

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

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**To the Rector of
Baku Engineering University**

Dear Dr. Yagub Maksim!

The Independent Agency for Accreditation and Rating (IAAR) expresses its gratitude for your trust in education quality assessment and informs that at the meeting of the Accreditation Council on December 25, 2025 (Minutes No. 99) the following recommendations of the External Expert Panel aimed at further improving the quality of the educational programmes were adopted:

6006016 Information Technologies (level: bachelor)

6006017 Information Security (level: bachelor)

6006022 Computer Engineering (level: bachelor)

Standard «Quality assurance policy»

1. Ensuring public availability and transparent monitoring of the Quality Policy: It is recommended to publish the approved “Quality Policy” in open access on the official website of Baku Engineering University (in the section on the quality management system or strategic management), accompanied by a brief explanatory note outlining its objectives, main principles, and key implementation areas. The quality assurance unit should systematically disseminate information about the Quality Policy and related procedures via the website, social media, and information displays to increase the transparency of the university’s activities, raise awareness among students, staff, and partners, and strengthen the culture of quality. At the same time, it is necessary to introduce a mechanism for the regular evaluation of transparency and the level of external stakeholder involvement in quality assurance processes and to publish the monitoring results in the public domain, confirming the university’s commitment to openness, accountability, and continuous improvement. Implementation period: Publication of the document and explanatory note - 2025; information dissemination and evaluation with publication of results - on a permanent basis starting from 2025.

2. Formalizing participation and regulatory frameworks for external stakeholders in quality assurance: The university administration should formalize the participation of external stakeholders - employers, representatives of professional

associations, alumni, and public organizations - in the processes of developing, monitoring, and revising the Quality Policy. To this end, it is recommended to establish an advisory or expert council on education quality with the participation of external partners. The mechanism should include regular public discussions and expert reviews of key quality assurance documents, as well as the use of surveys and focus groups involving employers and graduates to ensure that their opinions are considered when adjusting the university's strategic priorities. In parallel, it is recommended that the university administration introduce amendments to the "Quality Manual" and other internal regulatory documents to define clear procedures for the university's interaction with external stakeholders. These documents should specify the functions, rights, and responsibilities of external participants in evaluating the effectiveness of the quality assurance system and contributing to strategic decision-making.

Implementation period: Establishment of mechanisms for stakeholder participation - starting from 2025, on an annual basis; amendments to the "Quality Manual" and other regulatory documents - 2025-2026 academic year.

Standard «Development and approval of the program»

1. The university should strengthen the design, revision, and practical relevance of its educational programs by approving a Regulation on the Development, Approval, and Revision of Educational Programs that clearly defines all stages (initiation, design, discussion, external review, approval, implementation, monitoring), responsible persons, and a regular review cycle (e.g., every three years), with systematic involvement of employers, professional associations, alumni, and foreign partner universities in working groups for program development and updating. Within this framework, the content of the programs Information Technologies (6006016), Information Security (6006017), and Computer Engineering (6006022) should be reviewed to eliminate overlap and clearly differentiate their focus (information systems design and management; data protection, risk management, and cybersecurity; hardware and software systems design and operation, respectively), while enhancing interdisciplinarity and flexibility through an expanded set of electives (e.g., innovative entrepreneurship, digital communications, artificial intelligence, project management). In parallel, the university should establish a centralized system for regular (annual) monitoring of graduates' employment, professional achievements, and career progression to evaluate the effectiveness and labor market relevance of its programs. Implementation period: 2025-2026 academic year for regulatory framework, program revision, and curriculum enhancement; graduate career monitoring - starting from 2025, on an annual basis.

2. Graduate career tracking system: The university should establish a centralized system for regular (annual) monitoring of graduates' employment, professional achievements, and career progression, in order to evaluate the effectiveness and labor market relevance of educational programs. Implementation period: starting from 2025, on an annual basis.

Standard «Student-centered training and assessment»

1. Institutionalizing student-centered, reflective teaching and feedback use: The university should further institutionalize student-centered education as an independent strategic direction by approving a normative document that clearly defines its principles, objectives, and implementation mechanisms (teaching methods, assessment practices, feedback systems) to ensure consistency across faculties and departments. At the same time, the university should foster a culture of pedagogical reflection focused on analyzing teaching effectiveness, sharing best practices between departments, and active participation of faculty in professional and methodological communities. It is also recommended to strengthen the collection and analysis of student feedback and systematically use the results to improve teaching and learning, while increasing transparency by demonstrating to students the concrete outcomes of their feedback (e.g., program adjustments, methodological improvements, better learning conditions), thereby enhancing their trust and engagement in quality management processes. Implementation period: 2025-2026 academic year for the framework and feedback enhancement; pedagogical reflection - on a permanent basis.

2. Developing individualized support for students: The university is advised to further develop the individualization of the educational process by expanding tutoring, academic advising, and psychological support systems, with particular attention to first-year and international students who require additional assistance and adaptation to the learning environment. Strengthening these support structures will contribute to higher student satisfaction and academic success. Implementation period: 2025-2026 academic year.

Standard «Admission, access, recognition and certification of students»

1. Data-driven quality monitoring and transparency: The Academic Department, the Department of Strategy and Quality Assurance, and the Rector's Office should jointly establish an integrated system of analytical and public reporting on education quality. This includes: (a) an annual analytical report "Admission Scores and Average Academic Performance for the Year" for each educational program, submitted to the Vice-Rector for Academic Affairs to monitor the relationship between entrance scores and final learning outcomes; (b) concise reports for students summarizing changes implemented based on student survey results, published within 30 days after each survey cycle; and (c) an open Annual Report on the Quality of Education presenting key data and management decisions for the academic year, published no later than 30 days after its end, to strengthen accountability and transparency. Implementation period: annually, with reports issued within the specified 30-day timeframes.

2. Internationalization and employer engagement: Faculty deans and the Career Center should enhance the international and practical orientation of educational programs by ensuring that at least five percent of students from each program participate in exchange programs every academic year and maintaining open statistics on this indicator, as well as organizing at least two formal meetings with employers per program per year and documenting their recommendations for improving training

content. These measures will promote academic mobility, strengthen the international dimension of education, and align curricula with current labor market needs. Implementation period: annually.

3. Targeted support for students with low academic performance: Academic advisors should annually identify students with low academic performance (GPA below 71) and hold at least one individual consultation with each of them to provide timely intervention and personalized support. The aim is to prevent persistent underperformance and reduce the risk of withdrawal or expulsion through early guidance and monitoring. Implementation period: annually.

Standard «Teaching staff»

1. Integrated professional development and mentoring system: The university is advised to develop and institutionalize a comprehensive professional development program for academic staff that combines internal and external capacity building with a structured pedagogical mentoring system. The program should include internships at foreign partner universities, advanced pedagogical training courses, instruction in blended learning methodologies and modern digital tools, and institutional support for designing and delivering online courses. Within this framework, experienced faculty members with high professional ratings and significant research achievements should act as mentors for early-career colleagues, supporting their development in academic culture, modern teaching practices, and research methodologies. This integrated approach will enhance teaching quality, ensure intergenerational knowledge transfer, and align faculty competencies with international standards. Implementation period: 2025-2026 academic year.

2. Strengthening international academic mobility and collaboration: The university is encouraged to further expand and systematize international academic mobility opportunities for faculty by developing long-term academic exchange programs and joint research projects with foreign partner universities. These activities will enhance the university's international visibility, enrich educational content, and promote sustained cross-cultural academic collaboration. Implementation period: on a permanent basis.

Standard «Educational resources and student support system»

1. Modernizing academic infrastructure and resources: The university is advised to develop a comprehensive strategy for the systematic renewal and modernization of its educational infrastructure, including a scheduled plan for replacing outdated laboratory equipment, establishing new specialized laboratories in emerging fields such as artificial intelligence, the Internet of Things, and robotics, and further digitalizing teaching and learning spaces. In parallel, the university should continuously expand its library and electronic resources by activating institutional subscriptions to leading international databases (such as Springer, IEEE, and ScienceDirect) and providing students and faculty with up-to-date English-language literature in computer science, information security, and engineering, thereby supporting academic and research excellence and alignment with current

technological and academic standards. Implementation period: 2025-2026 academic year.

Standard «Information management»

1. Institutionalizing data-driven management of educational programs: The university should establish a mandatory data-based improvement cycle for all educational programs. Educational program committees (dean's offices together with departments) must conduct at least one formal annual review of each program using survey results, academic performance indicators, and graduate employment data, resulting in at least two specific, documented adjustments (e.g., course content changes, redistribution of practical hours, or revisions to assessment methods). Academic departments should formally record in meeting minutes at least two decisions per semester based on student performance data or feedback, while the Department of Strategy and Quality conducts an independent audit of at least 20 percent of programs each year to verify that data have led to measurable changes, with findings presented to the Academic Council. The Vice-Rector for Academic Affairs should also set an annual performance target requiring that at least 60 percent of educational programs demonstrate at least one documented modification based on data analysis, ensuring a shift toward an active, data-driven system of program enhancement. Implementation period: annually; departmental decisions - at the end of each semester.

2. Ensuring transparency of data-based changes in educational programs: The Rector's Office should approve and publicly release an annual report titled "Changes in Educational Programs Based on Monitoring Data," providing 1-2 pages for each faculty and summarizing key program adjustments resulting from data analysis. This measure will strengthen transparency, accountability, and the evidence base of institutional decision-making, and will complement the internal data-driven improvement mechanisms described above. Implementation period: annually.

Standard «Public information»

It is recommended that the Public Relations Department, in cooperation with the Department of Strategy and Quality, prepare and publish on the official website at least one open report for each educational program on an annual basis. Each report should include: (1) the results of surveys and monitoring activities, (2) the key issues identified through analysis, and (3) the specific changes and improvements implemented as a result of these findings. This measure will allow the university to transition from purely descriptive public communication to an evidence-based model that demonstrates managerial accountability and the transparency of quality-related decisions. Implementation period: annually.

Standard «Continuous monitoring and periodic program evaluation»

1. It is recommended that the university strengthen the participation of students, employers, and other external stakeholders in the program revision cycle. The establishment of permanent advisory councils within faculties-comprising representatives of industry, employers, and alumni-would facilitate the systematic

inclusion of expert opinions and labor market perspectives in the process of updating and improving program content. Implementation period: 2025-2026 academic year.

2. The university is advised to develop and publish annual public reports on the improvement of educational programs. These reports should include concrete results such as the introduction of new disciplines, the modernization of teaching and assessment methods, and updated data on graduate employment. Regular publication of such outcomes will enhance stakeholder confidence and reinforce the university's image as a transparent, open, and progressively developing academic institution. Implementation period: annually.

Standard «Periodic procedures for external quality assurance»

1. It is recommended that the Rectorate, in cooperation with the Strategy and Quality Department, develop and formally approve a schedule for regular external quality assessments with a defined periodicity of at least once every five years. This schedule should be established during the upcoming calendar year. In addition, the university should publish an annual brief report on the implementation status of the recommendations provided by external experts. These measures will ensure the transition from one-time participation in external evaluations to a sustainable, cyclical system of external quality assurance and will enhance the transparency and accountability of management decisions.

The External Expert Panel made the following conclusions on the criteria of IAAR Standards: 10% of strong criteria, 90% of satisfactory criteria, no requiring improvement criteria, no unsatisfactory criteria.

6006020 Chemical Engineering (level: bachelor)

6006028 Mechanical Engineering (level: bachelor)

6006008 Electrical and Electronic Engineering (level: bachelor)

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The External Expert Panel made the following conclusions on the criteria of IAAR Standards: 10% of strong criteria, 90% of satisfactory criteria, no requiring improvement criteria, no unsatisfactory criteria.

Taking into account the results of the external assessment, IAAR Accreditation Council decided that Baku Engineering University meets the necessary requirements for obtaining international accreditation:

- international programme accreditation of educational programmes:

- 1) 6006017 Information Security (level: bachelor) **for 5 (five) years**
- 2) 6006022 Computer Engineering (level: bachelor) **for 5 (five) years**
- 3) 6006016 Information Technologies (level: bachelor) **for 5 (five) years**
- 4) 6006020 Chemical Engineering (level: bachelor) **for 5 (five) years**
- 5) 6006028 Mechanical Engineering (level: bachelor) **for 5 (five) years**
- 6) 6006008 Electrical and Electronic Engineering (level: bachelor) **for 5 (five)**

years

In case of disagreement with the decision of the Accreditation Council, the educational organisation has the right to appeal to the IAAR Appeals and Complaints Commission.

The Review Report of the External Expert Panel, which reflects overall experts' assessment of the educational programmes for compliance with IAAR standards is attached to the letter.

Congratulations to you and the University staff on the successful completion of international accreditation, as well as the upcoming New Year 2026! We wish you good health, creative success and fruitful activity!

Annexes:

- Accreditation Certificate – 6 sheets

- Report on the Results of the EEP on Educational Programmes - 127 sheets

**Yours sincerely,
General Director**

A handwritten signature in black ink, appearing to read 'Alina Zhumagulova', written in a cursive style.

Dr. Alina Zhumagulova