



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

AZERBAIJAN TECHNICAL UNIVERSITY

MECHANICAL ENGINEERING

MATERIALS ENGINEERING (BACHELOR)

MATERIALS SCIENCE ENGINEERING (MASTER)

METALLURGICAL ENGINEERING (BACHELOR)

METALLURGICAL ENGINEERING (MASTER)

MACHINE ENGINEERING (BACHELOR)

MACHINE ENGINEERING (MASTER)

May 2026



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “**MATERIALS ENGINEERING**” (BACHELOR)
- “**MATERIALS SCIENCE ENGINEERING**” (MASTER)
- “**METALLURGICAL ENGINEERING**” (BACHELOR)
- “**METALLURGICAL ENGINEERING**” (MASTER)
- “**MACHINE ENGINEERING**” (BACHELOR)
- “**MACHINE ENGINEERING**” (MASTER)

OFFERED BY AZERBAIJAN TECHNICAL UNIVERSITY, BAKU, AZERBAIJAN

Beschluss:

1. The study programmes “**Materials Engineering**” (Bachelor), “**Materials Science Engineering**” (Master), “**Metallurgical Engineering**” (Bachelor), “**Metallurgical Engineering**” (Master), “**Machine Engineering**” (Bachelor), and “**Machine Engineering**” (Master) offered by **Azerbaijan Technical University, Azerbaijan** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **30 June 2027**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **30 June 2032**, provided that the conditions listed below are fully met. Otherwise, the accreditation may be withdrawn.

Conditions:

All programmes:

1. To provide students with the opportunity to conduct independent and flexible research and project work, the laboratories and equipment must be modernised and updated in the short term, and evidence for long-term development must be provided to the point that the university can provide its own infrastructure without depending on external laboratories.
2. The website must include all relevant information and must be updated regularly:
 - a. AzTU must make all relevant programme information publicly accessible on its website in a clearly structured format, including the course descriptions, intended learning outcomes, qualification awarded, as well as teaching, learning and assessment methods.

- b. To ensure that all stakeholders have access to comprehensive, impartial, and up-to-date information on the study programmes at all times, a maintenance plan for the website, including formal processes and structures, must further be established.

The following **recommendations** are given for further improvement of the programmes:

All programmes:

1. To ensure transparency, programme learning outcomes and their alignment with modules and assessment methods should be presented more clearly by publishing this information in a simple, accessible form.
2. It is recommended that exchange and cooperation with local industry be strengthened, e.g. by involving more lecturers from industry in lectures and establishing a communication platform with industry.
3. To provide stronger evidence and demonstrate that outdated materials are being updated and approval documentation is complete, the programme should produce concrete outputs such as short survey reports, documented decisions, or a simple change log describing the updates and the reasons for incorporating them.
4. To foster internationalisation at all levels, the university should provide the following measures:
 - a. It is highly recommended that students receive additional support in improving their English language skills, e.g. by including more bilingual courses on engineering topics in the curriculum.
 - b. AzTU's internationalisation efforts on student level should be expanded by providing and promoting more mobility opportunities and scholarships for stays abroad.
 - c. To support research visibility and international visibility, the university should provide further opportunities for teaching staff to improve their English skills e.g. through English language courses.
5. To ensure transparency, the university should establish a structured and formalised procedure for incorporating industry feedback and monitor changes via e.g. a change log, minutes, or a summary of employer/graduate survey results.
6. To make the recruitment process more transparent, the requirements and procedures should be clearly defined and documented.
7. AzTU should promote opportunities for professional development of teaching staff and for research activities as well as exchange with colleagues from other institutions.
8. To ensure up-to-date academic developments and alignment with current academic standards, the university should review and update the learning materials with its associated literature more frequently.
9. The institution should expand the availability of internship placements to meet student demand, with a particular focus on providing opportunities for students in their earlier semesters.
10. Core information on the website should be provided in English and integrated into a more user-friendly website structure to provide a clear and comprehensive overview of the academic profile of each study programme.

Additionally for the bachelor's programme Materials Engineering:

11. Artificial intelligence should be added as a topic and included in the curriculum to keep the curriculum up to date.

Additionally for the master's programme Machine Engineering:

12. It is recommended that the teaching of production systems be integrated in the curriculum e.g. by building a "learning factory" in the lab or by using simulation software.

With regard to the reasons for this decision the Standing Commission refers to the attached expert report.

EXPERT REPORT

ON THE STUDY PROGRAMMES

- “MATERIALS ENGINEERING” (BACHELOR)
- “MATERIALS SCIENCE ENGINEERING” (MASTER)
- “METALLURGICAL ENGINEERING” (BACHELOR)
- “METALLURGICAL ENGINEERING” (MASTER)
- “MACHINE ENGINEERING” (BACHELOR)
- “MACHINE ENGINEERING” (MASTER)

OFFERED BY AZERBAIJAN TECHNICAL UNIVERSITY, BAKU, AZERBAIJAN

Visit to the university: 14–16 January 2026

Panel of experts:

Prof. Dr.-Ing. Ingold Seidl	Faculty of Mechanical Engineering and Mechatronics, Materials Engineering, FH Aachen – University of Applied Sciences, Germany
Prof. Dr.-Ing. Alexander Monz	Faculty of Mechanical Engineering and Building Services Engineering, Technische Hochschule Nürnberg Georg Simon Ohm, Germany
Dr. Elnur Orujlu	Head of Nanomaterials and Nanotechnologies, Azerbaijan State University of Oil and Industry, Azerbaijan
Prof. Dr.-Ing. Lothar Budde	Freelance consultant, education and science manager, Lothar Budde Consulting, Bielefeld, Germany (labour market representative)
Markus Balser	HAW Pforzheim, Germany (student representative)

Coordinators:

Eylem Inanici	AQAS, Cologne, Germany
Dr. Christina Schönberger-Stepien	AQAS, Cologne, Germany

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by nearly 90 universities, universities of applied sciences, and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the programmes "Materials Engineering" (Bachelor), "Materials Science Engineering" (Master), "Metallurgical Engineering" (Bachelor), "Metallurgical Engineering" (Master), "Machine Engineering" (Bachelor), and "Machine Engineering" (Master) offered by Azerbaijan Technical University, Azerbaijan.

1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators can necessarily be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in December 2023. The university produced a Self-Evaluation Report (SER). In April 2025, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix. The appendix included e.g.:

- an overview of statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 19 May 2025. The final version of the SER was handed in in September 2025.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in December 2025. AQAS informed the university about the members of the expert panel, and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place from 14–16 January 2026. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management, of teaching and of other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 18 May 2026. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In June 2026, AQAS published the report, the result of the accreditation as well as the names of the panel members.

III. General information on the university

Azerbaijan Technical University (AzTU) was established in 1950 and is a public higher education institution located in Baku, Azerbaijan. The University offers bachelor's, master's, and PhD programmes and engages in research activities across various specialisations. Languages of instruction are reported to be Azerbaijani, Russian, English, and German. AzTU operates under a Scientific Council, the highest governing body comprising the top management (rector and vice-rectors), faculty representatives, chairs, student organisations, and trade union members. Strategic oversight is provided by a three-member Board of Trustees appointed by the Ministry of Science and Education.

AzTU's organisational structure includes management, academic/teaching, research and development, administration, support services (e.g. Library & Information Center, IT, Social Support Center), and social services (e.g. Trade Union Committees, Student Youth Organisation, Student Science Center). The University's day-to-day affairs are directed by the rector, who reports to both the Scientific Council and the Board of Trustees. Vice-rectors manage areas such as academic affairs, research, finance and accounting, document control, international relations, quality assurance, housing-utilities, student affairs, social and sports activities.

AzTU has eight faculties (Transportation and Logistics, Power Engineering and Automation, Metallurgy and Materials Engineering, Mechanical Engineering and Robotics, Information and Communication Technologies, Special Equipment and Technology, Economics and Management, German Engineering) and 22 departments. The University offers 36 bachelor's programmes, 36 master's programmes (with 128 specialisations), and 31 PhD programmes. Research at AzTU is mainly conducted in the fields of "Data Analytics, Artificial Intelligence and Cybersecurity", "Energy, Transport and Environmental Technologies", "Robotics and Industrial Internet of Things", "Advanced Materials and Nanotechnologies", and "Sustainable Development and Mobility".

The institution's increasing impact is reflected in a substantial growth in student enrolment, especially in the master's programmes. The SER holds that all programmes are embedded in the University's academic and administrative framework and combine international standards, collaborations and partnerships with the industry, and modern technologies (including LMS platforms) to deliver high-quality education.

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor's/Master's degree

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up to date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

Description

According to the documentation, the outcomes of all educational programmes are said to reflect academic and labour market requirements and are scientifically and professionally up to date. The academic level of the educational programme is said to meet the requirements of Level 6 of the relevant level of the European Qualifications Framework. At the local level, the educational programmes correspond to the 6th and 7th levels of the National Qualifications Framework for Continuing Education of the Republic of Azerbaijan (Level 6 –

bachelor; Level 7 – Master). In terms of eligibility, one academic year of the study programme is equal to 1800 teaching hours and 60 ECTS (European Credit Transfer and Accumulation System) credits, which are available to students (citizens, employees, etc.). The SER holds that all programmes align with the national framework and that the curricula are structured in accordance with the requirements of the Bologna process and the ECTS system, allowing for student mobility and education/exchange in EU countries.

The academic year for full-time students at both levels of higher education (Bachelor and Master) is 40 weeks. Each semester consists of 20 weeks (including a 5-week exam period). Full-time students are assigned 30 credits per semester (this number may be lower if the student has academic debt from prerequisite courses), while part-time students are assigned up to 20 credits. One credit equals 30 hours of student work, both in and outside the classroom.

A master's student's weekly workload in a 5-day work regime is 45 hours, with 15 hours of in-class time and 30 hours of independent work. This translates to 1.5 credits per week (excluding the summer semester). Each week which is dedicated to preparing and defending the master's thesis, preparing for and taking exams, and completing internships, is equivalent to 1.5 credits.

Full-time students are allowed to take additional courses. Students studying under state order who maintain a GPA of 81-100 in individual courses throughout their studies are also permitted to take additional courses in their field. In all cases, the number of credits a student takes in a semester should not exceed 40.

All educational programmes are said to be structured in accordance with the European Credit Transfer and Accumulation System (ECTS), facilitating international credit recognition. Credits earned by a student who successfully completes their studies are included in the ECTS. The SER mentions that an academic year comprises 1800 hours or 60 ECTS credits, supporting student mobility and furthering education within the European Higher Education Area.

The programme documentation states that leading enterprises have contributed to the curricula, providing feedback to align learning outcomes with labour market needs. The University's Career and Employment Centre is highlighted as a key resource for supporting employment and career development, with established partnerships facilitating student internships and collaboration with industry professionals.

Materials Engineering (Bachelor)

According to the SER, the bachelor's programme Materials Engineering spans four years for full-time study, leading to a bachelor's degree. The programme comprises a total of 240 credits and higher education institutions are said to be required to adhere to national regulations in delivering this curriculum. It aims to prepare graduates with comprehensive knowledge and skills tailored to meet scientific and professional demands in the field of materials engineering. The programme focuses on developing both general and specialised competencies necessary for students to excel in various professional roles, from project design to organisational management and technological operations.

As outlined in the self-evaluation report (SER), the programme is structured to achieve general competencies, i.e. broad-based skills relevant to multiple sectors, such as problem-solving, communication, and effective teamwork. More specialised competencies include project construction, organisational-administrative competencies, scientific research, and production-technological skills. The curriculum also emphasises service and operational skills specific to the field of materials engineering. As for research and practical application, students gain skills in conducting research projects and participating in practical training, such as a 20-week internship at production enterprises, to ensure hands-on experience in the industry. Students also develop their academic and professional skills by preparing for coursework and the Final State Attestation through rigorous academic training, including independent work and collaboration with faculty on research and development projects.

The curriculum of the Materials Engineering programme is organised to balance foundational knowledge with vocational training. It includes both compulsory and elective subjects, with a clear allocation of credits according to the European Credit Transfer and Accumulation System (ECTS). For general subjects, 30 credits are required, comprising both compulsory (24 credits) and elective courses (6 credits), accounting for 15-20 % of total hours. Vocational training makes up 120 credits, which include a mix of compulsory and elective courses, constituting 80-85 % of the curriculum. 21 credits are allocated to internships (14 weeks), and 9 credits are reserved for the Final State Attestation, providing practical and evaluative components to the programme.

The SER also holds that the programme design incorporates research tasks, student presentations at conferences, and the defence of their work during coursework assessments. The integration of theoretical and practical elements ensures that students are prepared for both academic and industrial careers. Additionally, the University's collaboration with leading institutions and the establishment of a Career and Employment Centre aim to align educational outcomes with labour market needs and provide students with opportunities for internships and career advancement.

Expert evaluation

The programme consists of compulsory courses and a selection of electives, which are organised within the relevant engineering disciplines. All curricular elements are defined in detail, including their place in the curriculum. The programme is organised according to the ECTS system and complies with Level 6 of the European Qualifications Framework. For guidance purposes, an idealised course plan is available, providing information on the workload allocated to the different modules. However, presenting the course of study with successive subjects in chronological order would better illustrate the development of learning outcomes.

Programme learning outcomes are detailed and documented by the department and are linked to course learning outcomes. However, the presentation of the learning outcomes could be made clearer and more accessible to stakeholders, particularly with regard to the alignment between programme learning outcomes, modules, and assessment methods. To ensure transparency, programme learning outcomes and their alignment with modules and assessment methods should be presented more clearly by publishing this information in a simple, accessible form (**Finding 1**).

All classes are held on site, but online classes are available for students studying for a second bachelor's degree. The bachelor's programme focuses on understanding properties and chemical interactions/reactions. The curriculum is kept up to date by adjusting the elective subjects to reflect labour market and research needs. Any changes to the syllabus relate to labour market requirements. To officially implement these changes, teaching staff consult with the heads of department. Due to national regulations, only the electives can be modified, while the mandatory courses and the curriculum are set by the government.

The bachelor's programme Materials Engineering offers comprehensive and balanced course content. However, the current topic of artificial intelligence is missing from the curriculum. To keep the curriculum up to date, artificial intelligence should be added as a topic and included in the curriculum (**Finding 2**).

The programme is clearly linked to labour market needs and has a practical focus. The documentation details the university's cooperation with industry and refers to employer-related input and employment pathways. During the site visit, staff explained that thesis and research topics are often connected with industry partners and labour-market needs. Discussions with local labour market representatives and graduates confirmed that the learning outcomes reflect academic, scientific, and labour market requirements. Both graduates and industrial stakeholders report that graduates do not encounter any significant difficulties when transitioning into the local labour market. Students also described gaining practical experience through external facilities and undertaking company-related thesis work. While the relevant engineering and scientific fundamentals are well taught, further ways should be found to enable students to carry out more project work in connection with their degree.

programmes. It is therefore recommended that exchange and cooperation with local industry be strengthened, e.g. by involving more lecturers from industry in lectures and establishing a communication platform with industry (**Finding 3**).

In Materials Engineering, students focus on acquiring basic theoretical knowledge for the bachelor's degree. Students interested in a master's degree contact staff prior to finishing their bachelor's degree. To be admitted to the master's programme, students have to attend additional courses and undertake internships. The university also offers seminars and training, and students may participate in international conferences (still at bachelor's level) to gain an understanding of master's-level studies. For graduation, students are assigned different project chapters, which are graded separately. While students are involved in the entire project, the introductory part is thereby usually completed together.

Surveys are conducted regularly, with the results being presented to faculty members who act based on students' needs and challenges. As part of the last survey, some changes to the curriculum were suggested, such as providing students with research articles, giving presentations about research, and taking market needs and recent developments into account.

The Department of Material Science's laboratory equipment meets the basic needs of the programme, and students can use the laboratories of industry partners by appointment. This demonstrates the valuable cooperation between university and industry but also the lack of certain equipment on site. However, to provide students with the opportunity to conduct independent and flexible research and project work, the laboratories and equipment must be modernised and updated to the point that the university can provide its own infrastructure without depending on external laboratories (**Finding 4**).

Conclusion

The criterion is partially fulfilled.

Metallurgical Engineering (Bachelor)

According to the SER, the bachelor's programme Metallurgical Engineering spans four years for full-time study, leading to a bachelor's degree. The programme comprises a total of 240 credits and higher education institutions are said to be required to adhere to national regulations in delivering this curriculum. It aims to prepare graduates with comprehensive knowledge and skills tailored to meet scientific and professional demands in the field of metallurgical engineering. The programme focuses on developing both general and specialised competencies necessary for students to excel in various professional roles, from project design to organisational management and technological operations.

As outlined in the self-evaluation report (SER), the programme is structured to achieve general competencies, i.e. broad-based skills relevant to multiple sectors, such as problem-solving, communication, and effective teamwork. More specialised competencies include project construction, organisational-administrative competencies, scientific research, and production-technological skills. The curriculum also emphasises service and operational skills specific to the field of materials engineering. As for research and practical application, students gain skills in conducting research projects and participating in practical training, such as a 20-week internship at production enterprises, to ensure hands-on experience in the industry. Students also develop their academic and professional skills by preparing for coursework and the Final State Attestation through rigorous academic training, including independent work and collaboration with faculty on research and development projects.

The curriculum of the Metallurgical Engineering programme is organised to balance foundational knowledge with vocational training. It includes both compulsory and elective subjects, with a clear allocation of credits

according to the European Credit Transfer and Accumulation System (ECTS). For general subjects, 30 credits are required, comprising both compulsory (24 credits) and elective courses (6 credits), accounting for 15-20 % of total hours. Vocational training makes up 120 credits, which include a mix of compulsory and elective courses, constituting 80-85 % of the curriculum. 21 credits are allocated to internships (14 weeks), and 9 credits are reserved for the Final State Attestation, providing practical and evaluative components to the programme.

The SER also holds that the programme design incorporates research tasks, student presentations at conferences, and the defence of their work during coursework assessments. The integration of theoretical and practical elements ensures that students are prepared for both academic and industrial careers. Additionally, the University's collaboration with leading institutions and the establishment of a Career and Employment Centre aim to align educational outcomes with labour market needs and provide students with opportunities for internships and career advancement.

Expert evaluation

Based on the SER and the curriculum document, the bachelor's programme Metallurgical Engineering is a full-time, four-year programme with a clear ECTS structure. 21 credits are reserved for the internship and nine credits for the Final State Attestation (including thesis preparation and defence). The curriculum also explains the workload rules for practical work and graduation projects (1 week = 1.5 credits); and the credit allocation is clear. The overall workload of the programme is distributed correctly and transparently across the individual modules. Overall, the structure facilitates progression from basic studies to practical work and graduation. The programme complies with Level 6 of the European Qualifications Framework.

The graduate profile is defined by general and specialised competencies, encompassing both metallurgy-specific and broader skills. Programme learning outcomes are detailed and documented by the department and are linked to course learning outcomes. However, the presentation of the learning outcomes could be made clearer and more accessible to stakeholders, particularly with regard to the alignment between programme learning outcomes, modules, and assessment methods. To ensure transparency, programme learning outcomes and their alignment with modules and assessment methods should be presented more clearly by publishing this information in a simple, accessible form (see **Finding 1**).

The programme has a clear industry focus, and cooperation with companies and links to employment are detailed in the documentation and were confirmed on site. Staff noted that thesis topics often reflect industry needs, and students reported receiving practical training through external facilities and undertaking company-related thesis work. This aligns with the bachelor programme's practical focus, while the master's programme adopts a scientific approach. The university's labs are equipped with basic instruments sufficient for basic research, and external company facilities can be used by booking labs in advance. However, to provide students with the opportunity to conduct independent and flexible research and project work, the laboratories and equipment must be modernised and updated to the point that the university can provide its own infrastructure without depending on external laboratories (see **Finding 4**).

Surveys and curriculum improvements are decided at faculty level, and it is possible to integrate contemporary developments into the curriculum. However, to provide stronger evidence and demonstrate that outdated materials are being updated and approval documentation is complete, the programme should produce concrete outputs such as short survey reports, documented decisions, or a simple change log describing the updates and the reasons for incorporating them (**Finding 5**).

In summary, the curriculum design and workload distribution are broadly coherent and include important practical elements. All curriculum elements are documented according to their function, whether they are compulsory or optional, and their use. An idealised typical course plan is available and presented in a clear manner.

Students can choose their graduate work according to their interests, but guidance is provided in the form of a list of thesis topics in line with labour-market trends and modern developments. Also, ecological issues (energy and eco-friendly solutions) form an important part of the research and find a place in students' graduate work.

International partnerships and research collaborations with countries such as Pakistan and Turkey, as well as access to international resources in the library, promote internationalisation. However, discussions on site have shown that students have difficulties with using English, and both students and academic staff have voiced the wish for more competencies in English. To foster internationalisation and encourage students to participate in student exchange, it is highly recommended that students receive additional support in improving their English language skills, e.g. by including more bilingual courses on engineering topics in the curriculum (**Finding 6a**).

Conclusion

The criterion is partially fulfilled.

Machine Engineering (Bachelor)

According to the SER, the bachelor's programme Machine Engineering spans four years for full-time study, leading to a bachelor's degree. The programme comprises a total of 240 credits and higher education institutions are said to be required to adhere to national regulations in delivering this curriculum. It aims to prepare graduates with comprehensive knowledge and skills tailored to meet scientific and professional demands in the field of machine engineering. The programme focuses on developing both general and specialised competencies necessary for students to excel in various professional roles, from project design to organisational management and technological operations.

As outlined in the SER, the programme is structured to achieve general competencies, i.e. broad-based skills relevant to multiple sectors, such as problem-solving, communication, and effective teamwork. More specialised competencies include project construction, organisational-administrative competencies, scientific research, and production-technological skills. The curriculum also emphasises service and operational skills specific to the field of materials engineering. As for research and practical application, students gain skills in conducting research projects and participating in practical training, such as a 20-week internship at production enterprises, to ensure hands-on experience in the industry. Students also develop their academic and professional skills by preparing for coursework and the Final State Attestation through rigorous academic training, including independent work and collaboration with faculty on research and development projects.

The curriculum of the Machine Engineering programme is organised to balance foundational knowledge with vocational training. It includes both compulsory and elective subjects, with a clear allocation of credits according to the European Credit Transfer and Accumulation System (ECTS). For general subjects, 30 credits are required, comprising both compulsory (24 credits) and elective courses (6 credits), accounting for 15-20 % of total hours. Vocational training makes up 120 credits, which include a mix of compulsory and elective courses, constituting 80-85 % of the curriculum. 21 credits are allocated to internships (14 weeks), and 9 credits are reserved for the Final State Attestation, providing practical and evaluative components to the programme.

The SER also holds that the programme design incorporates research tasks, student presentations at conferences, and the defence of their work during coursework assessments. The integration of theoretical and practical elements ensures that students are prepared for both academic and industrial careers. Additionally, the University's collaboration with leading institutions and the establishment of a Career and Employment Centre

aim to align educational outcomes with labour market needs and provide students with opportunities for internships and career advancement.

Expert evaluation

All curricular elements of the bachelor's programme Machine Engineering are defined in detail, including their characteristics and function within the curriculum. An idealised course plan is available for reference, which includes information on the workload allocated to the different modules. The allocation of credits to all elements is correct and documented.

The qualifications to be achieved by students are explicitly defined as intended learning outcomes, incorporating subject-specific and interdisciplinary elements. Subjects build upon each other, enabling continuous student progress. Overall programme learning outcomes are systematically distributed among the different subjects. The academic degree corresponds to the learning outcomes and requirements of Level 6 of the European Qualifications Framework, as demonstrated by a final thesis.

Programme learning outcomes are detailed and documented by the department and are linked to course learning outcomes. However, the presentation of the learning outcomes could be made clearer and more accessible to stakeholders, particularly with regard to the alignment between programme learning outcomes, modules, and assessment methods. To ensure transparency, programme learning outcomes and their alignment with modules and assessment methods should be presented more clearly by publishing this information in a simple, accessible form (see **Finding 1**).

The programme consists of compulsory courses covering engineering fundamentals, complemented by a variety of electives and vocational work. These are regularly reviewed by stakeholders from the government and local labour market in a defined process involving surveys and follow-ups. Consequently, the programme provides a balanced combination of foundational knowledge and applied engineering skills.

The university's labs are equipped with basic instruments sufficient for basic research, and external company facilities can be used by students by booking labs in advance. However, to provide students with the opportunity to conduct independent and flexible research and project work, the laboratories and equipment must be modernised and updated to the point that the university can provide its own infrastructure without depending on external laboratories (see **Finding 4**).

Curricular changes are made by the government, who consider suggestions from the university. As the evaluation is focused on the present curriculum, previous changes are not considered. Comments from local labour market representatives, student feedback and survey reports alike indicated no difficulties in entering the local labour market and finding quality jobs.

Some faculty members are industry experts who work part-time, facilitating strong connections between research, education, the environment, and internships, which integrate students into this network. According to students' specialisations, the university tries to align and link students with industry partners. Discussions on site further confirmed that students have the freedom to choose an internship placement according to their interests.

In order to support the internationalisation of the university, AzTU has a DAAD office and a DAAD lecturer who is responsible for technical German language teaching and scholarship consultations for Germany. Students in both bachelor's and master's programmes are sent to Germany for internships.

Conclusion

The criterion is partially fulfilled.

Material Science Engineering (Master)

The master's programme Material Science Engineering has a standard duration of two years of full-time study, leading to a master's degree. The programme comprises a total of 120 credits, while part-time education extends to two years and six months. According to the documentation, the programme provides detailed information about specialisations within the field, ensuring that graduates acquire advanced technical and professional skills.

The SER outlines that graduates are expected to develop a broad and integrated understanding of theoretical principles and research methodologies. It is highlighted that students should be prepared to conduct scientific research, engage in pedagogical activities, and be capable of solving unexpected and complex problems within their professional field. The competencies specified are both subject-specific and interdisciplinary, aiming to prepare graduates for diverse roles in academic and professional environments.

The programme description specifies that theoretical and pedagogical training is delivered through lectures, seminars, consultations, and independent work. The SER states that various teaching methods, including oral presentations, interviews, interactive learning, independent work, discussions, round tables, illustrations, research, and laboratory and practical work, are utilised. It is reported that scientific research and pedagogical internships are crucial elements of the programme, with objectives tailored to each specialisation. Internships may be conducted in university departments or external organisations.

It is also said that the programme is aligned with the faculty's focus on metallurgy, material science, and associated engineering fields. Specifically, the Materials Engineering programme is designed to prepare students for careers in metallurgical, machine-building, and device-making enterprises.

The programme documentation details the requirements for professional activities, stating that training encompasses teaching and research in various fields, including the development and production of new materials, advanced processing technologies, modern testing methods, and the management of properties and structures of industrial products. The research activities also focus on solving current problems in metallurgy, such as cost reduction and material efficiency, directly aligning with the goals of the Materials Engineering programme.

According to the SER, academic advisors (tutors) are supporting students' educational development. These tutors are often master's degree holders in relevant specialties, and they undergo additional training to enhance their effectiveness. Communication between students, tutors, and educators is facilitated through various means, including face-to-face meetings, email, and messaging platforms.

The curriculum is reported to include 42 credits for core courses, 18 credits for electives (for specialisation), and 60 credits for practice and graduation work. The SER notes that elective courses are designed to be flexible, with higher education institutions given the ability to adapt them based on market demands, faculty expertise, and research opportunities. It is stated that these electives also accommodate students' participation in international exchange programmes.

The programme documentation highlights that the competencies students will acquire are distributed across both mandatory and elective coursework. It is specified that master's students engage in independent study and complete assignments under the guidance of instructors. According to the SER, research tasks are integral, with dissertation topics often derived from practical challenges faced in production settings. It is reported that students present their research findings at conferences and during thesis defences. Additionally, some students are said to participate in national and international competitions, while others collaborate with instructors on various research projects.

The requirements for the Final State Attestation, as outlined, involve the defence of a master's thesis. The SER indicates that the Ministry of Education of the Republic of Azerbaijan sets the guidelines for the thesis content, structure, and defence procedures. It is mentioned that student assessment follows regulations approved by the Cabinet of Ministers, and successful candidates are awarded a master's degree and a state-recognised diploma.

Expert evaluation

The programme Material Science Engineering consists of compulsory subjects and a selection of electives, organised within the field of engineering. All curricular elements are defined in detail, including their character and function within the curriculum. The programme is organised according to the ECTS system. An idealised course plan is available for guidance purposes and includes information on the workload allocated to the different modules. The elective subjects are adjusted to keep the curriculum up to date and take into account the needs of the job market and research. The course content of the master's programme Material Science Engineering is comprehensive and balanced. The design of the programme is consistent with master's-level expectations as it requires independent study, research activity and a substantial thesis, the completion of which is demonstrated through defence. It thus corresponds with level 7 of the European Qualifications Framework.

Programme learning outcomes are detailed and documented by the department and are linked to course learning outcomes. However, the presentation of the learning outcomes could be made clearer and more accessible to stakeholders, particularly with regard to the alignment between programme learning outcomes, modules, and assessment methods. To ensure transparency, programme learning outcomes and their alignment with modules and assessment methods should be presented more clearly by publishing this information in a simple, accessible form (see **Finding 1**).

Discussions with local labour market representatives and graduates suggest that the learning outcomes reflect academic, scientific and labour market requirements. Both graduates and industrial stakeholders report that graduates transition into the local labour market without encountering any significant difficulties.

Online teaching and evening courses are offered to working students, and exams are in-person. Materials are provided to students through the KOICA system and in class. The master's programme focuses on production, with teaching delivered first-hand by teachers who are also part-time industry employees. This combination of teachers with research and hands-on industry experience provides a holistic picture of the subject. The curriculum is kept up to date by adjusting the elective subjects to reflect the needs of the job market and research. Any changes to the syllabus are related to labour market requirements. To implement these changes officially, teaching staff need to consult with the heads of department. Due to national regulations, only the electives can be modified; the mandatory courses and curriculum are set by the government.

The Department of Material Science's laboratory equipment meets its basic needs, and according to the university, students can use laboratories belonging to industry partners by appointment. However, to provide students with the opportunity to conduct independent and flexible research, the laboratories and equipment must be modernised and updated to the point that the university can provide its own infrastructure without depending on external laboratories (see **Finding 4**).

Conclusion

The criterion is partially fulfilled.

Metallurgical Engineering (Master)

As stated in the SER, the master's programme Metallurgical Engineering equips students with two key professional competencies. Firstly, students will acquire the ability to formulate research goals and objectives, determine priorities for problem-solving, and select evaluation criteria. Secondly, students will develop the ability to apply modern research methods, evaluate and present the results of their work. In addition to the deepening and completion of fundamental engineering sciences knowledge, it is imperative to foster technical, economic and organisational competencies that are essential for the planning, installation and development of electro-technical, energetic and electronic devices.

In order to achieve this goal, the AzTU uses the following specialised curriculum in accordance with the relevant Azerbaijani law:

- Casting of metals and alloys,
- Welding production metallurgy, technology and equipment,
- Metallurgy and thermal processing of metals,
- Processing of metals under pressure

According to the SER, the curriculum is structured as follows: A total of 42 credits is required for the core courses. 18 credits are required for the specialisation (elective courses). 60 credits are required for the internships (8 credits for a research internship, 8 credits for a scientific pedagogical internship, 8 credits for research work, and 6 credits for project management). Finally, a total of 30 credits is required for the master's thesis preparation and defence. Elective courses are determined by the higher education institution, taking into account the experience of the teaching staff, research infrastructure, and local and international job opportunities. These courses are elective for students and consider their participation in foreign exchange programmes.

The specialised knowledge of the master's degree course in Metallurgical Engineering is supplemented by a universal knowledge that forms the basis of all master's degree courses:

- Systematic and critical thinking: Critically analyse problematic situations based on a systematic approach and develop an action strategy
- Preparation and implementation of projects: Ability to manage a project at all stages of its implementation cycle
- Teamwork and Leadership: Able to organise and manage teamwork, develop a team strategy to achieve the goal
- Communication: Able to use modern communication technologies, including foreign language(s), for academic and professional interaction
- Self-organization and self-development (including health): Able to determine and implement the priorities of his activity and the ways of their improvement based on self-evaluation

In addition, the master's programme is said to form two major general professional competencies, namely planning, i.e. the ability to formulate research goals and objectives, determine priorities for solving problems, and select evaluation criteria, and research, i.e. the ability to apply modern research methods, evaluate and present the results of the performed work.

Expert evaluation

The master's programme Metallurgical Engineering has a clear structure. Students can choose from various specialisations, including casting, welding, heat treatment, and metal forming, giving the programme a practical and labour market-oriented focus. The curriculum includes advanced electives and strong research subjects such as research methods, ethics, and statistical data analysis. A key advantage is the substantial final stage, with 60 credits allocated for an internship and final certification, including the master's thesis (30 credits). Most

of the second year is dedicated to research, internships, and thesis work, which is appropriate for the master's level. The programme complies with Level 7 of the European Qualifications Framework.

In terms of intended learning outcomes and transparency, the curriculum is clearly defined, and the primary learning objectives are outlined in the programme documentation. Programme learning outcomes are detailed and documented by the department and are linked to course learning outcomes. However, the presentation of the learning outcomes could be made clearer and more accessible to stakeholders, particularly with regard to the alignment between programme learning outcomes, modules, and assessment methods. To ensure transparency, programme learning outcomes and their alignment with modules and assessment methods should be presented more clearly by publishing this information in a simple, accessible form (see **Finding 1**).

In addition, training results are evaluated each semester by the dean's office and the vice-rector for educational affairs, and the programme is updated accordingly.

The programme describes labour-market orientation and external relevance primarily through its cooperation with industry and external stakeholders. The SER states that syllabuses are prepared to prioritise alignment with industry needs, and references industrial stakeholders such as Baku Steel Company, AzerGold and Aze-aluminium as relevant points for this alignment. Leading institutions have participated in preparing the curriculum and providing feedback, and there are also agreements in place for internships and exchanges. These elements support the claim that learning outcomes reflect labour-market requirements. To ensure transparency, however, the university should establish a structured and formalised procedure for incorporating industry feedback and monitor changes via e.g. a change log, minutes, or a summary of employer/graduate survey results specifically for this programme (**Finding 7**).

The university's examination regulations support assessment transparency by describing structured evaluation of independent work (research, projects, presentations) and laboratory work, with clear criteria for depth, methodology, analysis, and reporting. This provides a suitable general framework for master's-level assessment, especially for research-related outputs, provided that module syllabuses clearly link assessment tools to the intended learning outcomes.

As seen in the bachelor's programme, the selection of graduate work depends on students' interest in a certain topic, but guidance is provided in the form of a list of thesis themes in line with labour market trends. Also, ecological issues (energy and eco-friendly solutions) form an important part of the research.

The university's labs are equipped with basic instruments sufficient for basic research, and external company facilities can be used by booking labs in advance. However, provide students with the opportunity to conduct independent and flexible research and project work, the laboratories and equipment must be modernised and updated to the point that the university can provide its own infrastructure without depending on external laboratories (see **Finding 4**).

International partnerships and research collaborations with countries such as Pakistan and Turkey, as well as access to international resources in the library, promote internationalisation. To foster internationalisation, it is highly recommended that students receive additional support in improving their English language skills, e.g. by including more bilingual courses on engineering topics in the curriculum (see **Finding 6a**). This would also fulfil the wishes of students and academic staff.

Conclusion

The criterion is partially fulfilled.

Machine Engineering (Master)

The master's programme Machine Engineering has a standard duration of two years of full-time study, leading to a master's degree. The programme comprises a total of 120 credits, while part-time education extends to two years and six months. According to the documentation, the programme provides detailed information about specialisations within the field, ensuring that graduates acquire advanced technical and professional skills. The learning outcomes are said to reflect the requirements of the academic labour market and current scientific and professional training.

According to the SER, the curriculum includes 42 credits for core courses, 18 credits for electives (for specialisation), and 60 credits for practice and graduation work. The SER notes that elective courses are designed to be flexible, with higher education institutions given the ability to adapt them based on market demands, faculty expertise, and research opportunities. It is stated that these electives also accommodate students' participation in international exchange programmes.

The master's programme is said to deepen students basic knowledge of engineering sciences, technical, economic and organisational skills for the planning, installation, and development of machine systems design, production, and testing, innovative technologies, and modern engineering challenges.

The master's programme is said to be consistent with the profile of the Faculty of Machine Engineering and Robotics and the Department of Machine Engineering Technology. The Department of Machine Engineering Technology is said to conduct teaching and research activities in the educational programmes of the specialties "Device Engineering," "Metrology, Standardization, and Certification Engineering," and "Power Engineering", which belong to the same group of specialties, i.e. "Technical and Technological Specialties". The department teaches specialised subjects covering the basics of design, production, and testing related to the production, operation, and repair of machines, and conducts research primarily focused on solving problems of quality control, productivity improvement, and cost reduction of products manufactured in industrial enterprises. The research and educational process carried out in the mentioned areas are fully consistent with the requirements for training personnel in the study programme.

Expert evaluation

All curricular elements are defined in detail, both including their character and function within the curriculum. An idealised course plan is available for orientation, including workload information allocated to the different modules and the correct assignation of credits to all elements. The qualifications to be achieved by the students are explicitly defined as intended learning outcomes, including both subject specific and interdisciplinary elements. Overall learning goals are systematically distributed among the different subjects. The academic degree corresponds to the learning outcomes and the requirements of level 7 of the European Qualifications Framework, also demonstrated by a final thesis and its academic defence. Comments from the representatives of the local labour market, feedback from the students and survey reports alike indicated no difficulties in entering the local labour market and finding quality jobs.

Programme learning outcomes are detailed and documented by the department and are linked to course learning outcomes. However, the presentation of the learning outcomes could be made clearer and more accessible to stakeholders, particularly with regard to the alignment between programme learning outcomes, modules, and assessment methods. To ensure transparency, programme learning outcomes and their alignment with modules and assessment methods should be presented more clearly by publishing this information in a simple, accessible form (see **Finding 1**).

The programme consists of mandatory subjects and an up-to-date variety of electives, clustered in relevant fields of engineering. Both are regularly reviewed by stakeholders from government and the local labour market in a defined process, including surveys and follow-ups. As a result, the programme offers a well-balanced

mixture of academic skills and specialised engineering skills. However, while machine single parts are integrated, the teaching of production systems is missing and should be integrated in the curriculum e.g. by building a “learning factory” in the lab or by using simulation software (**Finding 8**).

Furthermore, the curriculum offers many elective courses. To ensure orientation for students, a list of electives is provided at the beginning of the semester, followed by guidance by teachers and tutors. Diverse teaching methods such as group work, videos, and peer-to-peer learning are in place. Furthermore, exercises are set for students to complete in groups and submit a report as part of their assessment.

Based on survey results within the university, changes and course updates can be made accordingly after discussions with the head of the department and faculty members. For example, the university evidenced changes to teaching materials designed to cater for different types of learners. Consequently, visualisations of the learning content were introduced.

For the understanding of complex systems like interconnected production systems, the university ask for help from industry partners. The labs at the university are equipped with basic instruments, sufficient for basic research and external company facilities can be used by booking labs in advance. However, to provide students with the opportunity to conduct independent and flexible research and project work, the laboratories and equipment must be modernised and updated to the point that the university can provide its own infrastructure without depending on external laboratories (see **Finding 4**).

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Bachelor’s/Master’s degree

The programme is subject to the higher education institution’s policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

According to the SER, AzTU has implemented an extensive and structured system for quality assurance, which includes continuous monitoring, regular programme reviews, and regular feedback by internal and external stakeholders. AzTU has reportedly developed a comprehensive set of policies governing its educational programmes, including the “Quality Assurance Policy of Azerbaijan Technical University,” approved on July 13, 2022. According to the documentation, this policy reflects the University’s commitment to sustainable quality assurance and aligns with the University’s strategic plan for 2024-2030. The Quality Assurance Department has developed a comprehensive Quality Assurance Guideline Book and a Governance Description Document defining the internal structures, responsibilities, and quality assurance procedures.

The Quality Assurance Department formulates and circulates department-level quality policies related to evaluation, curriculum development, assessment methods, stakeholder involvement, and feedback mechanisms.

These policies are regularly reviewed and updated, with faculty and administrative staff receiving training and support to ensure correct implementation.

Stakeholders are involved by sending written feedback, engaging in face-to-face communication, or after student internship placement in the industry. Student surveys are conducted regularly by the Academic Department, the Career Center, the chairs, and the Deans of the Faculty, and results are said to be discussed accordingly to assess student satisfaction and employability. Students and recent graduates are said to participate in periodic surveys conducted by various university departments. The results of these surveys are said to be reviewed in faculty meetings, where decisions are made to improve the programme quality. AzTU's Career and Employment Center reportedly maintains regular contact with graduates, conducting surveys to track their employment status. It is noted that information about graduates from the last five years is submitted to the State Employment Agency for inclusion in an employment portal. The SER states that graduate employability data is used to inform curriculum development and ensure alignment with job market needs.

The Quality Assurance Department is described as overseeing a range of activities to uphold academic standards. The department collaborates with faculty members, relevant institutions, and various university departments. It is stated that the Vice-Rector for Educational Affairs manages general educational affairs, with coordination carried out by the Education Department. The SER also mentions that the University-Industry Cooperation and Lifelong Learning Center engages multiple stakeholders in the quality assurance process, ensuring that the education offered at AzTU is of high quality.

The University's quality assurance policy supports academic integrity, stating that any form of fraud or discrimination is not tolerated. According to the SER, infrastructure supporting these values has been established, and AzTU has separate policies on academic integrity, academic freedom, and anti-discrimination measures. It is noted that these policies are designed to protect both students and staff from any form of intolerance.

Information management practices reportedly include engaging students, graduates, and labour market representatives in quality assurance. The SER describes meetings held with industry leaders and periodic labour fairs organised to connect students with potential employers. It is mentioned that labour market needs are assessed through meetings, surveys, and internship evaluations, and the information is reviewed by faculty for curriculum adjustments.

Expert evaluation

The programme is subject to the university's quality assurance policy and related procedures. This includes course and programme evaluations, student feedback, and external reviews. Overall, the quality assurance framework is systematic and comprehensive, and is applied continuously.

Clear responsibilities are established within the organisational structure, which is adequate for the systematic monitoring and revision of programmes. The allocation of roles ensures accountability and structured decision-making at all levels. Quality assurance procedures are directly linked to review processes and lead to concrete measures, ensuring continuous enhancement and effective quality development.

Quality assurance systematically involves internal and external stakeholders, including students, student representatives, and alumni. Their feedback is collected through structured surveys and consultation formats. The results of evaluations are communicated to teaching staff and students, forming the basis for informed dialogue and continuous improvement. However, not all of these processes are documented and formalised with regard to labour market involvement. To ensure transparency, the university should therefore establish a structured and formalised procedure for incorporating industry feedback and monitor changes via e.g. a change log, minutes, or a summary of employer/graduate survey results specifically for this programme (see **Finding 7**).

Statistical data on student progression is carefully analysed and plays a significant role in the programme's ongoing development. Metrics such as student composition, study duration and completion rates inform targeted improvements and support evidence-based decision-making. Although there are minor inconsistencies in the data, such as the occasional misalignment of population figures, the overall analysis remains highly useful.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor's/Master's degree

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

Learning and teaching

The SER outlines that teaching methods are student-centred, problem-oriented, and competency-based, incorporating both theoretical and practical approaches. It is mentioned that student assignments and graduation projects are often derived from industry-related topics or concerns, with specialised software used to enhance practical learning. The educational process is enriched by technological tools such as electronic presentations and virtual laboratories to encourage active learning.

The learning environment is described as supportive, enabling students to achieve the desired learning outcomes. Teaching and learning methods are outlined in the syllabus, which is publicly available. The University continuously reviews and improves these methods as part of its quality assurance framework. Instructors are said to use a range of teaching techniques, such as discussions and debates, presentations, group assessments, independent work/research, reports, projects, role-playing games, video and audio lectures, simulations, and expert method. The curriculum maintains a balance between theory and practical training to align with the needs of the labour market.

The University reports to have invested in modernising its facilities, has equipped lecture rooms with interactive whiteboards and established computer labs with specialised software for design and programming. Students have electronic access to educational materials, and the infrastructure supports a blended learning approach. Efforts are ongoing to develop new purpose-built classrooms to meet evolving labour market demands.

Diverse student needs are also addressed. Communication between students and faculty is facilitated through multiple platforms, including face-to-face interactions and social media channels. Special support is provided for international students, such as preparatory language courses, activities for social integration, and individual training sessions. Adaptations are made for students with disabilities, including electronic resources, online exams, and tailored teaching materials. Support for socially sensitive groups is also ensured, with state-provided financial concessions and scholarships available.

Students are actively involved in shaping their educational experience and encouraged to participate in projects, competitions, and study abroad programmes. High-achieving students receive scholarships and job

opportunities from various enterprises. Students can create individual study plans and have the freedom to choose elective courses and academic advisors in line with the Bologna principles. Regular surveys collect student feedback on teaching quality, research interests, and social concerns, which are analysed to inform decisions.

Assessment

The SER specifies that student knowledge is evaluated through continuous assessment and through final exams, each contributing 50 points to the overall grade. The grading is based on a 100-point scale, with a minimum score required to pass. Exams are conducted in both oral and written form, with questions randomly selected by a computer system. Video recordings of exams are archived for quality assurance purposes.

Semester exams are organised twice a year, in January-February and June-July, with schedules drawn up a month in advance. The University ensures that students have at least two days to prepare between exams. Re-examinations are provided in two stages: one week before the exam session for students with academic debts from previous semesters, and another week after the session for those who missed exams due to valid reasons. Students can only retake an exam once, and those who fail must retake the course. Results are printed and archived accordingly.

Special provisions are made for students with health issues, such as the option to take online exams or re-schedule tests. The final assessment involves writing and defending a graduation thesis, which serves as the student's final certification under the new educational programme.

Organisation

AzTU has reportedly implemented a well-structured organisational framework to manage the educational process. Lessons are scheduled by the faculty and approved by the vice-rector for educational affairs. Classes are organised in two shifts, starting at 9:00 am for the morning shift and 1:35 pm for the afternoon shift, while master's classes begin at 6:30 pm. The Department of Educational and Methodological Work (DEMW) is responsible for conducting and supervising classes, with oversight from the Education Department.

The University has established clear procedures for student workload planning. According to the regulations approved by the Cabinet of Ministers of the Republic of Azerbaijan, full-time students are assigned 30 credits per semester, and part-time students up to 20 credits. One credit corresponds to 30 hours of work, both in and outside the classroom, with a weekly workload of 45 hours. Students with high academic performance are allowed to take additional courses, but their total credit load cannot exceed 40 credits per semester.

AzTU has also created avenues for student appeals and complaints. Students can submit complaints through meetings with the administration and deans, as well as the Department of Educational and Methodological Work (DEMW), via email, or by using suggestion boxes placed around the University. The Rector holds regular office hours, and complaints submitted electronically are reviewed by an Appeals Commission. Decisions are made based on the nature of the issue, and outcomes are communicated accordingly.

Expert evaluation

Discussions with students, graduates and industry representatives demonstrated that the learning and teaching methods help to create a student-centred learning environment. A variety of teaching methods are used to cater for students' diverse needs and stimulate their motivation and engagement in the learning process. The diverse methods are suitable to enable students to achieve the intended learning outcomes.

Teaching materials are provided via the KOICA system and in class. The teaching staff are experienced, committed, and involved in industrial developments, particularly those who work part-time as lecturers and part-time in industry. Furthermore, students and teaching staff are in constant dialogue, with students' needs being

taken into account. For instance, the university has introduced changes to teaching materials to cater for different types of learners. Consequently, visualisations of the learning content were introduced.

Teaching staff encourage students to gain hands-on experience in industry by making use of external laboratory equipment in an industrial environment. This achieves an interlacing of theoretical and practical content and experience. During the site visit, students also suggested to increase the frequency of guest lectures and expert sessions – an idea that was also welcomed by industry representatives.

Assessment regulations and procedures are generally defined. Examination requirements are transparent and accessible to students. Assessment methods are diverse and match the respective course type. The level of examinations and academic performance is adequate to evaluate the achievement of the ILOs. The number of examinations, the distribution of examinations and the regulations for compensating for possible disadvantages are appropriate. A rigid timetable for the whole academic year is made available to students, providing exact times for the exams. The academic calendar is detailed and well structured.

If necessary, for example in the event of illness, lessons can be conducted online upon request, and face-to-face exams will take place at the end of the online courses. There is sufficient infrastructure for online participation.

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's/Master's degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Admission

Student admission at AzTU is reported to be centralised and regulated by the State Examination Center (SEC). It is stated that all applications and information for prospective students are managed through the SEC website. The documentation outlines that details such as the composition and number of specialities, admission criteria, tuition fees, choice of major etc. are made available by the SEC both online and in periodically published journals. The official list of admitted students and their scores is electronically transferred to the educational institution, and these students are subsequently registered in the integrated electronic systems of both SEC and Ministry of Education. According to the guidelines, other governmental agencies, such as authorities for military deferment, can track student enrolment and academic progress through this electronic system.

According to the SER, admission requirements are defined and published by the SEC. Students are eligible for admission upon completing 11 years of secondary school or a secondary vocational school. As of the 9th grade, the system allows for the creation of a personal electronic cabinet for each student, which is used for applications and communication. High-performing graduates from secondary vocational schools may be admitted directly without competition, provided they meet the specified General Outcome Indicator (GOI).

Prospective students must complete online applications for bachelor's programmes and submit documents in person to SEC-designated acceptance commissions. It is noted that the SEC conducts entrance exams at multiple stages, assessing subjects such as the Azerbaijani language, mathematics, and foreign languages.

Master's programme applicants face a two-stage examination process, testing logical thinking, foreign language proficiency, and informatics.

For master's degree admissions, bachelor's holders are required to participate in the SEC-administered entrance exams, which consist of evaluating general intellectual ability and specialised knowledge. The SEC specifies that candidates must achieve the minimum scores to be eligible for selecting their major and enrolling in their desired programme. The documentation specifies that students are given the flexibility to select one of 15 technical or technological majors after completing the entrance exams. Once scores are finalised, the SEC sends this information to the students' electronic cabinets, enabling them to make informed decisions about their programme selection. All major selection procedures are carried out electronically.

AzTU reportedly adheres to a non-discriminatory admission process, ensuring equal opportunities for all applicants. Admission rules apply equally to local and international students, and education is said to be offered in multiple languages, including Azerbaijani, Russian, English, and German. The SER mentions that the admission process for international students is facilitated either through the SEC or via direct university competition, depending on the regulations.

The University provides various support mechanisms for prospective students, such as the Applicant Counseling Center and "Open Door" days. The Applicant Counseling Center offers information on student admission, the application process, and specialty selection. "Open Door" days allow prospective students to explore the University's facilities, interact with faculty members, and learn about educational programmes and opportunities.

Admission figures and the number of students at AzTU show a positive trend, while exclusion rates are said to have varied in recent years.

Progression

The progression of students at Azerbaijan Technical University (AzTU) is governed by a structured academic calendar. The academic year is divided into two semesters (fall and spring), each lasting 20 weeks, including a five-week exam period. The documentation notes that a summer semester may be organised for up to six weeks, primarily for additional learning opportunities. It also holds that full-time students must enrol in courses worth 30 credits per semester, while part-time students may take up to 20 credits. One credit is equivalent to 30 hours of work, encompassing both classroom and independent study.

Student progress is said to be monitored through analyses of student performance in exams, dynamics of participation in projects and exchange programmes, and the dynamics of the performance of employed students, among other reports. According to university regulations, students must complete all academic and practical requirements, including examinations and internships, to qualify for the Final State Attestation, which consists of a final state exam (interdisciplinary) or the defence of a dissertation. The period allocated to the preparation and organisation of the final attestation is six weeks.

Depending on the duration of the specialisation, students are assigned 120 credits at the master's level. A student who collects the credits provided for in the educational programmes of specialisations is considered to have mastered that programme. Those who have fully completed the curriculum of the master's level educational programme in higher educational institutions are awarded the "master" higher vocational-specialty degree based on the decision of the final Specialized Scientific Council.

The SER holds that full-time students have the option to take additional courses, subject to certain academic performance criteria and payment regulations. High-achieving students who meet specific GPA requirements may enrol in additional courses without extra fees. However, the total number of credits per semester must not exceed 40.

The documentation explains that students must fulfil all curriculum requirements, including passing prescribed assessments, to be eligible for graduation. The normative duration for master's programmes ranges from 2 to 3 years, while bachelor's programmes are structured around the student's individual study plan. Upon successful completion, students are awarded a master's or bachelor's degree, depending on their level of study.

Recognition

AzTU has outlined a comprehensive recognition process, which is facilitated through an online platform. The recognition of credits is governed by regulations approved by the Cabinet of Ministers of the Republic of Azerbaijan. It is noted that credits earned by students at other institutions, either domestically or internationally, can be recognised, provided that the courses meet the criteria set by AzTU's Subject Equivalence Commission. This commission reviews the content, workload, and learning outcomes of external courses to determine their equivalency and suitability for credit transfer.

The University actively supports student mobility, encouraging participation in exchange programmes with partner institutions, primarily in Germany and Turkey. Students are offered additional support services, including language courses and career counselling, to enhance their experience in these programmes.

Competencies acquired at other educational institutions are recognised across all specialities at AzTU. The process involves obtaining prior approval from AzTU before enrolling in a course at another university. Upon successful completion, students must submit official documentation which is reviewed by the dean's office for credit allocation. As stated, students may transfer up to 30 % of the credits required for their specialisation from other institutions. If a student transfers from another university, their previously earned credits are evaluated for compatibility with AzTU's curriculum. The Subject Equivalence Commission ensures that the content and workload of transferred courses match at least 75 % of AzTU's requirements.

Certification

AzTU's certification process ensures that graduates receive state-recognised diplomas. Upon successful completion of their programme, students are awarded a higher professional degree and a diploma, which includes a unique identifier for verification. The documentation explains that the university rector issues an order for diploma conferral, which is then submitted to the Ministry of Science and Education and uploaded to the relevant electronic system. Graduates receive a diploma supplement, which provides detailed information about their academic achievements and is registered electronically. This supplement ensures transparency and facilitates the recognition. After completing the Final State Attestation, graduates are awarded a master's degree in the relevant field of study and a state-recognised diploma.

Expert evaluation

Overall, AzTU has pre-defined rules regarding student admission, progression, credit recognition, and certification. These rules are set out in university documents and were confirmed during discussions.

Admission is organised through a centralised entrance examination system. Students select their programme once they have received their exam results and scores. This makes the admission process transparent and consistent for applicants.

Student progression is organised through the ECTS credit system and semester structure. According to the SER, students can access the syllabus, teaching materials, class hours and evaluation criteria for each subject via the electronic system. Assessment includes mid-term and final exams. The examination regulations also specify that exam questions must be uploaded in advance and reviewed and updated each semester. This enables consistent monitoring of student learning and progress. The support processes that have been put in place help students to achieve the desired learning outcomes and complete their studies successfully and without delay.

Credit recognition is handled via a national online platform, with decisions being made by the Subject Equivalence Commission. Transferred credits should not exceed 30% of the programme credits and mobility is supported. However, the number of international incoming and outgoing students is rather low. By further expanding relationships with international universities, it should be possible to increase the number of students from other countries. AzTU's internationalisation efforts on student level should be expanded by providing and promoting more mobility opportunities and scholarships for stays abroad (**Finding 6b**).

Graduation includes a final qualification stage, which may be an attestation or a thesis/defence depending on the level and programme. Master's level programmes conclude with a thesis or dissertation and defence, after which graduates receive a diploma. The general certification process involves issuing the diploma and providing transparent verification information. However, the information displayed on the diploma supplement does not completely reflect the programme content. While the experts learned on site that this is due to national regulations, the university might want to explore possibilities of aligning the information on the diploma supplement with the programmes.

Conclusion

The criterion is partially fulfilled.

5. Teaching staff

Bachelor's/Master's degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

The teaching staff at AzTU is reported to be strategically structured to meet the programme objectives, ensuring that faculty members possess the required qualifications, professional expertise, and international experience. Respective evidence is provided in the form of CVs. The selection and development processes for teaching staff are noted to follow transparent, structured guidelines aligned with national regulations.

According to institutional reports, the recruitment of teaching staff is managed by the rector and adheres to the "Unified Tariff-Position Directory of the Employees in the Field of Education," as well as other legal frameworks. The process is governed by the "Internal Rules for Employment and Dismissal at Azerbaijan Technical University," based on the Labor Code and the University's Charter. The Human Resources Department coordinates recruitment activities, ensuring that procedures are properly implemented. Vacancies are announced publicly on the University's website, social media, and job platforms, with candidates undergoing a multi-stage evaluation process. This includes assessments of professional knowledge and interviews conducted by the Recruitment Committee. Candidates for the position are evaluated on the basis of their general worldview, alignment of specialisation, knowledge level and professional preparation, and personal qualities.

It is reported that faculty members across all programmes are required to prepare annual work plans outlining their teaching, research, and organisational tasks. The plans are reviewed and approved by the department. The organisation of the teaching process, the quality of education, student engagement in research work, independent proposals for research, and social issues concerning students are regularly evaluated through surveys, and the results are discussed at department and faculty meetings. Open and master classes are

conducted each semester and include the participation of students, department heads, teachers, and members of the scientific-methodological council, providing an opportunity for peer and student feedback to refine teaching methods and curricula.

A differential salary system is applied to incentivise faculty performance. Staff members receive rewards based on research output, project involvement, publications, and other achievements. According to AzTU, there are structured opportunities for faculty to participate in professional training, technical foreign language courses, training aimed at the application of interactive teaching methods and distance learning, and research projects. The university provides support for scientific research, including business trips and industry collaboration. Each academic year, teachers are encouraged to participate in an online satisfaction survey to enable exchange and the possibility to share suggestions and recommendations.

Expert evaluation

The teaching staff adequately covers all core elements of the degree programmes. Although the university's selection and recruitment process for teaching staff is not precisely defined or transparent, the experts concluded that the number, composition, academic orientation and qualifications of the teaching staff are suitable for maintaining the degree programmes. To make the recruitment process more transparent, the requirements and procedures should be clearly defined and documented (**Finding 9**).

The university's support mechanisms and opportunities for teaching staff to develop their personal and professional skills are available. On-site discussions have shown that teaching staff does not make full use of these opportunities. AzTU should therefore promote opportunities for professional development of teaching staff and for research activities as well as exchange with colleagues from other institutions (**Finding 10**). Experts noticed that the English language skills of teaching staff could be improved. To support research visibility and international visibility, the university should provide further opportunities for staff to improve their English skills e.g. through English language courses (**Finding 6c**). This will also benefit international networking and staff mobility.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support

Bachelor's/Master's degree

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support are available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

According to the SER, AzTU offers appropriate facilities and resources for learning and teaching activities. Relevant structural departments, staff potential, teaching auditoriums, laboratories, and the library, among other resources, are provided. Mentorship and support are available for students to successfully complete their education, mainly carried out by department tutors and other colleagues.

Learning resources

The SER states that lecture rooms are adequately equipped to support teaching outcomes, featuring interactive whiteboards and specialised laboratory facilities. The labs of the department of specialisation offer

equipment controlled by digital software and cutting tools, measuring devices, and other specialised devices, e.g. for metrological work. Additionally, various laboratories for Physics, Chemistry, Hydraulics and Mechanics, Electrotechnical topics, and automation are used to cater to the curriculum. Foreign languages, programming, and engineering graphics are reportedly taught in auditoriums equipped with specific infrastructure and software.

The University has equipped lecture rooms with interactive whiteboards (projectors) and established computer labs with specialised software for design and programming. Appropriate conditions have been created for teaching subjects that require digital services and technical support in educational programmes. For this, AutoCAD, Solidworks, 3D MAX, Keller, Autodesk Inventor, Ansys, etc. design, as well as computerised classrooms loaded with software such as Python, Mathcad, Matlab, Java Script, C++, and other programmes are used. Currently, work is being continued on the preparation and commissioning of new purpose-built auditoriums in accordance with the requirements of the labour market.

AzTU's Library Information Center, described in the report, provides access to a wide array of academic resources, including digital databases and open-access materials. It was mentioned that the library has negotiated free access to databases like ACM and Edward Elgard through the Azerbaijan Library Consortium, ensuring a robust collection of journals, academic literature, and modern texts. Furthermore, the University has reportedly equipped a TUSAŞ workshop to help students develop collective engineering projects aligned with labour market demands. The University has also established the "Cezeri Lab" in collaboration with TIKa, allowing students to prepare high-quality prototypes for competitions such as Teknofest.

Student support

The University is said to have established various support structures for students. Students who study under state orders receive scholarships, with different tiers based on academic performance, and additional support is given to students from disadvantaged backgrounds. The University offers student loans on concessional terms for those enrolled in paid education, and financial aid to students with special status, such as those deprived of parental care or children of martyrs or disabled veterans of the Karabakh War, or disabled students. AzTU also offers special scholarships awarded to high-achieving students based on their admission scores.

For health and well-being, AzTU reportedly operates a Student Polyclinic offering free medical services to students and teachers, and the Student Union Committee provides vouchers for free lunches to 35 low-income students per month. Extracurricular opportunities, such as excursions, cultural events, and activities are organised by the AzTU Student Union Committee to foster a sense of community. Sports enthusiasts have access to the AzTU Sports Club, which offers training in various disciplines, and student accommodation is provided for 300 students annually in university dormitories equipped for safe and comfortable living. The AzTU Student Youth Organisation (TGT) aims to increase the networking activities among students.

The SER emphasises that foreign and exchange students receive tailored support from the International Relations Department and tutors regarding the organisation of their studies and beyond. Preparatory language courses, practical trainings, and seminars are organised, along with events celebrating national traditions and holidays. The University provides individual study plans for international students and offers excursions to explore Azerbaijan.

AzTU reportedly has a Student Scientific Society to promote research and scientific creativity. Qualified academic advisors are assigned to monitor student progress and provide academic support, while consultation hours are organised throughout the semester. Instructors are said to assist students with essays, independent assignments, and research projects, and help them prepare for thesis defences.

Career support is available through the AzTU Career Center, which assists final-year students with job search strategies, interview preparation, and career planning. The centre offers free language courses and student

volunteer programmes to provide work experience (e.g. in projects within the framework of the EU, UNESCO, and other cooperation agreements). Additionally, AzTU has introduced a Student Rector position, elected annually to facilitate communication between the student body and the administration. Academic advisors (tutors) with appropriate qualifications and specialised training supervise the development of students and provide academic support.

AzTU promotes international cooperation and student mobility through partnerships with international universities and companies, in particular cooperations with universities in Turkey and Ukraine. The programmes are designed to enable students to participate in exchange programmes.

Expert evaluation

The university provides a diverse range of learning resources and student infrastructure. Theoretical courses are held in adequately equipped lecture rooms and students benefit from a supportive campus environment that includes a sports hall, cafeteria, and student organisations such as the Student Youth Organization (SYO). The digital infrastructure is a particular strength of the university: The Library Information Center was modernised in 2025 and provides a state-of-the-art repository with access to international databases such as Scopus, Web of Science, and O'Reilly. Besides this, the KOICA Learning Management System (LMS) serves as an effective centralised platform for managing course materials and academic tracking. To ensure transparency and accessibility, all course-related information is made available through this system, including the course descriptions that clearly define learning outcomes, teaching methods, assessment criteria, and workload. However, students noted that some provided learning materials and literature do not yet reflect the most recent academic developments. To ensure up-to-date academic developments and alignment with current academic standards, the university should review and update the learning materials with its associated literature more frequently (**Finding 11**).

Regarding practical training, the expert group considers the laboratories on the main campus sufficient for the acquisition of basic competencies at the bachelor's level. However, they are not considered appropriate for advanced research or a specialised master's training. Both students and teaching staff expressed during the discussions an urgent need for modernisation to meet current technical standards. The institution needs to modernise on-site laboratory facilities to meet contemporary technical standards, ensuring they are suitable for advanced research and specialised master's level training (see **Finding 4**). To compensate for these internal limitations, the programme successfully utilises a collaborative model with industrial partners, giving students weekly access to advanced machinery under expert supervision. In this regard, the expert group also welcomes the planned techno park described in the university's development strategy, as the modernisation of on-site laboratory infrastructure is essential for international competitiveness and the innovation capacity of the greater Baku area.

The admission process for prospective students is structured through a mandatory national entrance examination, after which successful candidates enrol via the official portal of the Ministry of Science and Education. The university supports this transition by providing comprehensive digital resources regarding admission criteria and degree specialisations. These efforts are complemented by on-campus recruitment activities, such as open house days and laboratory tours, which offer applicants practical insights into the academic environment. Upon enrolment, the integration of new students is facilitated through orientation programmes encompassing administrative inductions and cultural initiatives. To ensure academic progression, the university employs a robust individual support system consisting of a mandatory tutoring scheme and dedicated academic advisors who assist students with curriculum planning and the management of academic challenges.

Regarding student mobility, students confirmed that they have been well-supported with their previous mobilities. This included administrative guidance on funding from both the department and the international office, alongside practical assistance with financing and housing. The recognition of courses was described as

unproblematic, largely due to the similarity of the respective study programmes. Despite a recent reduction in Erasmus+ activities and a subsequent decrease in exchange opportunities due to external factors, national funding schemes, such as those offered by the German Academic Exchange Service (DAAD), remain unaffected and continue to support student mobility. During the site visit, students also expressed interest in a greater variety of double degree programmes. According to the university's website, an initial partnership with BTU Cottbus–Senftenberg in Materials Engineering has already been signed and is currently in the initiation phase.

The university effectively integrates practical experience into its programmes through structured internships. Bachelor's students complete a 20-week mandatory internship, in contrast to an 8-week internship for master's students. Therefore, students are supported by a centralised Career and Employment Center, which guides the application process and assists with career development. The centre also organises a Career Fair that strengthens the connection between academia and industry. To respond to current labour market demands, the university organises regular, albeit sometimes informal, consultations with industry representatives. They ensure that both research activities and learning objectives remain aligned with current industrial needs, thereby strengthening student employability.

Despite these established structures, the expert panel identified several areas where the systematic involvement of the labour market could be improved. While students benefit from existing opportunities, there is a clear demand for a higher volume of internship placements, particularly for students in earlier semesters. The institution should expand the availability of internship placements to meet student demand, with a particular focus on providing opportunities for students in their earlier semesters (**Finding 12**).

The university shows a proactive commitment to diversity by integrating gender-equality initiatives into its career services, such as targeted projects for female engineering students and individualised support for internship placements. However, a certain gender imbalance within the faculty and among industry representatives exists. To better align with ESG guidelines, the institution is encouraged to move beyond student support and implement broader structural measures. These could focus on increasing female representation within the engineering faculty and improving the visibility of female role models.

Conclusion

The criterion is partially fulfilled.

7. Information

Bachelor's/Master's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

Information on the educational programmes is said to be primarily shared via the University's website and is available in English and Azerbaijani to cater to international students. The SER claims that the information is presented in a user-friendly format and downloadable.

The public relations department is said to ensure that the information is accurate and updated regularly across all platforms. The SER holds that information on the educational programmes is displayed on the website, the faculty websites, in the announcements section, during meetings with students, and on social networks. The

university website includes sections dedicated to learning outcomes, admission requirements, and details about specialisation, teaching, learning, and assessment procedures. Faculty-specific pages and students' electronic cabinets are also used to share current information, often facilitated by academic advisors.

The SER outlines that a comprehensive approach is taken to ensure the dissemination and accessibility of information related to its educational programme. The Public Relations Department is tasked with overseeing the accuracy and timeliness of all information shared publicly. It coordinates with various faculties and departments to maintain consistency and accuracy across different platforms, including the university's website and social media channels. The content on the website is regularly updated to reflect any changes in programmes, faculty, or policies, ensuring that students and stakeholders receive accurate and relevant information.

Information about the scientific activities of faculty members, such as publications, conference presentations, and patents, is available through the university's Academic Teacher Search System (AMAS). Reportedly, scientific materials undergo a rigorous review process, first at the departmental level and then by the Research and Development Department and the Institute of Sustainable Development, where they are checked using anti-plagiarism software. The Scientific Methodical Council of AzTU further reviews teaching-methodological and scientific works electronically, with expert opinions sought and decisions made accordingly.

The University ensures that information is accessible to both staff and the public. Employees have secure access to upload and review documents, while the public can access approved programme materials and requirements. Mechanisms are in place for stakeholders to provide feedback on the clarity and usefulness of the information through the AzTU website and social media platforms. AzTU TV also plays a significant role in public relations, broadcasting events, seminars, and promotional campaigns to a broad audience.

Orientation and information sessions for students are conducted through various channels, such as the university website, students' personal electronic cabinets, dean's office announcements, and social media groups like WhatsApp. The institution organises events to introduce prospective students to the university's programmes and infrastructure, supported by press collaborations to reach a wider audience.

Expert evaluation

AzTU provides transparent public information regarding admission procedures and awarded qualifications. While the university has recently updated its website, the availability of academically relevant content on the study programmes remains limited. While crucial information such as intended learning outcomes and detailed module catalogues are available within the internal Learning Management System (KOICA), they are currently not accessible for external stakeholders, prospective international students, or employers. Consequently, the communication focuses more on administrative processes than on a transparent, content-driven representation of academic quality. Against this background, AzTU must make all relevant programme information publicly accessible on its website in a clearly structured format, including the course descriptions, intended learning outcomes, qualification awarded, as well as teaching, learning and assessment methods (**Finding 13a**). To ensure that all stakeholders have access to comprehensive, impartial, and up-to-date information on the study programmes at all times, a maintenance plan for the website, including formal processes and structures, must further be established (**Finding 13b**). In line with AzTU's internationalisation efforts, core information should also be provided in English and integrated into a more user-friendly website structure to provide a clear and comprehensive overview of the academic profile of each study programme (**Finding 14**).

Conclusion

The criterion is partially fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “Materials Engineering” (Bachelor), “Materials Science Engineering” (Master), “Metallurgical Engineering” (Bachelor), “Metallurgical Engineering” (Master), “Machine Engineering” (Bachelor), and “Machine Engineering” (Master) offered by Azerbaijan Technical University with conditions.

Commendation:

Azerbaijan Technical University is characterised by high levels of student satisfaction and an excellent reputation among industry partners. Particular emphasis is placed on providing graduates with a strong theoretical grounding, complemented by a practical focus. Thanks to close connections to industry, students gain valuable insights into industrial applications while studying. Through its openness to blended learning and distance learning, the university demonstrates its forward-looking approach, enabling it to respond flexibly to modern demands. With a commendable commitment to further enhancing the quality of the institution, its programmes, and its learning and teaching environment, AzTU demonstrates a strong potential, not least in its solid QA department and its continuous engagement to shape a supportive learning environment for students and a sustainable relationship with the labour market.

Findings:

1. To ensure transparency, programme learning outcomes and their alignment with modules and assessment methods should be presented more clearly by publishing this information in a simple, accessible form.
2. For the bachelor's programme Materials Engineering, artificial intelligence should be added as a topic and included in the curriculum to keep the curriculum up to date.
3. It is recommended that exchange and cooperation with local industry be strengthened, e.g. by involving more lecturers from industry in lectures and establishing a communication platform with industry.
4. To provide students with the opportunity to conduct independent and flexible research and project work, the laboratories and equipment must be modernised and updated to the point that the university can provide its own infrastructure without depending on external laboratories.
5. To provide stronger evidence and demonstrate that outdated materials are being updated and approval documentation is complete, the programme should produce concrete outputs such as short survey reports, documented decisions, or a simple change log describing the updates and the reasons for incorporating them.
6. To foster internationalisation at all levels, the university should provide the following measures:
 - a. It is highly recommended that students receive additional support in improving their English language skills, e.g. by including more bilingual courses on engineering topics in the curriculum.
 - b. AzTU's internationalisation efforts on student level should be expanded by providing and promoting more mobility opportunities and scholarships for stays abroad.
 - c. To support research visibility and international visibility, the university should provide further opportunities for teaching staff to improve their English skills e.g. through English language courses.

7. To ensure transparency, the university should establish a structured and formalised procedure for incorporating industry feedback and monitor changes via e.g. a change log, minutes, or a summary of employer/graduate survey results.
8. For the master's programme Machine Engineering, it is recommended that the teaching of production systems be integrated in the curriculum e.g. by building a "learning factory" in the lab or by using simulation software.
9. To make the recruitment process more transparent, the requirements and procedures should be clearly defined and documented.
10. AzTU should promote opportunities for professional development of teaching staff and for research activities as well as exchange with colleagues from other institutions.
11. To ensure up-to-date academic developments and alignment with current academic standards, the university should review and update the learning materials with its associated literature more frequently.
12. The institution should expand the availability of internship placements to meet student demand, with a particular focus on providing opportunities for students in their earlier semesters.
13. The website must include all relevant information and must be updated regularly:
 - a. AzTU must make all relevant programme information publicly accessible on its website in a clearly structured format, including the course descriptions, intended learning outcomes, qualification awarded, as well as teaching, learning and assessment methods.
 - b. To ensure that all stakeholders have access to comprehensive, impartial, and up-to-date information on the study programmes at all times, a maintenance plan for the website, including formal processes and structures, must further be established.
14. Core information on the website should be provided in English and integrated into a more user-friendly website structure to provide a clear and comprehensive overview of the academic profile of each study programme.