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QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

AZERBAIJAN TECHNICAL UNIVERSITY

ELECTRICAL ENGINEERING

ELECTRICAL AND ELECTRONICS ENGINEERING (BACHELOR)

ELECTRICAL ENGINEERING (MASTER)

PROCESS AUTOMATION ENGINEERING (BACHELOR)

PROCESS AUTOMATION ENGINEERING (MASTER)

ELECTRICAL POWER ENGINEERING (MASTER)

February 2026



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- ELECTRICAL AND ELECTRONICS ENGINEERING (BACHELOR)
- ELECTRICAL ENGINEERING (MASTER)
- PROCESS AUTOMATION ENGINEERING (BACHELOR)
- PROCESS AUTOMATION ENGINEERING (MASTER)
- ELECTRICAL POWER ENGINEERING (MASTER)

OFFERED BY AZERBAIJAN TECHNICAL UNIVERSITY, BAKU, AZERBAIJAN

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 28th meeting on 23 February 2026, the AQAS Standing Commission decides:

1. The study programmes “Electrical and Electronics Engineering” (Bachelor), “Electrical Engineering” (Master), “Process Automation Engineering” (Bachelor), “Process Automation Engineering” (Master), and “Electrical Power 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 **31 March 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 **31 March 2032**, provided that the conditions listed below are fully met. Otherwise, the accreditation may be withdrawn.

Conditions:

All programmes:

1. The description of the learning outcomes in the course descriptions needs to be outcome-oriented and measurable.
2. The university needs to further develop a systematic and workable quality improvement cycle and formalised mechanisms to ensure that feedback from all stakeholders is sufficiently considered and to demonstrate how evaluation results are used to develop and improve the curriculum and the other components of the quality assurance cycle.
3. The university needs to ensure that the assessment of the successful achievement of the course learning outcomes is continuously monitored through a systematic and workable quality assurance cycle, also to

demonstrate how the assessment results are used to evaluate students' achievement of each programme learning outcome, using a systematic method or mapped matrix.

4. It is required to update labs and include more modern equipment to provide up-to-date teaching and current knowledge of technology as well as adequate learning opportunities. Adequate safety measures have to be implemented.
5. To ensure transparency and accessibility for all stakeholders, the course outlines and clearly structured learning outcomes need to be shared publicly and displayed on the website.

Additionally for the Master's programme "Electrical Engineering":

1. The programme needs more specific skills and competencies in the field of electronics and computer components to ensure a more targeted programme profile.
2. The programme learning outcomes need to be defined and documented in a measurable and outcome-oriented way.
3. The programme must demonstrate that students gain major design and teamwork skills during their studies.

Additionally for the Master's programme "Electrical Power Engineering":

1. The programme learning outcomes need to be defined and documented in a measurable and outcome-oriented way.
2. The curriculum needs a component of computer engineering related to power system applications. The programme must also demonstrate that students gain major design and teamwork skills.

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

All programmes:

1. Further awareness of the value of ongoing, feedback-driven improvement should be fostered at the faculty and course level to develop a consistent and integrated quality culture.
2. An examination of the university's QA reports (such as the general student satisfaction survey 2024) suggests that a more streamlined structure and enhanced statistical overview could further strengthen the reports.
3. As for the development of teaching staff, it is recommended to strengthen IT skills, particularly in programming languages and industrial communication technologies, and enhance English language proficiency to promote international collaboration and effective research dissemination.
4. The university should support and encourage teaching staff to engage in research and development projects by providing the necessary resources and autonomy, ensuring that teaching remains up to date, research and teaching are well integrated, and professional development is continuous.
5. It is recommended to provide more information on international mobility opportunities and to ensure sufficient student support and infrastructure to encourage and enable student mobility.
6. To promote internationalisation, the experts recommend publishing core information in English.

Additionally for the Bachelor's programme "Process Automation Engineering":

1. It is recommended to further develop the core areas control theory, PLC programming, object-oriented programming, robot operating system programming, as well as English language proficiency by expanding advanced applications, project work, and coverage of additional relevant tools and frameworks.
2. It is recommended to integrate comprehensive industrial communication topics, including Ethernet-based networks, IP-based protocols, network components, protocol-specific aspects, and functional safety to ensure that graduates are fully prepared for contemporary industrial practice.
3. It is highly recommended to introduce coursework and competencies in artificial intelligence and machine learning relevant to automation to ensure that graduates are equipped to engage with, develop, and implement these transformative technologies in their future careers.
4. It is strongly recommended to increase the proportion of practical teaching elements through, e.g., hands-on platforms and participation in competitions.
5. It is recommended that a comprehensive module handbook be developed based on clearly defined graduate profiles that covers and describes the specialisations in detail, including specific learning outcomes and course contents.

Additionally for the Master's programme "Process Automation Engineering":

1. It is recommended that a comprehensive module handbook be developed based on clearly defined graduate profiles that covers and describes the specialisations in detail, including specific learning outcomes and course contents.
2. The specialisations (Automatic Control of Power Systems, Control in Technical Systems, Automation and Control of Technological Processes, Energy Management) should be described more precisely in the curriculum in the form of a suggested structured study path to ensure that students acquire targeted knowledge and competencies aligned with their chosen specialisation.

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

EXPERTS' REPORT**ON THE STUDY PROGRAMMES**

- **ELECTRICAL AND ELECTRONICS ENGINEERING (BACHELOR)**
- **ELECTRICAL ENGINEERING (MASTER)**
- **PROCESS AUTOMATION ENGINEERING (BACHELOR)**
- **PROCESS AUTOMATION ENGINEERING (MASTER)**
- **ELECTRICAL POWER ENGINEERING (MASTER)**

OFFERED BY AZERBAIJAN TECHNICAL UNIVERSITY, BAKU, AZERBAIJAN

Visit to the university: 29-31 October 2025

Panel of experts:

Prof. Dr. Rainer Scheuring	TH Köln – University of Applied Sciences, Professor of Automation, Germany
Prof. Dr. Ömer Usta	Istanbul Technical University, Professor of Electrical Engineering, Türkiye
Prof. Dr.-Ing. Sven Kuhn	Study Dean at University of Applied Sciences Frankfurt, Electrical Engineering and Information Technology, Germany (labour market representative)
Leon Gerigk	Master Electrical Engineering, Student at TU Dortmund University, Germany (student representative)

Coordinators:

Ronny Heintze	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 degree programmes "Electrical and Electronics Engineering" (Bachelor), "Electrical Engineering" (Master), "Process Automation Engineering" (Bachelor), "Process Automation Engineering" (Master), and "Electrical Power 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,
- core information on the main library,
- 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 October 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 29-31 October 2025. 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 23 February 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 April 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 specializations), 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 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.

The Electrical and Electronics Engineering Department at AzTU has evolved significantly since its origin in 1920, and today operates under the name of "Electrical Engineering and Electrical Equipment". It offers **Bachelor's and Master's programmes in Electrical and Electronics Engineering, as well as Electrical Engineering**, aiming to produce highly qualified specialists to meet the demands of modern industry. The department emphasises the integration of theoretical knowledge with practical experience. Students have opportunities to participate in training and seminars at various industrial enterprises, such as Azerenerji OJSC, Azerishiq OJSC, and Azerbaijan Railways JSC. These collaborations are designed to bridge the gap between theory and practice, ensuring that students are well-prepared for real-world challenges. The department also maintains cooperation agreements with several industrial enterprises and research institutes, which contribute to enhancing the quality of education and research.

The Bachelor's and Master's programmes in Process Automation Engineering are offered by the German Engineering faculty, with the Mechatronics department. The programmes are said to focus on automating production processes, a critical area in global manufacturing. Process Automation Engineers are trained to design, create, and operate systems that improve productivity, safety, and environmental compatibility in various industries. Graduates are said to be well-prepared for careers in both public and private sectors, with essential skills in programming, problem-solving, and effective communication.

The Master's programme Electrical Power Engineering is offered by the Energy Efficiency and Green Energy Technologies department and is said to emphasise research in energy production, transmission, and distribution, as well as automatic control and protection systems for energy systems. The programme

contributes significantly to the development of the energy sector, including optimising electricity supply and advancing green energy technologies. The department supports educational programmes through scientific research and pedagogical experiences, preparing graduates to meet the increasing demand for advanced technical expertise in the field.

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 (5 days) 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.

Electrical and Electronics Engineering (Bachelor)

Description

The Bachelor's programme Electrical and Electronics Engineering was established in 2020 and was accredited by the Azerbaijani Agency for Quality Assurance in Education (TKTA) in 2023. The programme admits 150 students per semester. The SER states that 80 % of the students admitted to the major are male. While most students are from Azerbaijan, there are also students from Georgia, Turkey, and Iran.

The programme spans four years of full-time study and comprises 240 ECTS and 7,200 teaching hours. The programme consists of general education subjects (30 ECTS), special subjects including civil defence (120 ECTS), subjects determined by the university (60 ECTS), and practice and graduation work (30 ECTS). The latter 30 credits consist of 21 credits that are allocated to a 14-week internship based on which students write their final thesis of Final State Attestation (9 credits). Specialised subjects are exclusively offered for the programme whereas general specialised subjects are also provided for students of other study programmes.

According to the SER, students are supposed to acquire competencies in project-construction, organisational-administrative, scientific-research, special, production-technological, service and operation activities through the programme specific subjects. The syllabi of the courses are prepared with regard to the needs and requirements of the labour market and foreign energy enterprises such as Azerenerji OJSC, Azerishik OJSC, Baku Metropolitani JSC, and Socar which employ a high number of AzTU graduates. The programme also includes excursions, guest lectures, and seminars. According to the SER, the courses are updated regularly with up to 30 % of changes being permitted when planning the courses for each new semester.

The SER states that the level of the study programme complies with Level 6 of the European Qualifications Framework which translates to the same level of the National Qualifications Framework for Continuing Education of the Republic of Azerbaijan. It is the objective of the programme to deliver a comprehensive basic education in electrical engineering and electronics as well as to provide practical skills. In particular, the programme aims at training and further developing qualified engineers in the field of electrical engineering to meet the growing demand of the developing industry and public organisations in Azerbaijan. To achieve this goal, AzTU defines general as well as professional competencies that should be acquired during the course of study.

Expert evaluation

The qualification objectives of the degree programme and the intended learning outcomes are described in great detail in the study plan. This description includes technical and interdisciplinary skills that are essentially for employment in companies, in educational institutions and for taking up a Master's degree. There are multiple cooperations with companies where students work on their internships and gain professional experience. Both company representatives and lecturers have confirmed that the requirements of the labour market are continuously incorporated into the teaching content.

Modularisation shows that the technical skills are continuously developed over the course of the programme, which was also confirmed by lecturers. However, the module descriptions of the degree programme are predominantly formulated in a non-outcome-oriented way, so that the learning outcomes can only be taken from

the study plan. In order to be able to clearly outline the development of students' competencies in the course of the studies and to have measurable learning outcomes, their description needs to be updated to be outcome-oriented and measurable (**Finding 1**).

The evaluation of the curriculum is centrally organised and documented, facilitating continuous development. An idealised course plan provides a comprehensive overview of the teaching process and outlines the teaching schedule. The workload allocation to individual modules is traceable and mapped accordingly through the assignment of credit points.

During the internship and in the final thesis, the students apply the skills they have learned. The theses reviewed during the site visit are technically demanding, methodologically correct and are at a simple academic level, which is assessed as appropriate for Level 6 of the European Qualifications Framework.

Conclusion

The criterion is partially fulfilled.

Electrical Engineering (Master)

Description

The Electrical Engineering Master's programme is a full-time study programme that admits 50 students per semester and stretches over four semesters. The SER outlines that in addition to the deepening and completion of the basic knowledge of engineering sciences, the programme teaches technical, economic, and organisational skills which are important for the planning, installation, and development of electrotechnical, energetic and electronic devices.

The curriculum comprises 120 ECTS and stretches over two years. The programme consists of general subjects (42 ECTS), specialisation subjects (18 ECTS), an internship (30 ECTS), and the preparation and support of the master's thesis (30 ECTS). The curriculum contains compulsory and elective subjects. Specialised subjects are exclusively attended by students of the Electrical Engineering Master's programme while general subjects are also open for students of other study programmes. According to the SER, the syllabi of the courses are prepared with regard to foreign energy enterprises such as Azerenerji OJSC, Azerishik OJSC, Baku Metropoliteni JSC, and Socar, in order to cater to the requirements of the labour market. The programme also includes excursions, guest lectures, and seminars as well as an internship. In the last semester of the study period, students must complete the Master's thesis which includes a practical investigation. At the end of the project, students present their works in front of a specialised scientific council. The structure of the Master's programme includes three blocks, Block 1 "Subjects (modules)", Block 2 "Experience"; and Block 3 "Final State Attestation".

The programme comprises the following specialisations:

- Physics and technique of cables and conductors
- Electrical devices
- Electric transport (in the metropolitan area)
- Optimisation and modelling of electricity supply
- Automated electro-technological devices and systems
- Electrical equipment and electronics of vehicles (by types of transport)
- Automation and electrical transmission of industrial facilities and technological complexes

The Master's programme aims at providing specialist training in the design, production, and technical operation of electrical power supply systems, industrial electrical and electronic equipment as well as electronic devices

in all areas of the industry. This includes skills such as the efficient production and distribution of energy, modelling and optimisation of production processes and energy production, information-technological basics and methods, energy-efficient technologies in industry, energy management integrated into production, and project management. The SER states that the level of the study programme complies with Level 7 of the European Qualifications Framework which translates to the same level of the National Qualifications Framework for Continuing Education of the Republic of Azerbaijan.

According to the SER, the Master's programme forms the following universal competencies:

- 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 organize and manage team work, 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

According to the SER, the Master's programme forms 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 in Electrical Engineering is a full-time study programme. The programme curriculum stretches over four semesters, covers 120 ECTS credits, and contains the following seven compulsory and elective specialised subjects: Cables and Conductors, Electrical Apparatus, Electrical Transportation, Power Supply Modelling and Optimization, Automated Electro-technological Devices and Systems, Electrical Equipment and Electronics of Vehicles, Automation and Electrical Drives and Technological Complexes. These specialised subjects are exclusively attended by students of the programme while general subjects are also open to students of other Master's programmes. Also, the curriculum structure consists of three main parts of core and elective courses, a practical experience (including research internships, scientific-pedagogical internships, project management practice, and direct research activities), and preparing and presenting the Master's thesis. The curriculum of the programme is well structured and forms an educational platform for advanced academic and technological developments.

The programme hence includes various interdisciplinary components. In addition, for interdisciplinary and other skills, courses from other Master's programmes such as electrical power engineering or automation engineering can be chosen in the elective parts of the curriculum. This is adequate and ensures that the students can acquire knowledge, skills, and competences in the areas of general electrical engineering during their studies. However, the programme to a major extent intersects and overlaps with the Master's programme in Power Engineering. To ensure a more targeted and differentiated programme profile, the Electrical Engineering programme needs more specific skills and competencies in the field of electronics and computer components (**Finding 2**).

As the experts learned during the interviews, the programme is very well-connected to the local industry and provides a platform for postgraduate students to pursue a Master's thesis in collaboration with the industry and to benefit from a teamwork environment.

The subject-specific and cross-subject knowledge as well as subject-related, methodological, and general skills are covered by excursions and the integration of specific real-world problems or topics from the local industry.

The total workload is correctly and transparently allocated to the different courses, and the respective credit points are also correctly assigned to the individual courses based on the ECTS credit system. The course descriptions are complete and include information on each course's function in the curriculum (compulsory or elective).

At the university's administrative level, the pre-accreditation, accreditation and post-accreditation process, and the related regulations are well prepared and documented for the quality assurance as a whole. However, it is difficult to say that these regulations are being implemented very well at the programme level.

In the module descriptions, the learning outcomes of the courses are defined, and their success level of student achievements are measured and evaluated using course outcomes-based evaluation methods. Also, different types of surveys including academic staff, industry, and students are systematically carried out to evaluate the quality of different components of the education in engineering and technological advancements.

However, there is not enough evidence that the programme's educational objectives and programme learning outcomes are well documented and that the intended programme learning outcomes reflect the requirements of both the academic/scientific world and the market. The programme learning outcomes, which define the knowledge and abilities/skills which students should have when they graduate, need to be better defined and documented in a measurable and outcome-oriented way (**Finding 3**). While there is a workable measurement of quality assurance mechanisms, taking into account academic and industrial partners as well as the market, it remains unclear if the results of these measurements and evaluations are systematically used to improve the curriculum, education, and research quality. The university thus needs to further develop a systematic and workable quality improvement cycle and demonstrate how the evaluation results obtained from this cycle are used to develop and improve the curriculum and the other components of the quality improvement cycle (**Finding 4**). Furthermore, it is not sufficiently clear whether the curricular structure of the programme supports the achievement of the intended programme learning outcomes. This is particularly relevant with regard to design and teamwork skills which are part of the expected outcome, as it cannot be traced how they are implemented in the curriculum. To improve this alignment, the programme must also demonstrate that students gain major design and teamwork skills during their studies in Electrical Engineering (**Finding 5**).

Conclusion

The criterion is partially fulfilled.

Process Automation Engineering (Bachelor)

Description

The Bachelor's programme Process Automation Engineering is a full-time study programme that spans four years. In the academic year of 2023-2024, 133 students were admitted. The curriculum is structured according to the Bologna system with 240 ECTS credits over four years and emphasises both core and elective courses, as well as extensive vocational training. Students are required to complete a significant internship.

The curriculum outlines the structure and content of all courses, requirements for internships, and the process for final attestation. Courses are a mix of general and specialized subjects aimed at developing both foundational knowledge and specific skills relevant to Azerbaijan's technical and energy industries. Teaching and learning are supported by digital tools via the KOICA electronic platform, facilitating transparent access to course materials, schedules, and assessments. The programme integrates regular collaboration with local

industry through site visits, guest lectures, and internships at leading enterprises, aligning course content with industry needs and ensuring graduates are well prepared for professional practice.

Students engage in independent and group work, ongoing assessments, and practical activities under instructor supervision, with frequent updates to course content reflecting international best practices. The programme aims to develop electrical engineers with a strong foundation in process automation, practical expertise, and the adaptability necessary for Azerbaijan's evolving industrial sector. Learning outcomes encompass knowledge, skills, and competencies as detailed in each course syllabus.

According to the SER, graduates of the study programme typically work in heavy and light industries where automotive manufacturing, food processing plants, and industries using robots and machines are prevalent. Graduates can work in both public and private sectors, including companies that develop automation systems (such as ABB, Emerson, Avandis Group, Schneider Electric, Rockwell Automation, NOC&A, etc.) and those that utilise them (such as SOCAR, BP, and other sectors including paper, automotive, food, and agriculture industries). Graduates can also find opportunities in the non-industrial sector, such as building and home automation (smart buildings, HVAC systems, pool filtration systems, etc.).

The SER states that the level of the study programme complies with Level 6 of the European Qualifications Framework which translates to the same level of the National Qualifications Framework for Continuing Education of the Republic of Azerbaijan.

Expert evaluation

The Bachelor's programme in Process Automation Engineering is fundamentally well-structured, with a clear and coherent curriculum that lays a solid foundation for future professionals in the field and that complies with Level 6 of the European Qualifications Framework. The course content largely corresponds to international standards and practices within process automation education.

It is commendable that foundational and advanced topics such as control theory, PLC programming, object-oriented programming (C++), Robot Operating System (ROS), as well as English language proficiency are explicitly included in the module descriptions. These subjects are essential for producing graduates who are competitive and agile in the global job market. However, it is recommended that these core areas be further developed, both in terms of depth (advanced applications, complex project work) and breadth (covering additional relevant tools, platforms, and programming frameworks) (**Finding 6**).

One area that is not yet adequately addressed in the current module descriptions is industrial communication technology. Industrial communication is a central pillar of modern automation systems, underpinning the connectivity, interoperability, and security of automated processes. It is therefore recommended that the curriculum be supplemented by including comprehensive coverage of Ethernet-based network technology, IP-based protocols and associated services, passive and active network components (including cables, switches, and routers), as well as Industrial Ethernet solutions such as PROFINET or Ethernet/IP. Furthermore, protocol-specific competencies – including but not limited to RT, IRT, DCP, LLDP, and OPC UA – as well as functional safety concepts, should be systematically covered in the programme to ensure that graduates are fully prepared for contemporary industrial practice (**Finding 7**).

In addition, artificial intelligence (AI) with a focus on machine learning (ML) should be considered as an integral component in the evolving landscape of process automation. AI and ML technologies are increasingly shaping the direction of automation and have the potential to bring about fundamental and lasting changes. It is highly recommended to introduce coursework and competencies focused specifically on AI and ML to ensure that graduates are equipped to engage with, develop, and implement these transformative technologies in their future careers (**Finding 8**).

As discussed during the interviews, the experts agree that engineering students learn best when they are able to work independently on increasingly complex tasks and projects, under intensive and expert guidance. This is especially true in the fields of programming and robotics. Hence, with regard to teaching methods, it is strongly recommended that the proportion of practical elements in teaching be increased to foster self-organised work (**Finding 9**). This may be achieved, e.g., by successfully integrating “play environments” such as LEGO, Arduino, and Raspberry Pi into the curriculum. These platforms allow students to experiment with hands-on robotics and automation tasks, achieving good learning outcomes even with limited financial resources. Furthermore, student participation in national and international competitions – such as robotics contests or hackathons – could serve as a motivator, promoting deep learning as well as creativity and teamwork.

From a formal perspective, it is recommended that a module handbook be developed based on a clearly defined graduate profile, in which both the intended learning outcomes and the course content are described in detail for each module (**Finding 10**). It is important to emphasise that this is primarily a task for the teaching staff of the degree programme, ensuring academic relevance and ownership. A central quality assurance department can only provide support in this area, rather than taking the lead. This division of responsibility helps maintain the academic integrity of the curriculum while adhering to institutional quality standards.

In summary, while the Bachelor’s programme in Process Automation Engineering is built upon sound fundamentals and aligns well with international expectations, targeted enhancements in the areas of industrial communication technology, artificial intelligence/machine learning, practical project-based teaching methods, and formal curriculum documentation would further strengthen its relevance and quality. These updates will help ensure that graduates are comprehensively prepared for the dynamic and rapidly evolving field of process automation.

Conclusion

The criterion is partially fulfilled.

Process Automation Engineering (Master)

Description

The Process Automation Engineering Master’s programme is a full-time study programme that stretches over four semesters. Students in this programme choose among key specialisations, including Automatic Control of Power Systems, Control in Technical Systems, Automation and Control of Technological Processes, and Energy Management. The curriculum is structured into three main blocks: a block of subjects (modules) that covers core and elective courses; a block dedicated to practical experience, which includes research internships, scientific-pedagogical internships, project management practice, and direct research activities; and a block for the final state attestation, which consists of preparing and defending the Master’s thesis. The programme is designed according to the European credit transfer and accumulation system, totalling 120 credits distributed among core subjects, electives, internships, and the final thesis.

Elective courses are offered with consideration for faculty expertise, available research infrastructure, and both local and global employment trends. These may also reflect opportunities for students to participate in international exchange programmes. Throughout their studies, students are required to engage in coursework, group projects, presentations, and research activities. All course information, including syllabi, schedules, assessment criteria, and materials, is managed electronically via the university’s KOICA platform, ensuring transparency and accessibility for students and staff.

The programme aims to develop both universal and professional competencies. Graduates will be able to communicate effectively across disciplines and work internationally, demonstrate social mobility, respect legal

and ethical standards, work both independently and within teams, innovate and lead in scientific research, and organize and plan work activities based on scientific principles, including computer-based methods. Additionally, they will gain specialized skills in designing technological objects and installations, conducting and presenting scientific research, engaging in scientific-pedagogical activities at higher education institutions, and synthesizing and translating research outcomes.

By the end of the program, students are expected to apply modern technologies to solve problems in industrial automation and research, analyse and summarise scientific advancements, organise and participate in conferences and publications, deliver lectures and seminars, implement automation solutions in production and educational contexts, and lead research teams while evaluating the outcomes of projects. The final semester is devoted to completing a master's thesis, which is defended before a scientific council.

Expert evaluation

The basic structure of the curriculum for the Master's programme in Process Automation Engineering is well conceived and provides a logical framework for advanced academic and professional development. The division into three main blocks – a subject block with core and elective modules, a block dedicated to practical experience (including research internships, scientific-educational internships, project management practice, and direct research activities), and a block for the final state examination, comprising the preparation and defence of the Master's thesis – is reasonable and in accordance with international best practices for advanced engineering education.

The objectives defined in the Master's programme for the development of universal and professional competencies are also good and meaningful. They form a strong basis for ensuring that graduates can communicate effectively across disciplines, demonstrate social responsibility, work independently or as part of a team, lead scientific activities, and apply both scientific and ethical principles in their professional practice. Moreover, the clearly targeted professional competencies ensure that students are able to design automation systems, conduct and present research, and engage in scientific and pedagogical work at a high level.

The course content of the various modules and courses is generally well described and meaningful. The module "Artificial Intelligence Methods" is particularly noteworthy, as it reflects the importance of emerging technologies in process automation and provides students with crucial knowledge and skills for future developments in the field.

However, the specialisations (Automatic Control of Power Systems, Control in Technical Systems, Automation and Control of Technological Processes, Energy Management) should be described more precisely in the curriculum in the form of a suggested structured study path to ensure that students gain targeted knowledge and competencies aligned with their chosen field of specialisation (**Finding 11**).

It is recommended that a module handbook be developed based on a clearly defined graduate profile, which covers and describes intended learning outcomes and the course content in detail for each module as well as the specialisations (see **Finding 10**). On this basis, a more detailed outcome-oriented description of the intended learning outcomes and course content for each module needs to be systematically developed (see **Finding 1**). It is important to emphasise that this is primarily a task for the teachers of the Master's degree programme in order to ensure academic relevance and personal responsibility. A central quality assurance office can only play a supporting role in this area and not take the lead. This division of tasks helps to maintain the academic integrity of the curriculum while adhering to institutional quality standards.

Conclusion

The criterion is partially fulfilled.

Electrical Power Engineering (Master)

Description

The Electrical Power Engineering Master's programme is a full-time study programme that admits 50 students per semester and stretches over four semesters, covering 120 ECTS. According to the SER, graduates of the programme mainly pursue careers in energy production, delivery, and distribution enterprises in Azerbaijan and the region. They are also supposed to contribute to the development of advanced technologies in the labour market by creating scientific research bases in research institutions.

The SER states that the curriculum of the programme was developed considering the curricula of equivalent programmes at European technical universities, for example in Turkey. The programme comprises three specialisations: Electrical Power Engineering, Electrical Grids and System Specialisation, and Electrical Equipment. Each of the three specialisations contain compulsory subjects that focus on the following topics:

- Research methods and ethics
- Statistical experiment design and data analysis
- Renewable energy technologies
- Advanced mathematics for electrical and electronic engineers
- Artificial intelligence methods
- Dynamics and control of power systems
- Signal processing in energy system applications

During the course of their studies, students can choose one of eight topics for their Master's thesis which is determined based on the specialisation they select. Training outcomes are said to cater to the needs of the labour market.

The SER states that the level of the study programme complies with Level 7 of the European Qualifications Framework which translates to the same level of the National Qualifications Framework for Continuing Education of the Republic of Azerbaijan.

Expert evaluation

The Department of Electric Power Engineering offers power Engineering BSc, Power Engineering MSc and Power Engineering PhD programmes. The MSc programme offered is a full-time Master's programme stretching over four semesters and covering 120 ECTS credits among which distributed to core subjects & electives, internships, and the final Master's thesis. Students choose among key specialisations, including Electric Power Engineering, Electric Power Networks and Power Supply Systems. The curriculum structure consists of three main parts of core & elective courses, a practical experience (including research internships, scientific-pedagogical internships, project management practice, and direct research activities), and preparing and presenting the Master's thesis.

The curriculum of the programme is generally well structured and forms an educational platform for advanced academic and technological developments. The programme is very well-connected to the local industry. This provides a platform for the postgraduate students to pursue a Master's thesis in collaboration with the industry and to benefit from a teamwork environment.

Concerning the desired qualifications in terms of the intended learning outcomes, the programme focuses on the fields of electric power engineering. This comes with the possibility of the programme delivering a high level of knowledge and skills for the industry and further academic studies. The other two Master's programmes, namely electrical power engineering and automation engineering, have some electrical power engineering related properties.

While the programme itself does not include interdisciplinary components of electrical engineering, for interdisciplinary and other skills, courses from the other Master's programmes such as electrical engineering and automation engineering can be chosen in the elective parts of the curriculum. This is adequate and ensures that the students can acquire knowledge and skills and competences in this area during their studies.

The covering of subject-specific and cross-subject knowledge as well as subject-related, methodological, and general skills is done by excursions and the integration of specific problems or topics from the industry in courses.

The total programme workload is correctly and transparently allocated to the different courses, and the credit points related are also correctly assigned to the individual courses, regarding the ECTS credit system. The course descriptions are complete including information on each courses' function in the curriculum about their compulsory or elective character.

At the university's administrative level, the pre-accreditation, accreditation and post-accreditation process, and the related regulations are well prepared and documented for the quality assurance as a whole. However, it is difficult to say that these regulations are being implemented very well at the programme level.

In the course-based documentations, the learning outcomes of the courses are defined, and their success level of student achievements are measured and evaluated using course outcomes-based evaluation methods. Also, different type of surveys is systematically carried out to evaluate the quality of different components of the education in engineering and technological advancements.

However, there is not enough evidence that the programme's educational objectives and programme learning outcomes are well documented and that the intended programme learning outcomes reflect the requirements of both the academic/scientific world and the market. The programme learning outcomes, which define the knowledge and abilities/skills which students should have when they graduate, need to be better defined and documented in a measurable and outcome-oriented way (see **Finding 3**). There is also not enough evidence of a systematic and workable measurement of quality assurance mechanisms in the form of a quality improvement cycle, including a consideration of the academic and industrial partners and the market to improve the programme quality. It also remains unclear if the results of these measurements and evaluations are used to improve the power engineering curriculum and education and research quality. The university thus needs to further develop a systematic and workable quality improvement cycle and demonstrate how the evaluation results obtained from the cycle are used to develop and improve the curriculum and the other components of the quality assurance cycle (see **Finding 4**). Furthermore, it is not sufficiently clear whether the curricular structure of the programme supports the achievement of the intended programme learning outcomes. This particularly applies to components of computer engineering relevant to the programme, as these are not implemented in the curriculum at present. Since the power system monitoring, protection, control and management are based on the computer-based systems, the curriculum needs a component of computer engineering related to power system applications. The programme must also demonstrate that students gain a major design and teamwork skills (**Finding 12**).

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

As the SER mentions, systematic structures for quality assurance have been recently established at AzTU but are not yet systematically considered and implemented at all institutional levels and at programme level in particular. Hence, the implementation of QA mechanisms and the participation/integration at a broad teaching level has not yet been achieved. Although the QA department provides comprehensive evaluations and coordinates the QA process university-wide, further awareness of the value of ongoing, feedback-driven improvement should be fostered at the faculty and course level to develop a consistent and integrated quality culture (**Finding 13**). In response to questions about measures derived from student feedback to programme managers and teaching staff, only limited information was provided. The same applies to feedback from the labour market, which is not yet embedded in systematic and formalised QA processes. Hence, the university needs to further develop a systematic quality improvement cycle and formalised mechanisms to ensure that feedback from all stakeholders to programme managers and teaching staff is sufficiently considered and respective measures are implemented (see **Finding 4**).

Furthermore, an examination of the university's QA reports (such as the general student satisfaction survey 2024) suggests that a more streamlined structure and enhanced statistical overview could further strengthen them (**Finding 14**). It is commendable that the reports clearly outline resulting quality improvement measures. Regular meetings are held with graduates and industry representatives to gather feedback. As a result of these discussions, for example, seminars on soft skills were introduced. These measures fall within the limited number of credits that the university can design independently. In general, the module descriptions are defined by the ministry, while some professors and industry representatives also serve on the relevant ministerial committees.

The panel of experts positively highlights that the university follows a zero-fraud policy and has policies safeguarding academic integrity in place overseen by the law office.

The website of the QA department offers a comprehensive overview of all necessary documents in Azerbaijan and English. The website appears to be kept up to date. The university's QA department covers a wide range of training, student and staff satisfaction surveys, and quality assessment of academic activities.

Conclusion

The criterion is partially 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

AzTU has successfully implemented a well-structured organisational environment for the management of learning, teaching and student assessment at the university. In addition, this organisational framework is well utilised at the levels of departments and degree programmes through compliance with the relevant documented rules and regulations. The university should also continuously review and improve these methods as part of the quality assurance of education. Learning and teaching methods are student-centred, problem-oriented, and competency-based, incorporating both theoretical and practical approaches. These learning and teaching methods and their practical application are adequately aligned with the intended learning outcomes for all programmes under the review.

The diversity of the student body is also taken into account by providing a variety of communication channels and face to face interaction between students and academic and support staff, by providing special support for international students, and providing different types of learning and teaching support for all students.

The bridges between theoretical studies at university and the practical engineering applications in industry are established through internship programmes, industry-supported preparation of master's theses, a state or private industrial scholarship programme for most Master's students. The outcomes-based evaluation itself supports the ties between theoretical studies at engineering level and technological developments in industry.

The regulations and procedures for assessment and evaluation are defined, established, documented and accessible to students. Examination requirements are transparent and made available to students. Semester examinations are organised twice a year, with dates set one month in advance. The university ensures that students have at least two days to prepare between exams. The types of exams, evaluation of exams, exam results, grade distribution of the exam etc. are transparent and documented. Resit examinations are provided in two stages: for students with academic debts from previous semesters, and for those who missed exams for valid reasons. All programmes at AzTU have also created avenues for student appeals and complaints.

The course learning outcomes are defined and documented in the description of each course/module. Students are assessed for each course/module on the basis of written and oral examinations, individual and/or group work. The assessment results show the extent to which students have achieved the learning outcomes of the course. This process is carried out for each course/module, and is successfully implemented and documented for each course/module in the curriculum of each programme under review. However, there is not enough evidence showing that success in achieving the course learning outcomes is used to evaluate the students' achievement of the programme learning outcomes, i.e. their knowledge and skills at the time of graduation. The university needs to ensure that the assessment of the successful achievement of the course learning outcomes is continuously monitored through a systematic and workable quality assurance cycle, also to demonstrate how the assessment results are used to evaluate students' achievement of each programme learning outcome, using a systematic method or mapped matrix (**Finding 15**).

Conclusion

The criterion is partially 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

Admission to the degree programmes is centralised by the State Examination Center (SEC). The SEC presents the admission process transparently on its website and provides all important information for the applicants, e.g., regarding content and passing limits. The tests cover language and math skills as well as scientific skills. Depending on the test result, applicants are offered 15 different courses of study. Potential students can find information about the study programmes on the AzTU website and at the "Open Doors Days". The AzTU's Applicant Counselling Center guides the applicants through the application process. The panel members note that the admission system is transparently documented and places reasonable requirements on the applicants.

AzTU adopts the European Credit Transfer and Accumulation System (ECTS) to facilitate international academic mobility. The curriculum and academic calendar are well structured and are published via the KOICA e-platform.

The university supports student mobility in exchange programmes primarily in Germany and Turkey. The panel members note that the regulations for recognition of academic achievements align with international principles, such as those outlined in the Lisbon Recognition Convention, whereby the proportion of recognised achievements should not exceed 30% of the ECTS of a specialisation. The documentation of earned credits is done by official letters that are exchanged between the sending and the receiving university.

Graduates receive a diploma, and a diploma supplement in English, providing comprehensive details on their academic achievements according to the ECTS system. This ensures broad recognition of qualifications and enhances career and further study opportunities internationally. The documents are registered electronically and uploaded to an electronic system of the Ministry of Science and Education.

Conclusion

The criterion is 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 composition of 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 and lists of permanent and non-permanent academic staff. 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 university management has demonstrated a clear and commendable commitment to enhancing the quality of its teaching staff. This is reflected in ongoing efforts to recruit qualified personnel and provide opportunities for further professional development. The current size and academic qualification of the teaching staff is considered appropriate for the curricular and organisational requirements of the degree programmes under consideration.

It is particularly notable that several younger members of the faculty display familiarity with current technologies relevant to the study programmes. This is a positive development that can be leveraged for curricular innovation and the improvement of teaching quality. However, there remains further potential for the enhancement of technological expertise across the wider teaching staff. In particular, areas such as IT skills – specifically programming languages and industrial communication technologies – and English language proficiency merit focused attention, hence it is recommended to provide further training and support for development in these areas (**Finding 16**). As English is the universal language of science, strengthening English language skills will also contribute to greater opportunities for international cooperation and research dissemination.

To ensure that teaching is consistently at the cutting edge of current developments, it is essential that staff actively involved in teaching are familiar with the most recent technologies and methodologies in their respective fields. A proven approach to achieving this is to facilitate the active engagement of teaching staff in research and development projects. Such involvement helps ensure that course content remains up-to-date and that staff members maintain relevant practical and scientific expertise.

The expert panel recommends that university management encourages and requires teaching staff to engage independently in research activities and (industrial) projects (**Finding 17**). Providing teaching staff with the freedom and the necessary resources to pursue these activities will help further link teaching and research, promote ongoing professional development, and enhance the overall educational experience for students.

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 is 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

Students and teachers on site demonstrated how data is provided via the KOICA System, which works well for students already enrolled. However, to ensure transparency and accessibility of information to externals, module contents should be detailed further, as has been mentioned for each programme, and a clear definition and understanding for learning outcomes among teaching staff should be encouraged (see **Finding 13**).

Students have academic advisors to plan their studies which were described as helpful by students. Introductory sessions were sufficient to provide orientation. Overall it can be confirmed that students finish their studies within the expected time. In the event of failing a class, retaking an examination is possible.

A new library offers a basic stock of books in Azerbaijan as well as study spaces. Generally, sufficient classrooms are available for individual and group-study after and in-between lectures.

Access to internal digital resources such as IEEE Xplore is granted and licenses for academic software (COM-SOL, Matlab, etc.) are available, although licensing is not sufficient to enable all students to study individually with the software. Industry standard software for training purposes is partly available. The lab equipment is partly too outdated to provide up to date education. Some of the equipment poses safety concerns, e.g., with 70-year-old devices (no ground protection) and missing consequent installation of emergency stop buttons. It is therefore required to update labs and include more modern equipment to provide up-to-date teaching and current knowledge of technology as well as adequate learning opportunities. Adequate safety measures have to be implemented (**Finding 18**). To compensate for equipment unavailable on campus, the faculty uses nearby facilities of local companies. This is in fact a commendable way to provide hands on experience while also connecting possible future employers to students.

Internships are offered with the companies to which the faculty has strong ties. No issues were reported regarding this collaboration. Thesis topics are also partly derived from these industry partnerships.

Incoming international students have a special advisor helping them to settle. As the university does not have dormitories, incoming internal students – as well as domestic students – have to organise their own accommodation.

Outgoing mobility takes place primarily with partner institutions in Turkey. Students expressed a desire for additional exchange opportunities so that more students have the chance to study abroad and requested a broader selection of countries/universities. It is therefore recommended to provide more information on international mobility opportunities and to ensure sufficient student support and infrastructure to encourage and enable student mobility (**Finding 19**).

Students confirmed that tolerance is a core value within the university. Non-discrimination and anti-harassment policies are in place (with policies routinely expiring 2026 but expected to be prolonged).

Azerbaijan provides low-income students with access to higher education through a state-supported student loan fund offering long-term, low-interest loans. These loans cover tuition costs and are repaid only after graduation, helping ensure equal educational opportunities regardless of family income.

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

Information about the programmes (contents, examination regulations etc.) can be found online, although an English website detailing the programme's contents for externals is missing. Documents are only available in Azerbaijan. To promote internationalisation, the experts recommend publishing core information in English (**Finding 20**).

At this point, course outlines and clear and complete learning outcomes as well as an English diploma supplement are currently not published. To ensure transparency and accessibility for all stakeholders, the course outlines and learning outcomes need to be shared publicly and displayed on the website (**Finding 21**).

Conclusion

The criterion is partially fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “Electrical and Electronics Engineering” (Bachelor), “Electrical Engineering” (Master), “Process Automation Engineering” (Bachelor), “Process Automation Engineering” (Master), and “Electrical Power Engineering” (Master) offered by Azerbaijan Technical University with conditions.

Commendation:

AzTU offers a variety of programmes in the field of electrical engineering that are relevant and connected to the local industry. The staff and management involved at this institution demonstrate a strong commitment to their university and academic discipline, and possess the appropriate academic expertise and frameworks for delivering the programmes. 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. The description of the learning outcomes in the course descriptions needs to be outcome-oriented and measurable.
2. The Master’s programme Electrical Engineering needs more specific skills and competencies in the field of electronics and computer components to ensure a more targeted programme profile.
3. For the Master’s programme Electrical Engineering and the Master’s programme Electrical Power Engineering, the programme learning outcomes need to be defined and documented in a measurable and outcome-oriented way.
4. The university needs to further develop a systematic and workable quality improvement cycle and formalised mechanisms to ensure that feedback from all stakeholders is sufficiently considered and to demonstrate how evaluation results are used to develop and improve the curriculum and the other components of the quality assurance cycle.
5. The Master’s programme Electrical Engineering must demonstrate that students gain major design and teamwork skills during their studies.
6. For the Bachelor’s programme in Process Automation Engineering, it is recommended to further develop the core areas control theory, PLC programming, object-oriented programming, robot operating system programming, as well as English language proficiency by expanding advanced applications, project work, and coverage of additional relevant tools and frameworks.
7. For the Bachelor’s programme Process Automation Engineering, it is recommended to integrate comprehensive industrial communication topics, including Ethernet-based networks, IP-based protocols, network components, protocol-specific aspects, and functional safety to ensure that graduates are fully prepared for contemporary industrial practice.
8. For the Bachelor’s programme Process Automation Engineering, it is highly recommended to introduce coursework and competencies in artificial intelligence and machine learning relevant to automation to ensure that graduates are equipped to engage with, develop, and implement these transformative technologies in their future careers.

9. For the Bachelor's programme Process Automation Engineering, it is strongly recommended to increase the proportion of practical teaching elements through e.g., hands-on platforms and participation in competitions.
10. For the Bachelor's and Master's programme Process Automation Engineering, it is recommended that a comprehensive module handbook be developed based on clearly defined graduate profiles that covers and describes the specialisations in detail, including specific learning outcomes and course contents.
11. For the Master's programme Process Automation Engineering, the specialisations (Automatic Control of Power Systems, Control in Technical Systems, Automation and Control of Technological Processes, Energy Management) should be described more precisely in the curriculum in the form of a suggested structured study path to ensure that students acquire targeted knowledge and competencies aligned with their chosen specialisation.
12. The curriculum of the Master's programme Electrical Power Engineering needs a component of computer engineering related to power system applications. The programme must also demonstrate that students gain major design and teamwork skills.
13. Further awareness of the value of ongoing, feedback-driven improvement should be fostered at the faculty and course level to develop a consistent and integrated quality culture.
14. An examination of the university's QA reports (such as the general student satisfaction survey 2024) suggests that a more streamlined structure and enhanced statistical overview could further strengthen the reports.
15. The university needs to ensure that the assessment of the successful achievement of the course learning outcomes is continuously monitored through a systematic and workable quality assurance cycle, also to demonstrate how the assessment results are used to evaluate students' achievement of each programme learning outcome, using a systematic method or mapped matrix.
16. As for the development of teaching staff, it is recommended to strengthen IT skills, particularly in programming languages and industrial communication technologies, and enhance English language proficiency to promote international collaboration and effective research dissemination.
17. The university should support and encourage teaching staff to engage in research and development projects by providing the necessary resources and autonomy, ensuring that teaching remains up to date, research and teaching are well integrated, and professional development is continuous.
18. It is required to update labs and include more modern equipment to provide up-to-date teaching and current knowledge of technology as well as adequate learning opportunities. Adequate safety measures have to be implemented.
19. It is recommended to provide more information on international mobility opportunities and to ensure sufficient student support and infrastructure to encourage and enable student mobility.
20. To promote internationalisation, the experts recommend publishing core information in English.
21. To ensure transparency and accessibility for all stakeholders, the course outlines and clearly structured learning outcomes need to be shared publicly and displayed on the website.