AZERBAIJAN STATE OIL AND INDUSTRY UNIVERSITY
QUALITY ASSURANCE

GOALS AND OBJECTIVES:

Enhancing Academic Standards.
Our aim is to uphold and enhance the standards by ensuring that our academic programs' teaching methods and research activities meet benchmarks of quality and relevance.

Continuous Improvement.
We are committed to assessing, evaluating, and improving our teaching, learning and research practices. This way we can adapt to evolving needs. Provide the educational experience.

Quality Enhancement.
Our focus is on implementing measures that will enhance the quality of education, infrastructure, faculty expertise and support services provided by our university. We strive for excellence in all aspects.

Accreditation and Compliance.
We adhere to international standards set by accreditation bodies. This ensures that our institution is credible recognized for its quality education offerings and meets compliance requirements.

Student Centered Approach.
Putting students at the heart of everything we do is a priority. We aim to ensure their learning outcomes are met while prioritizing their satisfaction and overall experience within our environment.

Transparent Governance and Accountability.
We have established systems that promote transparency in decision making processes. These systems foster accountability within our institution as we work towards achieving our goals.

Stakeholder Engagement.
Engaging stakeholders such as students, faculty members, staff members, employers and the community is crucial to us. We value their feedback as it helps us improve performance.

Data Driven Decision Making.

We rely on data analysis along with evidence-based practices to make decisions regarding academic programs allocation of resources required for improvements in areas.

Risk Management.

Identifying risks is important for us. We develop strategies to mitigate these risks effectively while ensuring stability and sustainability, for our university.

Encouraging innovation and fostering creativity in teaching, research and administrative practices are important for universities to adapt to evolving needs and societal demands. These objectives play a role in upholding and improving the quality, reputation and effectiveness of a university offerings and services.

The quality of the university programs is assured based on the
ASOIU STATEMENT ON INTERNAL QUALITY ASSURANCE
that consists of the followings:

1. Internal quality assurance policy based on the following principles:

- The University quality assurance system.
- The University strategy of quality and standards.
- Ensuring the interaction of university education with scientific research.
- Faculties, departments, and other structural units, as well as individuals are responsible for quality assurance.
- Involvement of students in quality assurance.
- Implementation of education quality policy, identification of ways of control and inspection

2. Quality assurance of teaching process and educational programs considers:

- Preparation of perfectly planned learning outcomes.
- Accurate compilation of programs and syllabi of courses.
- Periodic inspection of programs.
- Design, planning, and implementation of the educational process.
- Monitoring the development and achievements of students.
- Monitoring of students' opinion on the teaching process.
- Regular dialogue with relevant specialists of similar educational institutions.
- Obtaining feedback from employers and other relevant bodies.
- Programs' Advisory Boards are established to improve the learning process.
- Surveys are conducted every two years for programs' improvement.

3. Quality assurance of student assessment:

• The knowledge and skills of the learners should be evaluated objectively, consistently, and regularly according to the established criteria. Course evaluations are carried out at the end of every semester. Data are collected and analyzed to identify areas of improvement.

4. Quality assurance for teaching staff.

• The program involves professional and competent teaching staff from local and international environments. As a source of learning accessible to all learners, the teacher must have excellent knowledge and skills in the field he or she teaches, be able to teach them to learners, and evaluate the knowledge and skills they have acquired.

• The University arranges regular webinars and training programs for improvement of full-time, new, and part-time academic staff.

5. Learning resources and student support mechanisms.

• The university provides students with appropriate resources and support mechanisms in the educational process as well as other resources to help them learn (libraries, training centers, laboratories, computers, etc.). E-Azii reading hall operates 24 hours a day and students enrolled in the night shift are provided with free meals.

• Support mechanisms for students include the internal e-university learning system and tutor support. Learning resources and other student support services are planned according to student needs and are available to each student. Before the start of each semester teachers on all subjects upload the training content in the electronic system: syllabus, slides on the topics according to the content; textbooks, sample exam questions and other learning materials.

• The University periodically monitors, inspects, and improves the effectiveness and adequacy of student support services. To support student tendencies and interests, mental development, psychological condition, learning activities and socio-moral problems, a psychological service has been established at the university since the 2021/2022 academic year to provide psychological support for its implementation.

6. Information systems.

The program collects, analyzes, and uses relevant data for the effective management of educational programs and other activities. University self-analysis is the basis of effective quality assurance. University quality information system consists of the following information:

- Education development and success indicators.
- Student satisfaction with educational programs.
- Effectiveness of teaching.
- Profile of the population of students.
- Access to training resources and their costs.

7. Dissemination of information to the public.

The program is making accessible the information about the educational programs, the objectives and intended learning outcomes, curricula, and syllabi of the majors as well as the teaching, learning and assessment procedures in its website.

QUALITY ASSURANCE GOVERNANCE SYSTEMS

are structures within an organization that oversee and ensure that quality standards, processes, and policies are effectively implemented and maintained. This system ensures that the academic programs, teaching methodologies, and overall student experience meet predefined quality benchmarks. Key components and practices within a quality assurance governance system are:

1. Policies and Procedures: quality standards, assessment criteria, and procedures for continuous improvement.

2. Quality Standards and Benchmarks:
- academic excellence
- student satisfaction
- employability of graduates
- research output, etc.

3. Roles and Responsibilities: The roles and responsibilities of various stakeholders involved in maintaining quality:
- faculty members,
- administrative staff,
- quality assurance teams, and
- academic leadership.

4. Internal and External Reviews: Regular internal assessments and audits are conducted to evaluate adherence to quality standards. External evaluators (e.g. Advisory Boards or accrediting bodies (ASIIN, FIBAA) for an independent perspective and validation of the institution's quality measures.

5. Data Collection and Analysis: Mechanisms for collecting data on various aspects of the institution's functioning, including student performance, teaching methodologies, infrastructure, etc. are implemented and analyzed to identify areas for improvement.

6. Continuous Improvement: There exist established processes for continuous improvement based on the findings from data analysis and evaluation. This involves making necessary changes to enhance the quality of education and services offered.

7. Transparency and Communication: There established a culture of transparency by communicating quality assurance processes, findings, and improvement initiatives to all stakeholders. Feedback and engagement in quality enhancement efforts are highly encouraged.

8. Training and Development: Necessary training and professional development opportunities are provided for faculty and staff to ensure they are equipped with the skills and knowledge required to maintain quality standards.

9. Compliance and Accreditation: Compliance with regulatory standards and accreditation from relevant local and international accrediting bodies are ensured. Accreditation serves as external validation of the institution's quality.

10. Adaptability and Innovation: Remaining adaptable to changes in the education landscape and incorporating innovative practices to continuously enhance the quality of education and services.

Implementing a robust quality assurance governance system involves collaboration, continuous assessment, and a commitment to ongoing improvement to ensure the best possible educational experience for students.

THE ASOIU HAS A FORMALIZED PROCESS FOR COMMUNICATING EVALUATION RESULTS AND SUBSEQUENT QUALITY ASSURANCE MEASURES WHICH IS CRUCIAL FOR THE PROGRAM'S QUALITY.

Here's a structured approach to show this:

1. Documentation of Evaluation Results: The university collects data through assessments, surveys, or any other evaluation methods used. Emphasize the formal nature of these evaluations, detailing who conducts them, when they occur, and the methodologies employed.

2. Analysis and Interpretation: Once evaluations are completed, it is described how the data is analyzed and interpreted. This involves statistical analysis, qualitative assessments, or a combination of both.

3. Deriving Quality Assurance Measures: How to derive quality assurance measures from the evaluation results are outlined. This could involve:
• Identifying strengths and weaknesses based on the findings.
• Formulating specific action plans or improvement strategies based on identified areas for enhancement.
• Allocating resources or creating initiatives to address these areas.

4. Formalized Communication Process: The structured process in place for communicating these results and subsequent quality assurance measures to relevant parties are described. This might include:
• Creating comprehensive reports or summaries that clearly present the evaluation findings and proposed actions.
• Scheduling formal meetings or presentations to disseminate this information to faculty, administrative staff and other stakeholders.
• Utilizing various communication channels such as emails, newsletters, or dedicated web pages to ensure widespread dissemination of information.

5. Feedback Mechanisms: The university encourages feedback and discussion on the evaluation results and proposed quality assurance measures. This might involve setting up feedback sessions, open forums, or mechanisms for stakeholders to provide their input.

6. Documentation and Records: Showcase records of past evaluations, reports generated, meeting minutes, and any other documentation that reflects the formalized nature of this process are of great importance.

7. Examples or Case Studies: Provision of examples, or case studies where evaluation results led to concrete improvements within the program are important. This could include instances where identified weaknesses were successfully addressed, resulting in enhanced program quality.