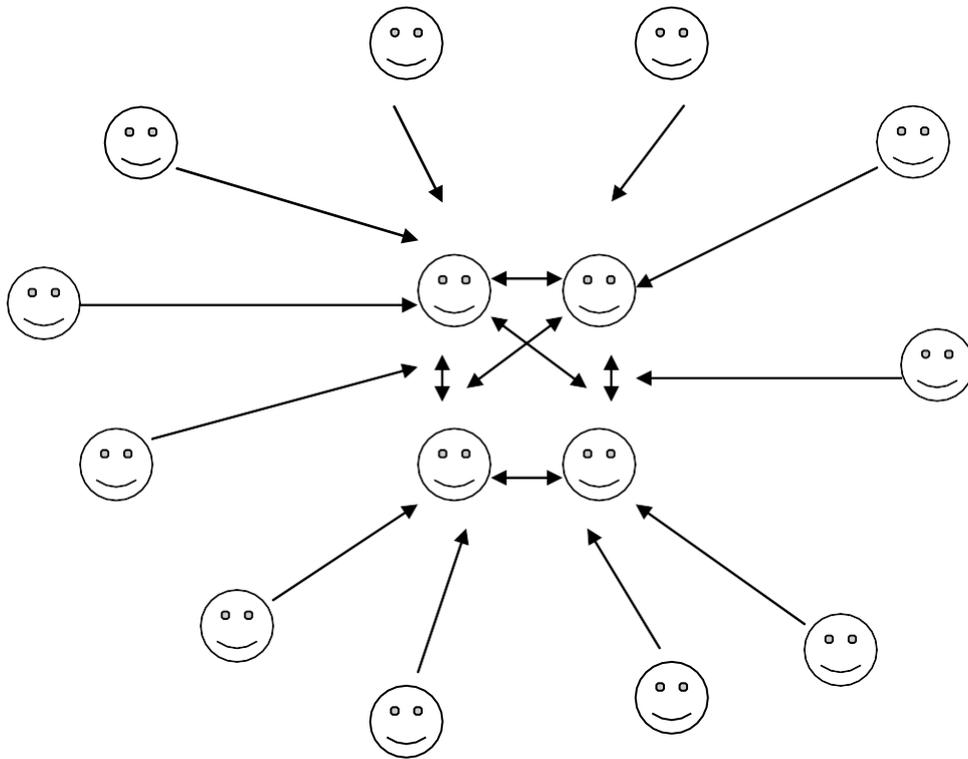
ALGORITHM Method

1. The trainer selects an event.
2. The trainer prepares a situational practicum related to the problem under consideration. They think through and prepare purposeful questions for discussion about each problematic situation in advance.
3. Each situation is written separately on a card.
4. Participants are divided into groups of 4–5 people. Each group discusses one of the proposed situations.
5. Participants study the event and express their opinions. To help them, the following questions are given: What happened? Who participated? What were the important elements? Was anything missing in the presentation of facts? Why do the stakeholders act in this way?
6. At this stage, participants express solutions based on their personal and subjective perceptions. Ask participants to share their first impressions. Each participant presents possible solutions to the event. These solutions may not include all elements of the event. Therefore, opinions may vary and contradict each other.
7. The trainer returns to the specific event, reviews all information related to the problem, generalizes it, organizes and systematizes it. The trainer clarifies the attitude toward arguments for and against the solution to the event. The trainer may ask questions such as: What are the pros and cons? Which arguments do you support? What might be the consequences of others? What are the alternatives? Participants support their arguments by referring to the specific event.

8. Participants must make the final decision regarding the specific event. If their decision does not coincide with the official solution, it is acceptable.
9. After the groups complete their work, a general discussion begins in the audience. This phase should focus on:

- "Looking back" at the circumstances and content of the specific event;
- "Looking down" at operational principles that can be generalized;
- "Looking around" at other similar situations;
- "Looking forward" to change personal attitudes if we want to effectively resolve such events.

10. At the end, participants make the final decision on solving the event and draw conclusions applicable to other situations.

Conditions:

- Format: work with the entire audience;
- Audience knowledge level (information about the event);
- Time: 40 minutes.

Lesson stages: investigation, drawing conclusions (at all stages).
The specific event is selected based on criteria. Not all situations qualify as specific events.

To qualify as a specific event, the situation must:

1. Be real;
2. Require immediate intervention: highlight a problem that may raise interest;
3. Be relevant to the interests of the groups so that participants trying to solve the event have the necessary information and find solutions;
4. Be complete. All details necessary for the solution must be included in its presentation.

Tools:
Board, worksheets, paper, markers, video, TV (for motivation phase).

Potential problems:

- Lack of participation by everyone;
- Arguments are not convincing;
- Arguments are not legally grounded;
- Incorrect conclusions.

BRAINSTORMING Method

The brainstorming method is a free-form discussion. Its main function is not the analysis and discussion of issues proposed by participants but the generation of ideas.

Brainstorming is also called a "mental attack." It is used to stimulate interest in a new topic and to clarify what participants know well (or poorly). This method encourages participants to be active and aims to solve a specific problem or find an answer to a question. For example, trainers might start a discussion on taxpayers' rights by asking, "Who could be held responsible and what measures could be taken if taxpayers' rights are violated?" through brainstorming.

This method conditionally divides thinking into two parts: creative and critical.

- Creative thinking is aimed at generating new ideas and should be free from stereotypes and prohibitions.
- Critical thinking involves selecting and analyzing generated ideas, seriousness, and consideration of real possibilities.

How to use the method:

- Determine the problem you want to brainstorm about. Formulate it as a question with many possible answers.
- Write the question visibly for everyone.
  For example, "What changes are needed in tax legislation?"
- Ask participants to express their ideas. Write them in capital letters. These should be individual words or short phrases.
- Inform participants that during brainstorming they should not comment on or repeat each other's ideas until the session ends.
- Encourage participants but avoid seating them in a circle or forcing them to speak, as this may reduce their activity.
- Do not evaluate ideas as they are recorded. If possible, write them down and display them. Ask one participant to help keep the group active. Then share your personal opinion.
- If any idea is unclear, ask the participant to explain it and check if others agree with the explanation.
- Write down new proposals. Often, unusual or seemingly absurd ideas turn out to be important and interesting.
- When ideas run out, stop brainstorming. Now, review all proposals and ask participants to comment on them.

Creative thinking passes through three stages:

1. Idea initiation.
2. Idea analysis or evaluation.
3. Application of the idea to the chosen situation.

If every idea is immediately met with evaluation, "analytical paralysis" occurs, reducing the flow of proposals.
Creative thinking flourishes when all proposed solutions are evaluated.

Five main rules of brainstorming:

1. No criticism.
   Free flow of ideas happens only if no criticism is allowed. Criticism, calling ideas worthless, or nonverbal negative reactions (shrugging shoulders, raising eyebrows) are prohibited.
2. Encourage ideas.
   To ensure enough ideas for productive discussion, the group must know that everyone's effort is valued. Quantity of ideas is more important than quality at this stage.
3. Equal rights of participants.
   Every participant should know their proposal will be considered. To prevent dominance by one or two members, establish a system where everyone shares their ideas in turn. Although this formalizes the process, it ensures everyone participates.
   If no new ideas come from participants, the trainer can stimulate the group with recommendations and comments.
4. Free expression.
   No restrictions should limit the number of proposals. All ideas should be accepted. Even unprofessional or impractical ideas can stimulate others.
5. Recording all ideas.
   Recording is not just fixing ideas but also encourages new ones. Write every idea on flipcharts, boards, etc., exactly as the author says. This helps clarify and generate further ideas.

Trainer's advice:

1. Start with the task's goals and objectives.
2. Allocate time for answering (minutes, hours, days) or adding new ideas.
3. Before starting, hang the rules in a visible place.

Advantages of brainstorming:

1. Encourages creative thinking.
2. Breaks standard thinking boundaries.

Brainstorming is easy to understand and apply. It does not require high-tech equipment or long training and is easier to evaluate.

Disadvantages:

1. Requires high participant engagement.
2. The process may not be fully complete.

Brainstorming is effective in training for problem-solving and decision-making. It develops listening skills and useful coordination elements for team-building.

9. DEBATE Method

Debate is a disputing activity that combines argumentation and discussion on any given topic. Debate is an interactive discussion method involving representatives from opposing sides.

Unlike rhetoric, which consists only of deductive reasoning analyzing the outcome, arguing about what is right or wrong, and persuasion tactics, debate embraces a broader concept. In debate, logical consistency, factual accuracy, and emotional appeal to the audience play a crucial role in persuasion. The side that can argue the issue more skillfully within a higher context and framework prevails. More than facts, debate emphasizes the consensus or joint formal conclusion reached by the parties. In formal debate competitions, there are specific rules and frameworks applicable to each side.

As an art form, the main goal of debate is to instill the ability to rationally discuss any position with an opponent under equal conditions.

The key distinctive feature of debate is that this type of discussion requires a clear "yes" or "no" answer to the posed question. One group (affirmative) supports a positive answer, while the other group (negative) supports a negative answer. Each group can be further divided into two smaller subgroups. The first subgroup presents arguments, and the other develops counterarguments. Jury members or judges evaluate the arguments and counterarguments according to established criteria and thoroughly analyze them.

Groups have the opportunity to prepare their speeches. The important point here is that counterarguments are not presented immediately after the arguments but after a certain time interval.

The main goal here is to train participants to develop skills for conducting significant discussions and making decisions to solve problems in the future.

A crucial requirement for debates is topic selection. It is necessary to correctly define criteria for proper evaluation of arguments and counterarguments. Also, conditions must ensure that the jury's work is open and objective.

10. ROUND TABLE Method

The purpose of this method is:

- To provide participants with equal and mutual conditions for free discussion of the issues (topic) without any regulations;
- To ensure systematic and problematic discussion of the issues with consideration of various aspects of the problem.

Attributes of the round table include:

- Preparing the audience for the event: workplaces should be arranged symmetrically so participants can see each other;
- Practical application of the "free microphone" principle;
- Creating a pool of questions for the "round table" participants to respond to;
- Availability of technical means for receiving and processing incoming information (if necessary).

Variants of the stages for conducting a "Round Table":

Variant "A"

1. Trainer's brief introductory speech.
2. Listening to brief introductory information from the "Round Table" participants.
3. Conveying questions received from the audience to the "Round Table" participants.
4. Initiating the discussion.
5. Reaching agreement on positions regarding the subject of the discussion.

Variant "B"

1. Conducting a blitz survey among participants in the auditorium for agreeing on the topic and work procedure.
2. Clarifying the procedure and nature of the work.
3. Answering the questions posed on the discussed issues.
4. Listening to the opinions of the speakers from the audience.
5. Finding the correct solution to the problem during the discussion.

Variant "C"

1. Presentation and demonstration of the problem (using ICT).
2. Introduction of the "Round Table" participants and listening to their attitudes towards the problem.
3. Providing (activating) the "open microphone" to learn the audience's position.
4. Discussion.
5. Finding the "point of contact" and reconciling positions.

To conduct the session using this method, it is necessary to explain to the "Round Table" participants the rules for resolving problematic issues that arise during the session.

At the end, a conclusion on the work of the "Round Table" is made, and wishes are expressed to its participants.

DISCUSSION method

Discussion is the free verbal exchange of knowledge, ideas, or opinions between the trainer and participants. Discussion is a tool for clarifying differing viewpoints and stimulating participants' social activity.

There are the following forms of discussion:
a) creative, a creative approach to the problem;
b) interactive, collective, group-based discussion of the problem.

Approach:
As a training method, discussion differs from ordinary conversation: conversation usually covers several topics and has no limits or structure.
Discussion, as a training method, tends to focus on one topic or issue and is organized in a defined manner.
Each participant should have their own view of the problem and show respect for others' viewpoints. Interrupting others is excluded.
Discussion differs from an open forum. Usually, an open forum is dedicated to more controversial issues and allows all participants to listen.
A discussion is considered successful when all participants strive to achieve a common goal.
Discussion can be effective only if participants have some basic knowledge. This knowledge can be acquired, experience-based, transferred via instruction, or presented during the program. For example, after introducing a new process to the group, participants may freely discuss difficulties or uncertainties encountered during its implementation.

Tips and methods:

1. Time allocation and preparation.
   First, determine which aspects of the selected topic can be discussed within the allotted time. This time frame should be communicated to participants before the discussion starts. This will energize the discussion and enable achieving certain results.
2. Planning.
   It is impossible to plan all aspects of the discussion in advance, but it is possible to prepare an approximate outline. It should:

- introduce the topic and relevant participants;
- set limits for the discussion, indicating which issues can or cannot be touched upon;
- demonstrate the purpose of the discussion;
- provide any additional information relevant to the topic;
- include a set of key questions to keep the discussion under control.

Advice to the trainer:

1. Guide the discussion correctly and create a favorable environment.
2. During the discussion, the trainer's role resembles that of a mediator. They should carefully engage the group in the discussion using open-ended questions.

3. When the exchange of ideas begins, the trainer must ensure no one has monopolized the topic and that the discussion can proceed.
4. If the evidence presented is unclear or doubtful, the trainer may request more precise and well-argued evidence.
5. Evaluating the contributions of the group is not the trainer's responsibility; however, they must ensure the discussed issues are relevant to the topic.
6. At the end of the discussion, the trainer should summarize the proposals and results obtained.

Advantages of the discussion method:

1. Demonstration of knowledge and understanding.
2. Active transmission of knowledge.
3. Active mutual interaction.

Disadvantages of the discussion method:

1. Possibility of digressing from the topic.
2. Strong dependence on the group.
3. Possibility of affirming incorrect positions.

Thus, the stages of conducting a discussion are:
I stage: Introduction.
II stage: Group discussion of the problem.
III stage: Constructive dialogue.
IV stage: Outcome of the discussion.

12. DISPUTE method

Dispute (arguing, reasoning) is the discussion of any issue or problem aimed at confirming one's own point of view and prevailing over the other party.
Dispute:

- is aimed at discussing vital issues and problems that do not require a definite and final decision;
- is a method to prevent the "weakening" of knowledge motivation;
- is directed towards acquiring knowledge and the clash of ideas and positions;
- fosters the development of communicative and dialogic skills and habits in the process;
- allows for the analysis of understandings and evidence, defending one's viewpoints, and attempting to persuade others;
- teaches identifying the strengths and weaknesses of opposing positions, supporting one's stance, and proving the other side's position wrong with evidence;
- teaches the courage to reject incorrect positions for the sake of truth.

13. Stages of Dispute:
    I stage: Introduction.

- the audience is divided into 2-3 groups defending their positions;
- each group defines the roles of its participants;
- the problem (topic) is formulated;
- key issues of the dispute are noted;
- different opinions are expressed;
- rules, conditions, and regulations of the dispute are determined;
- necessary didactic materials are distributed;
- the problem turns into a problem situation.

14. II stage: Group discussion
Participants in the dispute:

- leader (allows each participant to express their opinion, monitors adherence to ethical norms, prevents deviation from the issues posed);
- idea author (expresses their opinions and adjusts proposed ideas, actively and unconditionally supports the original thesis);
- functionary (participant who processes the material);
- opponent (acts on the principle of "yes, but...", understands internal contradictions, supports the opposing side but recognizes its internal inconsistencies and sensitivities, counters the rival's counterarguments);
- researcher-analyst (eliminates logical inconsistencies).

The group studies the didactic material and prepares 2-3 difficult questions for the opponent.

III stage: Cognitive debate
Group I:

- presentation of confirmed claims;
- argumentation of the position of the supporters.
 Statement of the conclusion.

Group II:

- counter-confirmation;
- counterarguments and evidence;
- counter-statement of the confirmed. Difficult questions act as a tool to "heat up" the debate.

15. IV stage: Result

- Was it possible to reconcile the positions?
- Was it possible to come to some general conclusion?
- According to participants, were errors in the confirmed decisions identified?
- Did unfounded, distorted assumptions or incorrect interpretations of terms arise?

- Were there facts of rude interference or unsubstantiated presentation of one's own position?
- Is there a need to revisit the subject of the dispute in terms of time?
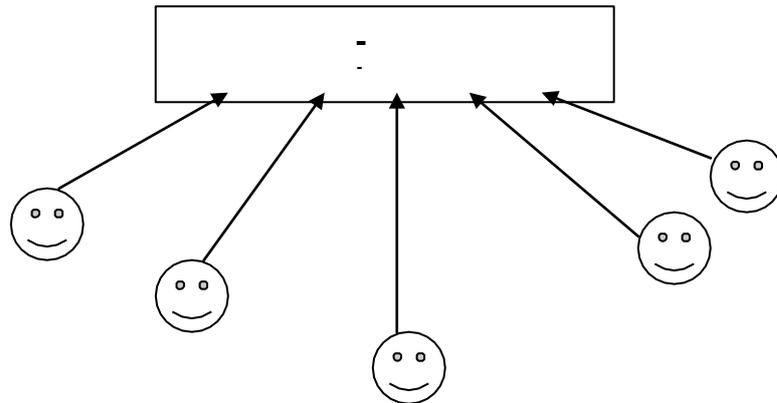
SMALL GROUP (TEAM) WORK method

Small group (team) work is a form of organizing educational-cognitive activity, carried out in various small groups, aimed at solving general issues as well as specific issues presented by the trainer.

Working in groups stimulates coordinated interaction, mutual responsibility, and cooperation among participants.

Organization of group work:

- Training groups are divided into several small groups: from 3 to 6 people.
- Each group receives its own assignment. The assignment can be the same or different for each group.
- Roles are distributed among the participants within each group.
- The problem-solving process in the group is carried out based on discussion and evaluation.

Trainer's functions:

- Explaining the purpose of the task to be performed;
- Dividing the listeners into groups;
- Distributing tasks for the groups;
- Supervising the progress of group work;
- Participating in groups in turns (in this case, the trainer should not present their opinion as the only possible answer but actively engage them in searching and thinking);
- Drawing conclusions from the reports submitted by the groups regarding the completed tasks.

Advantages of group work:

- The group has "many eyes." Each participant can see themselves and their problem through the perspectives of others.
- The group is a micro-model of social reaction to an individual's actions. Each participant forms relationships with others (participants). Seeing their inefficiency and understanding ability, they may try to change their own interactions.
- Each group has a responsible person. Each individual can see themselves comprehensively, manage their own actions, and when expressing their opinion on an issue, can be supported by colleagues.
- The group creates live communication and experience exchange aimed at problem-solving.

ANALYSIS OF SPECIFIC CASES method

Analysis of specific cases is an effective method to activate learners' educational-cognitive activity.

There are several types of cases:

- A problem situation is a description of a real problematic situation itself. The learners' goal is to find a way out or conclude that no solution exists.
- Evaluation of cases describes a situation where a solution has been found. Learners aim to critically analyze the decisions made and give opinions on presented cases.
- Case description presents a real situation, explains its causes, and describes the resolution procedure. Learners' goal is to evaluate the situation as a whole, analyze ways to solve it, formulate questions, and express agreement or disagreement.
- Anticipating cases describes previously made decisions. In this case, the situation is of a training nature and depicts a form of a topic. Learners aim to analyze existing situations and accepted decisions using learned theoretical knowledge.

The analysis of specific cases must meet the following requirements:

- Be appropriate to the set goal;
- Have a corresponding level of difficulty;
- Depict several aspects of real life;
- Not become outdated quickly;
- Depict typical situations;
- Develop analytical thinking;
- Allow for discussion.

When applying this method, a scenario covering the problematic situation's information is presented.

Scenario:

- Gives a real and realistic description of necessary issues and/or processes related to the topic;
- Is interesting and engaging for group participants;
- Covers the essential knowledge about the topic;
- Creates conditions for multifaceted interpretation or explanation of any situation;
- Ensures finding several effective solutions for the problem.

The "Analysis of Specific Cases" method enables the following results:

- Enhances critical analysis and problem-solving abilities;
- Stimulates decision-making and experience-based thinking in complex situations;
- Motivates participants and creates a foundation for independent learning.

One of the types of this method is the "case study" method.

The "Case study" method is based on studies that stimulate critical thinking through investigation, analysis, comprehension, error identification, and solution of a specific event. The trainer can offer learners to review common real-life situations or problems requiring serious discussion in the classroom.

The case method is widely used in economics and business sciences.

A case is a description of a real situation or the "shape of the existing condition."

Approach:
There are three main variants of applying the case method:

1. Diagnosis of the problem.
2. Diagnosis of one or more problems and their resolution by participants.
3. Evaluation of decisions made regarding the problem's solution and its consequences.

This method enables the formation of the following skills:

- Investigating effective ways to solve an event;
- Developing logical thinking: analyzing and identifying errors;
- Developing critical thinking through solving the cause of the event;
- Instilling research skills;
- Systematizing information;
- Drawing and substantiating conclusions.

The "Case study" method can be carried out according to the following algorithm:

1. Selection of the event by the trainer.
2. Preparation of the practical situation related to the reviewed problem by the trainer.
3. Each situation can be written on a separate card in the form of a case.
4. Listeners are divided into groups of 4-5 people.
5. Listeners study the situation and express their opinions.

6. Participants express solutions based on their personal and subjective perceptions.
7. The trainer reviews, summarizes, and systematizes opinions on the situation.
8. Listeners make the final decision regarding the situation.
9. After group work is completed, a general discussion begins in the auditorium.
10. At the end, listeners make the final decision on solving the event and obtain conclusions useful for other situations as well.

During the application of this method, certain difficulties may arise, which the trainer should be prepared to address beforehand:

- Not everyone participates;
- Arguments are not convincing;
- Arguments are not legally justified;
- Incorrect conclusions are drawn.

Five stages are necessary for case creation:

1. Searching for case sources;
2. Collecting data for the case;
3. Designing the content of the case;
4. Approval of the case in the auditorium;
5. The life cycle of the case.

Types of cases:

1. Practical cases.
2. Educational cases.
3. Scientific-research cases.

Cases can be presented in various formats: from a few sentences on one page to several pages. Since these cases are used for the first time, larger cases may cause some difficulties for listeners compared to smaller ones. Cases can cover any situation or problem.

The trainer leads the problem discussion using the case method. Cases can be presented to listeners in different formats: printed form, video, audio, multimedia, etc.

In this training method, the trainer can exercise control through the following means:

- Increasing or decreasing the workload (task);
- Keeping group activity within defined limits (e.g., "no need to use additional information" or "the group should try to perform additional searches");
- Expanding or limiting requirements for task completion;
- Increasing or decreasing pressure, initiating competition among groups, applying unexpected elements, etc.

At the end of the task, the group should discuss its actions and summarize the gained experience.

The application of the case technology in the teaching process can be multi-variant for both the trainer and the learners.

The problem situation is created by distributing cases to listeners before the lecture, up to studying the teaching material and topic. This text serves to form the problem situation, activate existing knowledge, systematize it, and determine the motivation point for the material to be studied. This variant is closely related to the "Know – Want to Know – Learned" method.

Cases can also serve for independent study of the topic. In this case, they should be more voluminous, considering the direction of listeners' activities. Questions should correspond both to the case content and teaching material. In this case, textbooks and internet sources play the role of additional materials (literature) for learners.

The case text is distributed to listeners both before the lesson and for outside-the-classroom study to compare and analyze the studied material, integrate it with the lecture, and facilitate quicker comprehension of the trainer's presentation.

Materials selected for the case method should reflect realities (situations) that participants may face in everyday life. Cases should not overload participants with additional information. Additional information can be provided later.

This can be by group requirement or automatically.

1. Presence of alternatives.
   The selected question should be broad, cover all aspects of participants' specialization, and have various solution methods. Having only one correct option in this method may be less effective.
2. Small number of participants in the group.
   The larger the group, the larger the volume of the given task. For optimal results with the case method, it is advisable to have up to ten participants in a group. If the group is large, it should be divided into smaller groups. In this case, a competition element can be applied by proposing that each group solves the problem faster than its rival.

Advantages of the case method

1. Realism.
2. Minimization of pressure.
3. Active interaction.

Disadvantages of the case method

1. Emergence of incorrect ideas.
2. Lack of results.
3. Accuracy.

METHOD OF PRE-STUDYING TOPICS INDEPENDENTLY

Pre-studying topics independently is the process by which a learner studies new material on their own before it is presented by the instructor in lectures and other classroom sessions.

There are two forms of pre-studying topics independently:

1. Pre-study of practical assignments.
   Before learning a new topic, the learner is offered to observe it in practice. This allows the instructor to rely on the learner's experience and enables the learner to develop interest in the theoretical material.
2. Pre-study of theoretical assignments.
   Before studying theoretical materials, the learner independently studies individual topics, issues, and additional literature. For example, analyzing documentary materials on the topic, preparing field experience data, studying methodological works and recommendations aimed at professional activity.

Features of pre-studying independent work:

- Learners (especially those in preparatory courses) are not ready for independent study work or practical professional activity, therefore they may not achieve sufficient success in their tasks.
- Pre-studying topics independently can be effective only if the learner has access to the necessary teaching materials. If the learner cannot independently work with sources, this prevents them from properly completing the assigned work.

The effectiveness of using independent work depends on each person's personal qualities. Therefore, special attention is given to reflection.

Reflection is a cognitive process that creates a tendency towards active engagement, helps improve personal and professional development, and facilitates the formation of internal psychological factors and states.

Theoretical and practical analysis of professional education shows that the pre-study of independent work by learners is one of the factors that highly influence the quality of education.

During the process of completing independent work, sufficient knowledge, experience, and competence are formed; the ability to analyze, understand, and evaluate the current situation develops; and knowledge arises aimed at professionally solving problems based on the unity of theory and practice, which ensures successful mastery of the modern profession.

METHOD OF PROBLEM STUDY

Study of the problem is a form of organizing training sessions in which, under the guidance of the instructor, problem situations are created, the activity of solving the problem by the learners is directed, and as a result, a creative attitude toward the formation of professional knowledge, thinking, and skills develops.

An alternative to the study of the problem is heuristic learning (through interview).

The main technology of problem study involves understanding and analyzing the problem situation.

A problem situation is the psychological state of a person experiencing difficulty in comprehension; it reflects the contradictions in the questions the person asks themselves. By resolving such situations, the learner forms new knowledge, learns to work with it, and masters the general principles of problem-solving.

The presence of various problem situations is fundamentally based on the principle of contradictions between the learner's existing representation, knowledge, skills, and habits at the current stage of learning. Resolving these contradictions leads to deep learning and assimilation of knowledge, fostering intellectual development.

The main conditions for problem study are:

- Increasing interest in the essence of the problem;
- Ensuring the ability to cope with the arisen problem;
- The significance and necessity of the information obtained upon solving it in professional work.

Problem study can yield positive results if effective communication exists between the instructor and the learner, the learner can freely express their opinions and views, and the instructor welcomes them positively. As a result, dialogue-based communication will be aimed at developing the learner's thinking and mental activity.

Main tasks of problem study:

1. Development of learners' thinking, ability, and creativity;
2. Assimilation of knowledge and skills obtained during active search by learners and independent problem solving. Consequently, these skills and knowledge surpass those obtained by traditional teaching methods;
3. Cultivation of personal creativity in learners capable of seeing and solving non-professional problems.

There are three methods of problem study:

1. Problem statement (the instructor poses the problem and solves it themselves);

2. Partial search activity (gradual intervention to solve the problem);
3. Independent research activity (learners freely formulate the problem and solve it under the instructor's supervision).

Decision Tree Method

The "Decision Tree" method was developed by John Patrick and Richard Remy (USA). This method facilitates decision-making in complex and ambiguous situations, helping to make well-thought-out decisions.

For applying the "Decision Tree" method, questions or problems are chosen that have several possible solutions. While using this method, learners analyze all possible decision variants and indicate the pros and cons of each. After reviewing all options, learners make a decision considering the positive and negative aspects — choosing one variant.

When performing the task, learners fill out the following table:

Application procedure:

- Pre-identify the problem to be analyzed and several variants of its solutions, prepare tables for the groups;
- Divide the audience into groups of 4-6 people. Explain the task to the groups. Provide each group with a table and marker for filling. Set a time limit for task completion (15-20 minutes);
- During the work, groups analyze all given solutions of the problem, identify the pros and cons of each variant, and then make a decision — selecting one of the variants;
- Monitor the groups' work and assist if necessary;
- After groups finish their work, cover the decision section of the tables;
- During the presentation, group representatives read the texts but do not announce their decision. Invite other groups to guess. Then, uncover the written decisions and compare them.

Roles and Business Games Method

Role-playing games are a method of increasing participants' experience by presenting unexpected situations and involving participants in taking on a role in the process with a scenario resolution.

Role-playing games characterize active learning imitation games with the following features:
• Existence of a problem (issue);
• Distribution of roles among participants towards solving the problem.

The role-playing method is more effective in studying organizational, managerial, and socio-economic subjects. This method allows participants to evaluate their activities and feelings, develop skills in a situation similar to real life.

To maximize the benefits of role-playing, proposed situations should be as realistic as possible. Characters should correspond to the main professional activities of those playing the roles.

1. Interaction of participants in the first session. Each participant may agree or disagree with others' opinions, express their own views, etc.;
2. Corrections during the session proposed by the instructor. The instructor can interrupt the discussion and provide new information that may be considered to solve the issue or redirect the discussion;
3. Evaluation of discussion results by instructor and participants.

Recommended rules for applying the role-playing method:

1. The instructor must ensure participants portray their roles realistically and accurately;
2. The instructor should provide participants with enough information to play their roles;
3. The instructor must prepare a plan covering the scenario of role-plays in advance;
4. Supervision of activities should be careful, with intervention if necessary;
5. A brief discussion of role-play objectives should be held so participants understand them.

Business Game is a modeling of relationships characteristic for this activity as a whole.

Business games create a professional environment reflecting reality using familiar tools (language, speech, graphics, tables, documents). However, business games represent typical, time-compressed situations. For example, an audit process might be played during one business game; decision-making and implementation related to the audit may cover several business games.

Recommendations:

1. Proper event planning;
2. Courteous use of role-playing games;
3. Formation of smaller groups;
4. Creative application of role-playing games.

If role-playing games in small groups end successfully, they can be applied to relatively larger groups. The group should not be too large to avoid discomfort.

Advantages of role-playing games:

1. Acquired experience is retained for a long time;
2. Enjoyment;
3. Understanding others' behavior;
4. Safe conditions.

Disadvantages of role-playing games:

1. Artificiality;
2. Possible narrow-minded attitude of participants;

3. Risk element.

16. **"QUESTION-ANSWER" Method**

Asking and answering questions with participants is one of the difficult yet effective methods of the learning process. Skillful questioning allows achieving the following results:

¬ Increases interest and motivation for learning;

¬ Helps the group gain knowledge and obtain more benefits;

¬ Enhances communication among group members;

¬ Encourages reflection on skills and testing these reflections through practice;

¬ Develops the process of expressing thoughts and feelings;

¬ Can be used to assess participants' knowledge and comprehension.

Tactical points for using the question-answer method:

¬ Ask questions clearly and briefly, addressing only one issue at a time;

¬ Pose questions in a language understandable and appropriate to individuals or the group;

¬ Correctly determine the type of question according to your goals (use open questions to explain something, closed questions to get answers);

¬ Wait a little while to receive answers from participants. Answering involves several "self-questioning" operations in the brain such as: "Did I understand the question?", "Do I have an answer?", "Am I ready to suggest this?", "Should I really say this?" etc. Try to understand and manage the calmness related to perception or thinking;

¬ Address the question to everyone and create conditions so that everyone participates equally in the process;

¬ Pay attention to the sequence of questions and pose them in logical order.

Responding to participants' answers:

⌉ Show a positive attitude toward participants' answers using verbal (spoken) and non-verbal (facial expressions and gestures) signals;

⌉ Approach incorrect answers cautiously. Do not embarrass a participant who gives a wrong answer, but at the same time try to correct the mistake.

Below are some useful tips related to this:

♣ Repeat the question for the interested participant;

♣ Give a hint for the correct answer;

♣ Try to get answer options from other participants;

♣ If you cannot answer a question yourself, be sincere and, if appropriate for the training objectives, try to find the necessary information.

EXPERIENCE-BASED LEARNING Method

Experience-based learning is the activation of the cognition process by relating the learner's personal experience to the subject being studied.

Learning is a cyclical and cumulative process of continuously updating and expanding knowledge.

The goal of learning is to change action in such a way that the learner can perform the action more successfully.

Learning is a process of constant transformation of personality. Learning is distinguished as conscious and unconscious:

Conscious learning is usually understood as learning through teaching and education. Compared to unconscious learning, conscious learning is more successful and better develops ability. It is easier to control the process during conscious learning.

Unconscious learning is experience-based learning and has a cyclical character. Here experience is gained through activity, which provides new knowledge. This form of learning is also important. This can be better understood as follows:

You remember 10% of what you read;
You remember 20% of what you hear;
You remember 30% of what you see;
You remember 50% of what you see and hear;
You remember 90% of what you do yourself.

Optimal learning occurs when people have the opportunity to act freely.

Experience-based learning has 4 cyclical phases:

1. Gaining experience through activity – we gain it by acting;
2. Assimilation and description (reflection) of this experience relate to analysis and evaluation of past events and actions. How does this happen? How do we view it? Learning is gained from mistakes made and examples;
3. Understanding the result based on this experience through analysis and conceptual views (descriptions). Transformation of impressions from experience into rules, hypotheses, models, theories. What did we learn new?
4. Testing these ideas in experiments (trying new methods of action in new situations). Based on this, decisions are made about which decisions to take.

DEVELOPMENT OF CRITICAL THINKING Method

Critical thinking is a creative, analytical, and constructive form of education.
Critical thinking in education addresses the following issues:

- Helps the learner identify priority directions;
- Implies accepting individual responsibility;
- Enhances the culture of working with information.

Main stages of the technology:

First phase – is aimed at the actualization of existing knowledge and increasing interest in acquiring new information.

- The learner can express their opinion and position related to the topic being studied.
- Every statement is recorded; each may potentially be used in subsequent work.
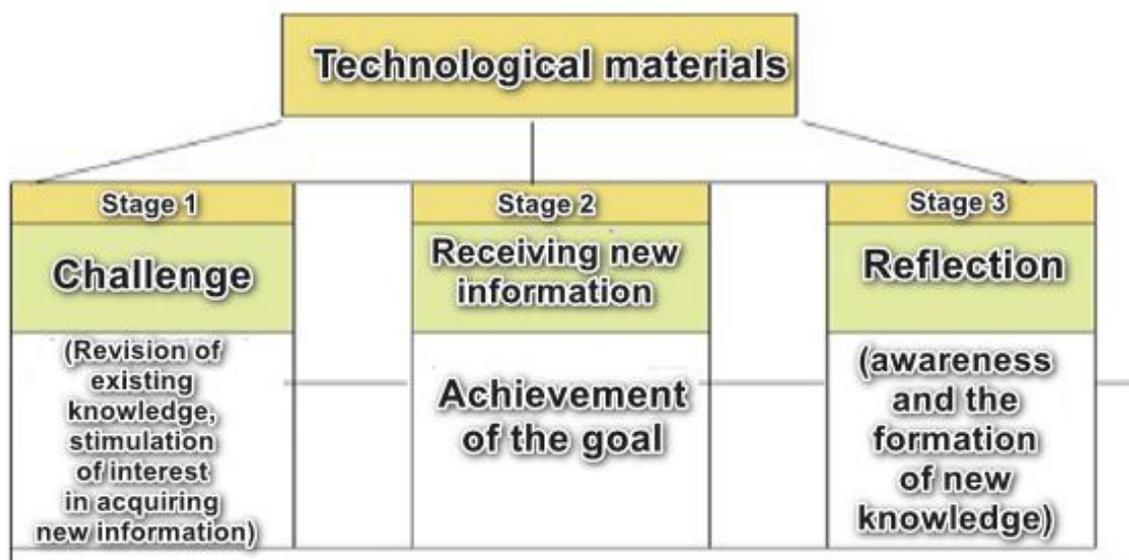- The accumulated information is systematized.

Second phase – is dedicated to the active acquisition of information, comparison of new information with existing knowledge, and the formation of specific reasoning.
At this stage:

- Contact with new information is established;
- Learners compare this information with their existing experience and knowledge;
- Attention is focused on finding answers to the questions posed;
- Greater focus is placed on complex problems. Solving new issues is prioritized;
- What is heard and read is discussed and analyzed.

Third phase – serves the purpose of systematizing and compiling new information, expressing one's attitude to the studied material, and forming new issues within the informational field.

Reflection – is a new form of thinking. Reflective thinking is the clear formation of your attention. It describes precise measurement, evaluation, and selection. In the process of reflection, new information is already assimilated and becomes specific knowledge.

Creative thinking

analytic

Construktive

creative

Quantified

Characteristics

Rational

goal-oriented

Evaluted

directed

Creative thinking

Reflection

The ability to identify first

A person is required

assessment of the thinking process

Taking personal responsibility

Existence of a culture for handling information

Thinking is easy, acting is difficult, but turninkg thoughts into actions is the hardest thing

Mark

Synthesis

Analysis

Application

Comprehension

Knowledge

26. CHARTER ON STUDENT DISCIPLINE REGULATIONS AT WESTERN CASPIAN UNIVERSITY

CHAPTER I. General Provisions

Article 1. General Requirements
Every student enrolled at Western Caspian University shall:

1.1. Comply with the University's charter, regulations, orders, directives, and disciplinary rules during the course of study, and treat fellow students and university staff with attention and respect;

1.2. Protect university property and immediately inform the administration of any encountered problems or injustices;

1.3. Avoid prohibited and inappropriate behavior unbecoming of a student, support cleanliness and order within the university, and refrain from any actions that may disrupt the normal conduct of classes;

1.4. Refrain from actions contrary to the university's reputation and moral values;

1.5. Respect and preserve national values.

Article 2. Purpose of the Charter
2.1. The purpose of this Charter on Student Discipline Regulations (hereinafter referred to as the "Charter") is to define disciplinary actions to be applied to students who fail to comply with the prescribed rules, commit prohibited acts, or engage in conduct incompatible with the honor and dignity of a student, as well as the procedures for applying such measures.

2.2. The provisions of this Charter apply to all students of the university.

CHAPTER II. Disciplinary Measures and Procedures for Their Application

Article 3. Definition and System of Disciplinary Measures
3.1. If a student violates disciplinary rules, one of the following measures may be applied:

3.1.1. Warning;

3.1.2. Reprimand;

3.1.3. Expulsion from the university (for one semester, two semesters, or a longer period).

3.2. If a student repeats the same misconduct during the study period, a more severe disciplinary measure may be imposed.

3.3. When applying disciplinary measures, the university administration must consider the nature of the violation and the following factors:

3.3.1. The severity of the incident;

3.3.2. The extent of damage caused;

3.3.3. The facts and circumstances surrounding the incident;
3.3.4. Aggravating or mitigating circumstances;
3.3.5. Whether the act was intentional or negligent;
3.3.6. Characteristics of the student involved;
3.3.7. Causes and conditions contributing to the incident.

Article 3. Warning

3.1. A warning is a written notification to the student emphasizing the need to be more attentive in behavior and actions. It is applied in the following cases:
3.1.1. Rudeness, disrespect, or inappropriate behavior towards others, yelling in a disturbing manner, singing, listening to music, making noise, or neglecting cleanliness within the university premises;
3.1.2. Posting unauthorized announcements, posters, or banners;
3.1.3. Tearing, altering, defacing, or vandalizing university announcements;
3.1.4. Disregarding the instructions of authorized personnel;
3.1.5. Engaging in conduct unbecoming of a student.
3.2. A warning may also be issued for other similar violations not specifically listed above.

Article 4. Reprimand

4.1. A reprimand is a written statement to the student regarding violations committed in behavior or actions. It is applied in the following cases:
4.1.1. Disrupting the normal flow of lessons through actions or behavior;
4.1.2. Writing, drawing, or damaging university property such as walls or furniture;
4.1.3. Obstructing events or engaging in disruptive actions during university events;
4.1.4. Verbally or physically harassing others;
4.1.5. Engaging in political or religious propaganda within the university;
4.1.6. Obstructing or attempting to obstruct disciplinary investigations;
4.1.7. Allowing others to use documents issued by the university;
4.1.8. Using or attempting to use documents belonging to others;
4.1.9. Attending university intoxicated or consuming alcohol on university premises;
4.1.10. Threatening university staff or faculty;
4.1.11. Acting individually or in groups against decisions made by instructors or administrators and spreading propaganda among students in opposition;
4.1.12. Engaging in discriminatory activities based on language, race, ethnicity, religion, or sect;
4.1.13. Writing ideological or political slogans or placing such images/emblems on university property;
4.1.14. Engaging in or promoting political party activities within university or its

institutions;

4.1.15. Acting in ways damaging to the reputation of the university, inside or outside of it;

4.1.16. Organizing or participating in events without authorization from the university or its bodies;

4.1.17. Impersonating university representatives or issuing statements in the university's name without authority;

4.1.18. Entering restricted areas of university buildings or grounds;

4.1.19. Membership in or support of illegal organizations;

4.1.20. Organizing campaigns against any faculty member or staff, collecting signatures, inciting students, or attempting such actions.

4.2. A reprimand may also be issued for other similar violations not specifically listed above.

Article 5. Expulsion from the University (for one semester, two semesters, or longer)

5.1. Expulsion refers to a written notification that the student is suspended from the university for a designated period and deprived of student rights. It is applied in the following cases:

5.1.1. Smoking on university premises;

5.1.2. Engaging in actions contrary to the university's moral values;

5.1.3. Seriously insulting the dignity or personality of university staff or faculty;

5.1.4. Organizing events, meetings, demonstrations, or propaganda activities that deliberately and deliberately damage the university's reputation;

5.1.5. Using, possessing, distributing, or selling narcotics;

5.1.6. Committing other criminal acts;

5.1.7. Forcibly removing university staff or students, obstructing their duties, or inciting others to do so;

5.1.8. Forging signatures on university documents;

5.1.9. Altering university documents or inciting others to do so;

5.1.10. Interfering with university information systems, accessing or altering data, disrupting systems, or inciting or attempting such actions;

5.1.11. Taking an exam on behalf of another student;

5.1.12. Knowingly allowing someone else to take an exam in one's place;

5.1.13. Illegally obtaining all or part of an exam.

5.2. Expulsion may also be applied in other similar cases not specifically listed above.

Article 6. Procedures for Applying Disciplinary Measures

6.1. Before applying disciplinary measures, a written explanation must be obtained from the student.

6.2. Regardless of whether the student provides a statement, an investigation must be conducted within a maximum of 3 days (or 5 days in special cases). This period

may be extended if necessary. The investigation is carried out by a commission comprising the dean, academic affairs, legal and student affairs representatives.

6.3. All university students and staff must provide all necessary information and documents to the investigating parties. Failure to do so may result in investigation.

6.4. A disciplinary measure must be imposed within one month of the incident being identified. No action may be taken after six months.

6.5. If deemed necessary, the commission may restrict the student's access to university premises during the investigation.

6.6. The student under investigation may not transfer between faculties or universities.

6.7. Upon completion of the investigation, the commission prepares a report and recommends disciplinary action to the dean, who forwards it to the rector.

6.8. The disciplinary measure is formalized through a written order (directive or decision) and must be communicated to the student within three days.

6.9. Warnings issued by the dean are posted on the faculty's bulletin board; reprimands and expulsions ordered by the rector (or acting vice-rector) are posted on all faculty boards.

6.10. Disciplinary documents must not include language that degrades the student's dignity.

6.11. Disciplinary actions are recorded in the student's personal file and transcript.

Article 7. Authorities Authorized to Issue Disciplinary Decisions

7.1. Warnings are issued by the dean of the relevant faculty; reprimands and expulsions are ordered by the rector (or acting vice-rector) upon the dean's recommendation.

7.2. No other individual is authorized to impose disciplinary measures.

Article 8. Appeal Procedures for Disciplinary Measures

8.1. A student may file an appeal within three working days of being notified of the disciplinary order.

8.2. Appeals are not allowed for warnings or reprimands.

8.3. Appeals must be addressed directly to the rector (or acting vice-rector).

8.4. The rector (or acting vice-rector) forms an appeal commission, which investigates the matter within five working days. Individuals involved in the initial investigation cannot serve on the commission.

8.5. The appeal commission evaluates the case and recommends whether to uphold, overturn, or modify the disciplinary decision.

8.6. Based on the recommendations, the rector (or acting vice-rector) makes a final and binding decision.

8.7. If the student is not subjected to another disciplinary action within one year, the prior disciplinary record is considered nullified.

8.8. Disciplinary actions may be lifted early after six months for good academic and behavioral performance.

CHAPTER III. Final Provisions

Article 9. Implementation of the Charter
9.1. Implementation of this Charter is overseen by the Executive Vice-Rector of the University.
9.2. Amendments to this Charter are reviewed and approved by the University's Academic Council.

Article 10. Entry into Force
This Charter enters into force upon its approval by the Academic Council of Western Caspian University.

27. INTERNAL DISCIPLINARY RULES AT WESTERN CASPIAN UNIVERSITY

1. General Provisions
1.1. The Internal Disciplinary Rules (hereinafter referred to as the "Rules") of Western Caspian University (hereinafter referred to as the "University") define the essence of service discipline at the University, the duties of the changing (students) and permanent (academic staff) personnel, and other related matters.
1.2. Discipline at the University consists of compliance by the permanent (academic staff) and changing (students) personnel with the Constitution of the Republic of Azerbaijan, the Labor Code of the Republic of Azerbaijan, the Law of the Republic of Azerbaijan "On Education," the normative legal acts of the Ministry of Education of the Republic of Azerbaijan, the University Charter, relevant Regulations, these Rules, and other legislative acts, as well as the responsible execution of the duties determined by the orders, decrees, and instructions of the University administration.

2. Duties of Academic Staff
2.1. The duties of academic staff include:
2.1.1. Ensuring suitable workplaces and conditions for staff to work efficiently in their respective specialties;
2.1.2. Timely reviewing and implementing proposals to improve working conditions;
2.1.3. Strengthening labor and academic discipline by all means;
2.1.4. Ensuring that heating systems, lighting, ventilation, and other equipment in buildings are in good working condition;
2.1.5. Ensuring sanitary and hygienic conditions to prevent certain diseases;
2.1.6. Constant monitoring of compliance by staff and students with safety

regulations, labor hygiene and sanitation, and fire safety rules;

2.1.7. Paying salaries to staff and stipends to students within established deadlines;

2.1.8. Enhancing the role of moral motivation in labor, encouraging and rewarding staff, and promoting best practices;

2.1.9. Ensuring continuous professional development of staff;

2.1.10. Creating a business-like and creative atmosphere at the University, supporting the active initiatives and participation of academic staff and students, responding promptly to their critical remarks, and informing them about actions taken;

2.1.11. Participating in the implementation of state education policy;

2.1.12. Ensuring the mastery of academic programs;

2.1.13. Developing students' active civic stance, educating them in the spirit of patriotism and Azerbaijani national identity, and preparing them for independent life and professional activity;

2.1.14. Involving students in scientific activities;

2.1.15. Instilling in students, by personal example, respect and care for the Constitution and laws of the Republic of Azerbaijan, state symbols, national history, culture, language, traditions, and values;

2.1.16. Adhering to pedagogical ethics and moral standards, upholding the teacher's reputation, and serving as a role model of intellectuality;

2.1.17. Respecting students' honor and dignity;

2.1.18. Protecting students from all forms of physical and psychological violence and steering them away from harmful habits;

2.1.19. Improving professional and academic-pedagogical levels, conducting scientific research, and organizing additional classes;

2.1.20. Undergoing certification in accordance with the legislation;

2.1.21. Complying with the University's internal disciplinary rules and the University's Regulations on Labor and Disciplinary Rules;

2.1.22. Working conscientiously and with a sense of responsibility;

2.1.23. Adhering to teaching discipline;

2.1.24. Fulfilling requirements related to labor protection, safety techniques, industrial sanitation, labor hygiene, and fire safety rules as provided in the relevant instructions and regulations;

2.1.25. Keeping the workplace clean and orderly;

2.1.26. Protecting University property and efficiently using equipment, devices, tools, the book fund, inventory, etc.;

2.1.27. Fulfilling other duties as stipulated by the legislation.

3. Duties of Students

3.1. The duties of students include:

3.1.1. Acquiring knowledge, skills, and competencies in accordance with state education standards;

3.1.2. Respecting the honor and dignity of the permanent (academic) staff;

3.1.3. Complying with the University Charter;

3.1.4. Complying with the Law of the Republic of Azerbaijan "On Education," these Rules, the student disciplinary regulations, ethical standards, and rules related to the educational process;

3.1.5. Regularly and deeply mastering theoretical knowledge and practical skills in their chosen field;

3.1.6. Attending all classes and completing all assignments within the set deadlines;

3.1.7. Protecting University property (inventory, teaching materials, books, equipment, etc.), treating it with care, and not removing items or equipment from labs, classrooms, or buildings without administrative permission;

3.1.8. Being disciplined and neat within the University and public places;

3.1.9. Complying with the internal rules of the University and student dormitory;

3.1.10. Maintaining teacher-student relations in accordance with the "Ethical-Behavioral Standards";

3.1.11. Carrying their student ID card within the University;

3.1.12. Not using phones or other electronic devices during classes;

3.1.13. During exams, complying with the following rules:

a) It is strictly prohibited to bring and use mobile phones, other communication devices, calculators, notes, literature, information or registration booklets, and bags in the exam hall;

b) Leaving and returning to the exam hall for any reason is not allowed;

c) Disruptive behavior such as walking around the hall, changing seats, seeking or giving help, or interfering with the exam process in any way is strictly forbidden.

4. Working Hours

4.1. According to Article 48 of the Labor Code, a 5-day workweek (40 hours per week) is applied at the University. The working day duration is determined in accordance with the University's operational features.

4.2. Staff must perform work related to their duties during working hours.

4.3. Heads of departments and faculty deans supervise and are responsible for the proper implementation of teaching schedules, educational-methodical and research work, and individual work plans.

4.4. The working day is determined by a schedule in line with existing labor legislation and work specifics, with a one-hour lunch break. On the day before holidays, work ends one hour earlier.

4.5. Each employee's arrival and departure times are recorded according to established University procedures.

4.6. If a teacher (employee) is absent, the department head must arrange for their substitution.

5. Organization of Education

5.1. The educational process at the University is conducted according to approved

curricula and programs and based on the class schedule.

5.2. Class schedules are prepared for each semester and posted on the relevant faculty board 5 days before the semester begins.

5.3. One academic hour is defined as 40 minutes. All classes consist of 2 academic hours, and breaks between subjects are 10 minutes.

5.4. After the bell rings, students are not allowed to enter the classroom.

5.5. Teaching-support staff prepare classrooms, laboratories, workshops, and cabinets with necessary teaching aids and equipment before classes or during breaks.

5.6. A group representative is appointed from the most disciplined and high-performing students of each academic group, based on the dean's recommendation and University administration decision.

5.7. The group representative is directly subordinate to the dean and enforces the dean's orders and instructions within the group.

5.8. The duties of the group representative include:

5.8.1. Recording students' class attendance;

5.8.2. Reporting daily on attendance, tardiness, and reasons to the faculty dean;

5.8.3. Monitoring students' classroom discipline and the protection of teaching equipment and inventory during lectures, labs, and practice sessions;

5.8.4. Timely informing students about schedule changes;

5.8.5. Appointing a group duty student each day;

5.8.6. Maintaining regular communication with the curator and tutor.

5.9. Fulfillment of group representative instructions within these functions is mandatory for all group members.

5.10. Students participate in promoting scientific and political knowledge and in the University's public events.

5.11. Student attire should be simple, modern, and comfortable.

5.12. If a student is absent, they must inform the faculty dean on the same day; if present but absent from any class, they must report the reason that same day.

5.13. Cleanliness and discipline in academic and production buildings are maintained by the technical staff and students on a self-service basis, in accordance with these Rules.

5.14. For academic success, high research performance, and active participation in University life, the following incentives are provided for students:

5.14.1. Letter of appreciation;

5.14.2. Certificate of commendation;

5.14.3. Valuable gift;

5.14.4. Cash prize.

5.15. For violating the educational rules and the requirements of these Rules, students may be subject to the following disciplinary actions:

5.15.1. Warning;

5.15.2. Reprimand;

5.15.3. Severe reprimand;

5.15.4. Expulsion from the University.

5.16. Expulsion as a disciplinary measure is implemented in accordance with legislation.

6. Rules in Academic Buildings

6.1. The Vice-Rector for General Affairs is responsible for ensuring that furniture is usable, teaching equipment is functional, and classrooms and auditoriums have proper temperature and lighting.

6.2. University administrative and maintenance staff, as designated by order of the University Rector, are responsible for the protection, fire safety, and sanitary condition of buildings and equipment.

6.3. Laboratory heads and lab assistants are responsible for maintaining laboratory and cabinet equipment and preparing teaching materials for classes.

6.4. It is forbidden to disturb the internal discipline, smoke, loiter in hallways, speak loudly, make noise, or violate ethical behavior in University classrooms.

6.5. The following reception hours are set for University administration:

6.6. University Rector:

6.6.1. For students and parents – Tuesdays, Wednesdays, and Thursdays from 15:00 to 15:45;

6.6.2. For University staff – every day from 15:00 to 17:00.

6.7. Executive Vice-Rector, Vice-Rectors for Academic Affairs, Research, Development, International Relations, and General Affairs:

6.7.1. For University staff, students, and visitors – every day from 14:00 to 17:00.

6.8. Faculty deans and their deputies:

6.8.1. For University staff and students – every day.

6.9. In the University's functional units, reception hours are determined by the unit head according to working conditions and are posted at the entrance.

6.10. Keys to classrooms, auditoriums, laboratories, and cabinets are handed over to the University commandant based on a list provided by the Vice-Rector for General Affairs and are kept in a designated locked glass cabinet.

28. Regulation on Labor and Disciplinary Rules at Western Caspian University

CHAPTER I. General Provisions

Article 1. Objectives of the Regulation

1.1. The objectives of the Regulation on Disciplinary and Material Liability of Employees for Violations of Labor and Executive Discipline (hereinafter – the

Regulation) are to ensure discipline; protect human and civil rights and freedoms, property, economic activity, public order and public safety, the environment from illegal actions; and to prevent violations of the law.

1.2. To fulfill these objectives, the Regulation defines the grounds and principles of disciplinary and material liability, the scope of actions considered dangerous for the employee, collective, and the University, the types, limits, and scope of measures applied for such actions, as well as other related measures.

1.3. The provisions of this Regulation apply to all employees of the University.

CHAPTER II. Disciplinary and Material Liability Measures and Their Implementation Procedures

Article 5. Concept and System of Disciplinary and Material Liability Measures

5.1. If an employee fails to fully or partially perform their labor functions, or performs them poorly, or violates duties specified in the labor contract or disciplinary rules, one of the following disciplinary and material liability measures may be applied:

5.1.1. Warning;

5.1.2. Reprimand;

5.1.3. Deduction from salary;

5.1.4. Removal from position;

5.1.5. Dismissal from work.

5.2. If the employee repeats the offense within 6 months of the initial disciplinary or material liability, a stricter measure may be applied.

5.3. When imposing disciplinary and material liability, the University administration must consider the employee's personality, reputation within the team, level of professionalism, the nature of the offense, and the following:

5.3.1. Severity of the incident;

5.3.1. Amount of damage caused;

5.3.1. Facts and circumstances of the incident;

5.3.1. Mitigating and aggravating factors;

5.3.1. Whether the incident was intentional or due to negligence;

5.3.1. Factors characterizing the employee;

5.3.1. Causes and conditions contributing to the incident.

5.1.1. Warning

A written notice to the University employee to be more attentive in their work.

A warning is applied in the following cases:

5.1.1.1. Behavior inappropriate for their position;

5.1.1.2. Rude behavior towards management, students, or staff during working hours;

5.1.1.3. Interfering with the normal work process;

5.1.1.4. Engaging in unrelated work during working hours;
5.1.1.5. Failing to respond timely to inquiries from authorized University officials without a valid reason;
5.1.1.6. Using the University's technical resources for personal purposes;
5.1.1.7. Not returning or not submitting on time officially assigned equipment or laboratory devices after use;
5.1.1.8. Smoking on University premises.

5.1.2. Reprimand
A written notification to the employee about mistakes in duties and behavior.
A reprimand is applied in the following cases:
5.1.2.1. Unauthorized entry into restricted areas, theft, opening others' mail/telegraph correspondence, or inciting others to do so;
5.1.2.2. Actions damaging the University's reputation domestically or abroad;
5.1.2.3. Serious harm to the University's legitimate interests due to gross errors during work;
5.1.2.4. Accepting gifts that could influence independence (except officially permitted ones) or failing to notify superiors;
5.1.2.5. Unjustified failure to respond to official requests from authorities, public organizations, or students;
5.1.2.6. Abuse of authority or negligence of duties;
5.1.2.7. Violations of safety rules resulting in injury or death of colleagues;
5.1.2.8. Conducting political party advocacy within the University;
5.1.2.9. Misuse of the University's name outside work;
5.1.2.10. Providing false information to superiors or subordinates;
5.1.2.11. Unexcused absence from meetings, sessions, or other events;
5.1.2.12. Unauthorized statements to the media (excluding academic debates);
5.1.2.13. Failure to timely report or misreport information regarding the University;
5.1.2.14. Organizing or assisting in events at the workplace without permission;
5.1.2.15. Using force to remove staff/students from the workplace or prevent them from performing duties;
5.1.2.16. Giving paid lessons without permission inside University premises;
5.1.2.17. Repeated smoking on University premises.

5.1.3. Salary Deduction
Deduction from the employee's monthly salary due to violations.
Applied in the following cases:
5.1.3.1. Late arrival, early departure, or leaving the workplace without a valid reason or permission;
5.1.3.2. Unexcused absence; missing 2 hours for hourly-paid teachers;
5.1.3.3. Serious violations in protecting, using, or maintaining the University's resources causing material damage;
5.1.3.4. Loss of official documents, equipment, or irreplaceable items.

5.1.4. Removal from Position
Applied in the following cases:
5.1.4.1. Abuse of authority or negligence;
5.1.4.2. Requesting/accepting gifts for personal gain;
5.1.4.3. Appearing at work intoxicated;
5.1.4.4. Disrupting normal operations for ideological/political purposes;
5.1.4.5. Discrimination or rude behavior toward staff/students;
5.1.4.6. Willful disobedience to management orders;
5.1.4.7. Repeated unjustified absence from meetings/events.

5.1.5. Dismissal from Work
Applied in the following cases:
5.1.5.1. Absence for 2 workdays without notice, even with valid excuse;
5.1.5.2. Absence exceeding 9 days in a school year without permission;
5.1.5.3. Appearing intoxicated due to alcohol or drugs;
5.1.5.4. Accepting or requesting bribes;
5.1.5.5. Forging or altering official documents;
5.1.5.6. Disrupting the University's functioning for political/ideological reasons;
5.1.5.7. Discrimination or rude behavior not addressed;
5.1.5.8. Committing administrative or criminal acts at work;
5.1.5.9. Intentional breach of confidentiality;
5.1.5.10. Coercing others into false testimony or confessions;
5.1.5.11. Refusal to follow official orders;
5.1.5.12. Assaulting management, colleagues, or students;
5.1.5.13. Political activity in University premises;
5.1.5.14. Smoking despite previous warnings and reprimands;
5.1.5.15. Showing favoritism toward students.

Article 6. Procedures for Applying Disciplinary and Material Liability Measures
6.1. The head of the relevant department must immediately inform the University administration of any violation. Written explanation must be requested from the employee.
6.2. Regardless of whether the employee submits an explanation, an investigation must be conducted within 3 days (7 in special cases).
6.3. All employees must cooperate with investigators and provide necessary information.
6.4. For complex cases, a Special Disciplinary Committee is formed by the Rector (Executive Vice-Rector).
6.5. Measures must be taken within 1 month from the date the violation was discovered, not later than 6 months from the incident.
6.6. Measures are issued in writing by official order, to be communicated to the employee within 3 days. No degrading language is allowed.

6.7. Orders must state:
6.7.1. Description of the violation;
6.7.2. The disciplinary or material measure;
6.7.3. Committee opinion;
6.7.4. Recommendation from the head of the relevant body;
6.7.5. Date and number of the order.
6.8. In cases under articles 5.1.5.1 – 5.1.5.15, the employee may be suspended during investigation, without pay.
6.9. All decisions are recorded in the employee's personal file.

Article 7. Authority to Impose Disciplinary and Material Measures
7.1. Measures are imposed by the Rector (Executive Vice-Rector) or authorized person based on committee opinions or department recommendations.
7.2. Persons not listed in 7.1 are not authorized to impose such measures.

Article 8. Appeal Procedure for Disciplinary and Material Measures
8.1. If the employee does not appeal within 3 working days of being informed, the decision enters into force.
8.2. Appeals are submitted to the Rector (Executive Vice-Rector) with a copy to the department head.
8.3. An Appeal Commission is formed and conducts a review within 5 days. Previous investigators cannot be members.
8.4. The Commission may uphold, annul, or modify the decision.
8.5. Its decision is final.
8.6. If the employee is not disciplined again within a year, the prior measure is considered void. For good performance, the measure may be lifted after 6 months.

CHAPTER III. Final Provisions

Article 9. Implementation of the Regulation
9.1. The Rector (Executive Vice-Rector) oversees the implementation of this Regulation.
9.2. Additions or amendments must be discussed and approved by the University Academic Council.

Article 10. Entry into Force
This Regulation enters into force on the day it is approved by the Academic Council of Western Caspian University.

29. CODE OF ETHICAL CONDUCT FOR TEACHERS

General provisions

1. General Provisions

1.1. The Code of Ethical Conduct for Teachers defines the principles of ethical behavior for teachers and the corresponding requirements, regulates the characteristics of mutual relations among participants in the educational process.

1.2. These Rules are prepared in accordance with the Constitution of the Republic of Azerbaijan, the Law of the Republic of Azerbaijan "On Education," the "State Strategy for the Development of Education in the Republic of Azerbaijan" approved by the Decree No. 13 dated October 24, 2013, of the President of the Republic of Azerbaijan, and the "National Action Plan for Combating Corruption for 2012-2015" approved by the Decree No. 2421 dated September 5, 2012, of the President of the Republic of Azerbaijan.

1.3. These Rules consist of a set of norms regulating the general behavior of educators and their mutual relations with participants in the educational process at all levels of education during professional activities.

1.4. These Rules apply to teachers working in all types of educational institutions.

1.5. The main purpose of applying these Rules is to ensure a healthy working environment in educational institutions, increase citizens' trust in the educational institution and teachers, ensure closer participation of parents and society in the management of educational institutions, improve efficiency and transparency in the activities of educational institutions, prevent corruption and conflicts of interest in educational institutions, and enhance the prestige of teachers.

2. Principles of Ethical Behavior and Corresponding Requirements

2.1. A teacher must observe the following ethical behavior principles and strictly comply with the requirements:

2.1.1. **Rule of Law** – the teacher is obliged to comply with the Constitution of the Republic of Azerbaijan, the laws of the Republic of Azerbaijan, as well as the requirements of international treaties to which the Republic of Azerbaijan is a party, human rights, and democratic principles while performing their official duties.

2.1.2. **Conscientiousness** – the teacher is obliged to perform their professional duties qualitatively and efficiently in the interests of society and the state. The teacher must be an example of conscientiousness for everyone in all circumstances.

2.1.3. **Professionalism and Personal Responsibility** – the teacher is obliged to perform their duties at a professional level within the framework defined by the legislation of the Republic of Azerbaijan and bears disciplinary responsibility for poor performance of official duties. The teacher must increase and strengthen the trust of students, parents, and society in the education system, educational institutions, and educators through professional activity and personal example.

2.1.4. **Loyalty** – the teacher should refrain from public criticism, remarks, and evaluations concerning the activities of other educational institutions, state bodies, and their leaders (except illegal activities) that are unrelated to their professional duties. During professional activity, the teacher must not engage in actions that could harm their professional reputation or the business reputation of the educational institution.

2.1.5. **Cultured Behavior** – the teacher must be polite, kind, attentive, and tactful in relations with students, administration, and colleagues. The teacher should accept, evaluate, and draw proper conclusions from criticism related to professional activity. The teacher should be sincere, diligent, disciplined, initiative-taking, pay special attention to their appearance and clothing, and always be neat.

2.1.6. **Impartiality** – the teacher must be impartial while performing professional duties, not discriminate against students and other participants in the educational process based on race, ethnicity, language, gender, social origin, religion, belief, or social affiliation. The teacher must not allow their own or interested parties' interests to influence the performance of their duties and should not interfere in matters outside their professional responsibilities.

2.1.7. **Public Trust** – the teacher is obliged to strengthen professional prestige, uphold the dignity and honor of the teaching profession. If the teacher violates the ethical conduct rules, they must promptly eliminate the violation and strive to restore public trust. The teacher must assist mass media representatives in obtaining accurate information about the activities of the educational institution according to the law.

2.1.8. **Confidentiality** – except for cases provided by law, the teacher must ensure the confidentiality of personal information known to them concerning students, their parents, and colleagues in connection with the performance of professional duties.

3. Teacher's Personality

3.1. The teacher participates in the implementation of state policy in the field of education, ensures the assimilation of educational programs by students.

3.2. The teacher forms an active civic position in students, educates them in the spirit of patriotism, Azerbaijani identity, and statehood, and prepares them for independent life and labor activity.

3.3. The teacher constantly improves their qualifications, scientific-pedagogical, and professional level through additional education and self-education, conducts research and analysis on education outcomes and indicators, and offers proposals to improve quality and achieve success.

3.4. The teacher is an innovator, adopts new teaching technologies, and applies them in their practice.

3.5. In accordance with Article 42 of the Law "On Education" of the Republic of Azerbaijan, the teacher bears disciplinary and civil responsibility for the quality and results of the entrusted work and for the intellectual, emotional, and moral development of each student.

3.6. The teacher directly participates in the cultural development of students by instilling national and universal values.

3.7. By providing quality education to students, the teacher justifies the public trust and respect for the profession.

3.8. The teacher abides by pedagogical ethics and moral norms, upholds teacher prestige, and sets an example of intellectuality.

3.9. By personal example, the teacher instills respect and care for the Constitution and laws of the Republic of Azerbaijan, state symbols, history, culture, language, customs, and traditions of the Azerbaijani people, national and universal values, society, and environment.

3.10. The teacher treats the honor and dignity of students with respect, does not allow unfounded judgments, and demonstrates objectivity and impartiality.

3.11. The teacher does not allow conflicts of interest during professional activity and does not use official powers for personal gain.

3.12. The teacher bears disciplinary responsibility for knowingly providing false, distorted, or self-serving information that discredits or improves the situation of a colleague.

3.13. The teacher uses the property of the educational institution carefully and efficiently and protects it. The teacher does not use the educational institution's

property (classroom, teaching resources, phone, computer, furniture, etc.) for personal purposes.

3.14. The teacher observes executive and labor discipline, does not engage in unrelated activities during working hours, and does not avoid work without valid reasons.

3.15. The teacher adheres to national moral and public behavior norms in personal life.

4. Relations

4.1. Relations with Students

4.1.1. The teacher must choose a style of communication based on mutual respect in relations with students.

4.1.2. The teacher must be demanding of themselves and students, and such demands should be justified and positive.

4.1.3. The teacher must be calm and able to control themselves in any situation.

4.1.4. The teacher must use modern teaching technologies and strategies that encourage the formation and development of positive qualities in students.

4.1.5. The teacher must consider the health and well-being of students and discourage harmful habits.

4.1.6. The teacher must be objective and impartial in evaluating students' activities, achievements, knowledge, skills, and competencies, strengthen students' self-confidence, and increase motivation. The teacher must not unfairly lower or unjustifiably increase students' grades.

4.1.7. The teacher must be kind and fair to students, admit mistakes when unjust towards them, and strive to correct the consequences.

4.1.8. The teacher must always watch their speech and avoid rude or offensive words.

4.1.9. The teacher must not use physical force against students or engage in acts (or inaction) that degrade their honor and dignity.

4.1.10. The teacher must protect the confidentiality of personal information provided by students.

4.1.11. The teacher must not abuse their official powers.

4.1.12. The teacher must not demand any material or non-material benefits from students in exchange for professional activity.

4.2. Relations within the Collective

4.2.1. Relations among teachers must be based on cooperation and mutual respect. A teacher must protect not only their personal reputation but also that of the educational institution and colleagues. It is unacceptable for a teacher to insult or use force against a colleague in front of students or others.

4.2.2. The teacher must respect the professional views and opinions of colleagues.

4.2.3. The teacher must not allow disputes and conflicts that negatively affect the functioning of the educational institution and must strive to resolve any arising disputes constructively.

4.2.4. The teacher must not allow competition that impedes the performance of general duties and cooperation.

4.2.5. The teacher must evaluate colleagues' activities fairly, not overlook their mistakes, and not turn justified, precise, and benevolent criticism into insults.

4.2.6. The teacher must work to enhance the prestige of the collective through their activities.

4.3. Relations with the Head of the Educational Institution (Director, Rector)

4.3.1. The teacher is obliged to fulfill the lawful written orders, decrees, or verbal instructions of the head.

4.3.2. If the teacher is sure that an order or instruction given by the head is contrary to the law or other normative legal act, they may refuse to fulfill it and must submit a written justification directly to the leadership or higher authority.

4.3.3. Failure to comply with lawful instructions of the head leads to disciplinary responsibility.

4.3.4. Relations between the teacher and the head must be based on mutual respect.

4.3.5. The teacher must not knowingly provide false or distorted information about colleagues to the head and must verify the accuracy of the information before providing it.

4.4. Relations with Parents or Other Legal Representatives

4.4.1. The teacher must know the rights of parents or other legal representatives, provide recommendations regarding students, and assist in resolving disputes and conflicts between parents and children.

4.4.2. It is unacceptable for the teacher to induce parents to unlawful actions.

4.4.3. The teacher must treat parents or other legal representatives with respect and politeness.

4.4.4. Relations with parents or legal representatives must not affect relations with students or the evaluation of their achievements.

4.4.5. Voluntary assistance provided to the educational institution by parents or legal representatives by lawful means must not influence teacher-student relations or the evaluation of achievements.

4.5. Teacher and Society

4.5.1. The teacher must be an active member of society while carrying the mission of preserving national moral values and cultural heritage.

4.5.2. The teacher must always strive to benefit society, avoid conflicts and disputes not only in professional activity but in all circumstances, and work to resolve problems and prevent conflicts.

4.5.3. The teacher must fulfill their civic duty, protect their personality, and avoid negative influence in relations with members of society.

5. Teacher's Oath

5.1. The oath confirms open legal obligations and loyalty relations between the teacher and the Republic of Azerbaijan.

5.2. When first employed permanently, the teacher takes the following oath:
"I swear to comply with the Constitution and laws of the Republic of Azerbaijan, to be faithful to the traditions of Azerbaijani education, to provide quality educational services, to avoid any form of unethical behavior during professional activity, to build relationships with colleagues, students, parents, and others on the basis of respect, honor, and dignity, and to uphold the honor and dignity of the teaching profession."

5.3. The oath is taken solemnly by placing a hand on the Constitution of the Republic of Azerbaijan under the State Flag of Azerbaijan.

5.4. The oath is taken once. The signed text of the oath is kept in the teacher's personal file.

6. Ensuring Compliance with Ethical Conduct Rules

6.1. Every teacher is obliged to comply with the ethical conduct rules.

6.2. Compliance with the ethical conduct rules by teachers is analyzed by the management, and measures specified in clause 6.3.6 are implemented.

6.3. The management shall:
6.3.1. Introduce newly hired teachers to these Rules and provide relevant recommendations to every teacher who applies by explaining these Rules to the pedagogical collective;
6.3.2. Monitor and analyze teachers' compliance with these Rules;
6.3.3. Set an example by their own behavior in adherence to these Rules;
6.3.4. Not induce the pedagogical collective or any teacher to actions contrary to law and ethical norms;
6.3.5. Take measures to prevent violations of these Rules;
6.3.6. Organize discussions in management and the collective about violations of these Rules and take measures to hold violating teachers disciplinarily responsible;
6.3.7. Timely prevent disputes, conflicts, and conflicts of interest that negatively affect the educational institution's activities, try to resolve disputes constructively, and maintain discipline;
6.3.8. Inform the collective and public about the measures taken concerning violations of these Rules through meetings, gatherings, or mass media;
6.3.9. Take measures to eliminate the consequences of violations and increase public trust in the educational institution.

6.4. Evaluation of teachers' work by the management must be based on actual service, conducted impartially and fairly.

6.5. It is unacceptable for management to require or disclose information from teachers unrelated to their professional duties or personal life or to conceal or provide distorted information affecting the quality of the teacher's work or career.

6.6. Management bears direct responsibility for ensuring the collective's compliance with ethical conduct rules.

30. REGULATION ON ASSESSMENT OF KNOWLEDGE, EXAM ADMISSION, AND CONDUCT OF EXAM SESSIONS FOR STUDENTS STUDYING UNDER THE CREDIT SYSTEM AT WEST CASPIAN UNIVERSITY

I. General Provisions

1.1. To further improve the system for assessing students' knowledge and increase its efficiency by enabling an individual approach to each student, as well as to align educational outcomes with modern global standards, the Scientific Council of Western Caspian University recommended the implementation of a multi-point system by its decision dated May 12, 1994. Based on this and by order of the Ministry of Education of the Republic of Azerbaijan, it was decided that the results of sessions be finalized in the form of examinations.

1.2. With the accession of the higher education system of the Republic of Azerbaijan to the Bologna Process, Western Caspian University switched to credit system education starting from the 2007-2008 academic year, and the multi-point system is applied for the assessment of students' knowledge.

1.3. The multi-point system covers the following main directions of the educational process:

- Attendance of lectures and seminars;
- Assessment of knowledge level through various forms of checks during practical and seminar classes (frontal questioning, colloquiums, solving practical problems, etc.);
- Independent work based on primary and additional literature;
- Systematic note-taking, completion of control works and practical assignments;
- Work with technical aids.

1.4. Under the multi-point system, students' knowledge is evaluated for each subject based on the total points accumulated during the semester and exam session, which is then converted into credits.

1.5. The maximum number of points a student can earn for each subject during a semester is 100. Fifty percent of these points come from semester work, and the other fifty percent from exams.

1.6. The distribution of points is as follows:

- Exam results – 50 points;
- Results of seminar classes during the semester (answers, colloquiums, control works, and other assignments) – 30 points;

- Attendance of lectures and seminars – 10 points;
- Independent work – 10 points.

Note: If a course work (project) is required for a subject, the points accumulated during the semester are determined as follows:

- Attendance – 10 points;
- Practical classes (seminars and laboratory works) – 30 points;
- Independent work – 10 points.

Note: Documents submitted by faculties to the Examination Center during the exam process include:

- The timetable of exam days for the group;
- The list of students studying under the credit system by subjects;
- The grade sheet of the subject.

The final score a student obtains for each subject during the semester and exam session is graded as follows:

- 91 – 100 points: "Excellent" (A)
- 81 – 90 points: "Very Good" (B)
- 71 – 80 points: "Good" (C)
- 61 – 70 points: "Satisfactory" (D)
- 51 – 60 points: "Pass" (E)
- Below 51 points: "Fail" (F)

II. Exams for Students Studying Under the Credit System

2.1. The exam for a subject is intended to determine and assess the level of mastery of theoretical knowledge gained by the student during the semester, the development of thinking, the ability to work independently, and the ability to apply that knowledge in solving practical problems.

2.2. Exam sessions are usually held twice during the academic year (winter, spring) at the times defined by study plans. If a summer semester is organized, an additional summer exam session is also held.

2.3. Exams are conducted in accordance with this regulation and the "Regulation on Assessment of Knowledge of Students Studying under the Credit System."

2.4. Exam sessions are conducted according to a prepared schedule. The schedule is prepared by the faculty based on the study plans and approved by the rector or

vice-rector at least 15 days before the session. Students are given no less than 2 days to prepare for each exam.

2.5. Students are admitted to the exam with their Identity Card or Western Caspian University student ID card (with photo).

2.6. Students may enter the exam room only after the Supervisor ensures that the room is properly set up and all supervisors are informed of any special requirements (e.g., use of texts, calculators not allowed, etc.).

2.7. No outsiders (except representatives of the rectorate) are allowed to enter the exam room.

2.8. Student knowledge evaluation in exams is conducted using exam tickets (or tests) according to the methods specified in Section III of this regulation. Exam tickets are prepared according to the "Regulation on Assessment of Knowledge of Students Studying under the Credit System."

2.9. During the exam, the student is not allowed to:

- Talk to other students, disturb them, or make noise during the exam;
- Use unauthorized materials or cheat;
- Bring and use technical devices such as mobile phones, iPods, iPads, earphones, etc. in the exam room;
- Leave the exam without handing in the exam ticket and answer sheets.

2.10. Any student violating the rules in clause 2.9 will be expelled from the exam and the exam result will be annulled with a "0 - zero" score.

2.11. The points earned by the student during the semester and exam for each subject are summed up and the final grade is determined by the Examination Center. Results are posted on the university website on the exam day (in exceptional cases within 3 working days).

2.12. A student who passes the subject based on the overall results of current and interim assessments is considered to have earned the credits for that subject. A student who fails based on current and interim assessments or misses the exam for valid or invalid reasons does not earn the credits and thus has an academic debt for that subject. Such students are given the opportunity to retake the exam or retake the course. In this case, students who want to earn credits without retaking the course may do so during the exam session of the semester in which the subject is taught (after the exam session of the semester when the debt arose until the start of the next semester or during the exam session of one of the following semesters). A student may take exams for no more than two subjects per semester (only once for each subject) without attending the classes. A student who misses the exam for valid reasons is given one chance to take the exam before the start of the next

semester's classes. A student who does not use this opportunity is considered as having missed the exam without valid reason. In all cases, when retaking the exam, the student's current semester assessments are taken into account, and credits earned are assigned to the semester in which the student attended the subject. A student who misses the exam for valid reasons does not pay for the retake exam, otherwise, the exam fee for the subject is determined by the university's higher management body and does not exceed 25% of the amount set according to the Rules for Organizing Credit System Education in Higher Education Institutions at Bachelor's and Master's levels, Basic Medical Education, and Master's level at the Azerbaijan National Academy of Sciences, and is published on the official website of the university. In all other cases, a student with academic debt must retake the course and fulfill the requirements by attending classes. Tuition fees in this case are charged according to the above-mentioned Rules.

2.13. To resolve potential conflicts during exams, an Appeals Commission is established by the higher education institution before the start of the exam session. The commission has the authority to amend preliminary review results.

2.14. If a student disagrees with the grade received, they may submit a reasoned application to the Chair of the Appeals Commission within 3 (three) working days from the announcement of the exam results. The Chair will arrange for the re-checking of the student's answer sheet.

2.15. A student who misses more than 25% of the total hours allocated for all subjects during the semester without valid reason is considered to have violated the university's internal disciplinary rules and will be expelled from the student list while remaining in the enrollment contingent. After that, the student may continue education only on a paid basis.

2.16. Students studying in correspondence (part-time) departments are sent a notification in the prescribed form before the exam session starts. The faculty dean's office is responsible for delivering the notifications and ensuring students attend exams.

III. Examination Methods for Students Studying Under the Credit System

3.1. At West Caspian University, except for specific specialties, exams are conducted in three forms: written, oral, and test. The following methods exist for exams conducted in written form:

- Open question method
- Mixed method

3.2. Student knowledge assessment during exams is carried out based on the Open Question method:

- Questions are prepared by the instructor(s) teaching the subject in accordance with the topics covered throughout the academic year as specified in the syllabus, corresponding to the number of teaching hours. The questions are compiled and approved at the department meeting to which the subject belongs by October 15 for the autumn semester exam session and by March 15 for the spring semester exam session at the latest, then sent to the Examination Center. After being reviewed and approved by a group of experts, these questions are entered into the question database.
- During the session, for groups where exams will be held by the open question method (these groups are assigned by the lecture teacher at the beginning of the academic year and the final exam form is noted in the syllabus), each student is given a ticket with 5 questions via a computer program.
- Open questions are provided to students no later than 1 month before the exam.
- The exam duration is set at 120 minutes / 2 hours.
- The maximum points that can be earned in the open question exam is 50.

3.2.2. During the exam, the student is not allowed to:

- Talk to other students, disturb them, or make noise;
- Use books, lecture notes, other unauthorized materials, or electronic devices.

3.3. Student knowledge assessment in the exam is carried out using the mixed method:

3.3.1. Questions are prepared by the instructor(s) according to topics approved in the syllabus. A number of questions corresponding to the teaching hours + 500 test questions are prepared, each test question having 5 answer options. The questions are approved at the department meeting by October 15 (autumn) or March 15 (spring) at the latest and sent to the Examination Center. After approval by the expert group, they are entered into the question database.

3.3.2. During the session, for groups where exams will be conducted by the mixed method (these groups are assigned by the lecturer at the beginning of the academic year and the exam form is noted in the syllabus), each student is given a ticket with 9 questions (4 open questions and 5 test questions) via a computer program.

3.3.3. Questions are provided to students no later than 1 month before the exam.

3.3.4. The exam duration is 120 minutes / 2 hours.

3.3.5. Evaluation is done as 10 points for open questions and 1 point for each test question.

3.3.6. The maximum score in the mixed method exam is 50 points.

3.3.7. Test questions are not provided to students in advance. Open questions are provided in advance.

3.3.8. The exam duration is 120 minutes / 2 hours.

3.4. Student knowledge assessment during exams is also conducted by the Oral method — based on open questions and oral answers.

3.4.1. Questions are prepared by the instructor according to topics covered during the academic year, in line with the syllabus, and the number of teaching hours. They are approved at the department meeting by October 15 (autumn semester) or March 15 (spring semester) and then sent to the Examination Center. After approval by the expert group, questions are entered into the question database.

3.4.2. During the session, for groups taking oral exams (assigned by the lecture teacher at the beginning of the academic year and noted as such in the syllabus), each student is given a ticket with 5 questions via a computer program.

3.4.3. After drawing a ticket, the student has 25 minutes to prepare (5 minutes per question) and then answers before the Examination Committee members.

3.4.4. The maximum points attainable in the oral exam is 50.

3.4.5. The grading criteria for the exam are as follows:

IV. Accumulation of Exam Points

4.1. The maximum number of points that can be earned in the exam is 50.

4.2. A student must earn at least 17 points in the exam. Otherwise, the points earned during the semester's study activities will not be added to the exam score.

If the sum of points from the exam and semester study activities is less than 51, the student receives a failing grade in the subject.

4.3. Students' exam and written works are kept for one semester after the completion of teaching the subject.

V. Procedure for Appointment of Supervisors

5.1. Supervisors for university exams are appointed annually by the Examination Center.

5.2. Training sessions are held for supervisors to inform them of any additions or changes in the exam procedures.

5.3. If there are more than 10 students in the exam room, at least two supervisors must be present; it is recommended that for every additional 10 students, at least one more supervisor is assigned. If possible, each exam room should have at least one male and one female supervisor or one male and one female volunteer in the corridor. If there are fewer than 10 students, one experienced supervisor may suffice.

VI. Duties of Supervisors

6.1. Collect exam papers from the Examination Center.

6.2. Prepare main exam rooms at least 50 minutes before each exam session starts.

6.3. Organize the setup of the exam venue before student admission, including placing answer sheets and any other materials specified in the exam rubric correctly on desks.

6.4. Meet students 30 minutes before the exam in the assigned room (in front of the exam room), check their identities, and seat them at pre-assigned numbered desks.

6.5. Record attendance during the exam.

6.6. Confiscate any unauthorized items or materials brought by students into the exam room.

6.7. Post a "Maintain Silence" notice on the exam room door.

6.8. Display local time on a smart board for students to monitor exam time.

6.9. Make all announcements before the exam starts (see Appendix 1), note start and end times on the board/flipchart, and ensure the exam ends on time.

6.10. Distribute exam sheets to students.

6.11. Record any incidents or violations to be considered by faculties as part of the evaluation process (Incident Reports – Appendix 2).

6.12. Ensure compliance with all rules and procedures and maintain constant supervision of students.

6.13. Be aware of and, if possible, eliminate any conditions distracting students' concentration. Supervisors' mobile phones must be silent and switched off.

6.14. Manage any problems calmly and effectively, including deciding when to initiate emergency evacuation procedures.

6.15. Maintain communication with the Examination Center in cases of suspected rule violations.

6.16. Collect completed answer sheets at the end of the exam.
Note: Ensure the number of collected answer sheets matches the number of students listed on attendance sheets!

6.17. Verify that students have correctly filled out their answer sheets.

6.18. Return all unused answer sheets to the supervisors' table and then to the Examination Center after the exam.

6.19. Return the exam package (exam paper, answer sheets, attendance record, Incident Report Form) to the Examination Center after the exam.

VII. Use of Information and Communication Technologies

Exams conducted by test method at West Caspian University take place in specially equipped computer rooms. Computers are checked and set up 30 minutes before the exam by IT staff and handed over to supervisor teachers. Students log in with their personal passwords and start the exam. Upon pressing the exam finish button, the exam result is displayed.

Oral exams in specialized subjects (mainly translation and language subjects) involve viewing certain video clips via projectors. Audio listening is done simultaneously via audio discs. Written exam assessments are entered into the system by IT staff.

Students taking exams must follow these rules:

7.1. Enter the exam room, enter their student ticket number and password in the appropriate window on the computer, and confirm by pressing the "login" button.

7.2. The exam time starts when the questions appear on the monitor (a timer is displayed on the left side of the screen).

7.3. Students select and mark the answer they believe is correct from options "a," "b," "c," "d," and "e" displayed on the right side of the screen (answers can be changed until confirmed) and make corresponding notes on the paper provided (which they keep after the exam).

7.4. To confirm answers and finish the exam, the student clicks the "confirm" button after the last question. "Yes" and "No" buttons appear on the screen. Clicking "Yes" ends the exam; clicking "No" allows reviewing or correcting answers.

7.5. When time runs out, the student must press the "finish exam" button.

7.6. After seeing the grade on the monitor, the student must leave the exam room.

7.7. Students dissatisfied with their grade may appeal to the responsible person conducting the exam before leaving the room, showing their answer sheet.

Note: If any technical problem occurs during the exam on the computer, the student must immediately report it to the supervisor.

VIII. Students with Disabilities, Illness, or Panic

8.1. Exams for students with disabilities are organized by special methods:

8.1.1. For visually impaired students, test exams are provided with enlarged print on paper;

8.1.2. Students with limited writing ability take the exam orally;

8.1.3. Blind students take the exam only in audio form;

8.1.4. Disabled (cerebral palsy) students take the exam online.

- If a student informs the supervisor that they are ill during the exam or arrives but feels unable to start the exam, they should be directed to the Examination Center with volunteers' assistance. The supervisor must fill out an Incident Report Form.
- If a student wants to leave the exam room due to anxiety or panic, the supervisor must not try to persuade them to continue. The decision to continue lies with the student.
- If the student feels unwell but wants to remain seated or continue the exam, the supervisor should move them to an alternative seat near the exit and offer water and fresh air.
- If the student decides to take a break for breathing, a supervisor must accompany them and inform them that this time will not be added to the exam duration.
- In all cases where a student reports feeling unwell, even if they remain and complete the exam, the supervisor must fill out an Incident Report Form.

- The supervisor must immediately notify the Examination Center about any student who leaves the exam room in a disturbed state. Center staff will ensure medical examination and contact the student's family.

IX. Grading Criteria for Open Question Exams are as follows:

- **10 points – The student deeply understands the covered material; the answer is precise and comprehensive.**
- **9 points – The student understands the covered material well but cannot theoretically justify some issues;**
- **8 points – The student makes some general errors in the answer;**
- **7 points – The student understands the material well but cannot theoretically justify some issues;**
- **6 points – The student's answer is mostly correct;**
- **5 points – The student's answer has shortcomings and does not fully cover the topic;**
- **4 points – The student's answer is partially correct but makes some mistakes when explaining the topic;**
- **3 points – The student is aware of the topic but cannot substantiate their point;**
- **1–2 points – The student has partial knowledge of the topic;**
- **0 points – No answer to the question.**

    X. The following items are allowed to be kept on the exam desks:

- Identity Card / WCU student ID (with photo)
- Small plastic bottle of water
- Pen (blue ballpoint)
- Calculator approved in the rubric

EXAM QUESTION UNDER THE OPEN-ENDED QUESTION METHOD (Sample 1)

Subject name: Managerial Accounting and Corporate Decision-Making

1. Objects of managerial accounting
   Объекты управленческого учета
2. Accounting for production costs
   Учет производственных расходов
3. Accounting for indirect costs in the cost of production
   Учет косвенных расходов
4. Payback period of investments
   Период покрытия инвестиций
5. Decisions in terms of independence
   Решения с точки зрения независимости

EXAM QUESTION UNDER THE ORAL METHOD (Sample 2)

Subject name: Higher Education Pedagogy

1. Subject of the science of pedagogy.
   Предмет педагогики.
2. Concept of formation.
   Понятие о формировании.
3. Principle of optimality in teaching.
   Принцип оптимальности обучения.
4. Essence of the pedagogical experiment.
   Сущность педагогического эксперимента.
5. Teacher's developmental skills and abilities.
   Развивающие умения и навыки учителя.

COMBINED METHOD EXAM QUESTION (sample 3)

Subject: World Literature

1. Answer the following questions:
   a.   Which of the following literary characters appears in Woody Allen's short story *The Kugelmass Episode*?
• Natasha Rostova
• Joan of Arc
• Jane Eyre
• Madame Bovary
• Mrs Dalloway

      b.   Who was an expert in lepidopterology?

• Franz Kafka

• Vladimir Nabokov

• Friedrich Dürrenmatt

• Alice Walker

• Johann Wolfgang von Goethe

      c.   Which of the following authors died some years ago?

• Karel Capek

• Vladimir Nabokov

• Giovanni Boccaccio

• Maxim Gorky ☐ Gabriel García Márquez

      d.   How many epistles does H. Barbusse's short story *Tenderness* consist of?

• Two

• Four

• Five

• Seven

• Fifteen

      e.   Name (at least) three novels by Gabriel García Márquez.

2. Elaborate on Jean-Paul Sartre's literary works.

3. Elaborate on the concept of Postmodernism in English Literature.

4. *Describe and interpret the theme of* Woody Allen's *The Kugelmass Episode*.

5. *Describe and interpret the theme of* Jalil Mamedkuluzade's short story *The Postbox*.

Assessment and Declaration Sheet (Appendix)

"I hereby confirm that all the answers I write in this exam will be my own. During the exam, I will neither provide nor receive any assistance."

_____

_____

_____

_____

15. Number of question	16. Points	17. Approval
Question 1		
Question 2		
Question 3		
Question 4		
Question 5		
Total score:		

SUBJECT: _____   **DATE:**_____

	DATE	NAME, SURNAME	SIGNATURE
CHECKED BY			
APRROVED BY			

Student's Name / Surname: _____

Course: _____   Group: _____

ORAL EXAMINATION SHEET

Faculty:_____

Speciality:_____

___

Group:_____

_

Subject:_____

—

№	Name, surname, patronymic.	I question	II question	III question	IV question	V question	Total
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							

Signatures of the Commission Members:

1._____

2._____

Date: _____

Reference

The "Regulation on the Assessment of Students' Knowledge under the Credit-Based Education   System" was approved by the Order No. 1060 of the Minister of Education of the Republic of Azerbaijan dated September 11, 2008.

On Amendments to the "Rules for the Organization of Education under the Credit System at the Bachelor's and Master's Levels of Higher Education Institutions, Basic (Higher Basic) Medical Education, and the Master's Level of the Azerbaijan National Academy of Sciences" approved by Decision No. 348 of the Cabinet of Ministers of the Republic of Azerbaijan dated December 24, 2013.