

Decision of the FIBAA Accreditation and Certification Committee



22nd Meeting on June 19, 2026

PROGRAMME ACCREDITATION

Project Number:	24/099
Higher Education Institution:	Wester Caspian University
Location:	Baku, Azerbaijan
Study programme:	1. Bachelor in Economics, Bachelor of Business Administration in Economics 2. Bachelor in Finance, Bachelor of Business Administration in Finance 3. Bachelor in Management, Bachelor of Business Administration in Management 4. Bachelor in Marketing, Bachelor of Business Administration in Marketing 5. Bachelor in Business Administration, Bachelor of Business Administration

Type of accreditation: initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from May 1, 2024, the study programmes are accredited with two conditions.

Conditions:

- **Condition 1:** The University ensures that
 - a. the final thesis proves the ability to do scientific work at the required Bachelor level and the achievement of the study programme's qualification objectives.
 - b. the examinations are suited in format and content to ascertain the intended learning outcomes and are in accordance with the desired qualification level.
- **Condition 2:** The University provides
 - a. a complete set of course descriptions for all study programmes, including the updated number of ECTS credits and changes in content.
 - b. a comprehensive structure for the part-time track of the study programmes.

➤ Proof of meeting these conditions is requested until by March 18, 2027.

Period of Accreditation: June 19, 2026 until June 18, 2031.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Western Caspian University, Azerbaijan

Bachelor programme:

1. Bachelor in Economics
2. Bachelor in Finance
3. Bachelor in Management
4. Bachelor in Marketing
5. Bachelor in Business Administration

Qualification awarded on completion:

1. Bachelor in Economics (Bachelor of Business Administration in Economics)
2. Bachelor in Finance (Bachelor of Business Administration in Finance)
3. Bachelor in Management (Bachelor of Business Administration in Management)
4. Bachelor in Marketing (Bachelor of Business Administration in Marketing)
5. Bachelor in Business Administration (Bachelor of Business Administration)

General information on the study programme

Brief description of the study programmes:

The **Bachelor in Economics** is a 4-year study programme that aims to educate graduates who master knowledge of the fundamentals of economic theory, of statistical techniques for the analysis and systematisation of economic data, key socio-economic indicators, issues, and processes; as well as having advanced skills in mathematical methods, quantitative and computational techniques. Graduates shall also possess an in-depth understanding of the objectives and instruments of economic policy and economic analysis.

The **Bachelor in Finance** is a 4-year study programme that aims to educate graduates who master comprehensive knowledge of economic theory fundamentals, statistical expertise for analysing and systematising economic data, fundamental knowledge of the scientific, theoretical, and conceptual foundations of finance, as well as fundamental mathematical knowledge applicable to financial analysis and financial decision-making.

The **Bachelor in Management** is a 4-year study programme that aims to equip graduates with a solid foundation in management theory and practice, enabling them to operate professionally in leadership and managerial roles. Throughout the course of study, students develop strategic and analytical thinking skills that allow them to set objectives, plan effectively, analyse organisational data, and make evidence-based decisions. They gain the ability to assess complex business situations, solve problems systematically and contribute to the sustainable development and efficiency of organisations. The programme equips students with practical skills in human resource management, including labour relations and employee development, as well as in financial and budgetary management.

The **Bachelor in Marketing** is a 4-year study programme that aims to educate graduates who master integrated theoretical and practical competencies in marketing, enabling them to operate effectively in a global and digital business environment. Students develop a solid understanding of core marketing concepts, consumer behaviour, branding, and marketing strategy, combined with strong analytical and research skills for analysing markets and identifying opportunities. They acquire the ability to design, implement and manage marketing plans, optimise marketing budgets, and apply digital technologies and innovative tools in marketing practice.

The **Bachelor in Business Administration** is a 4-year study programme that aims to educate graduates who master comprehensive academic and practical competencies, enabling them to address complex business challenges and operate effectively in diverse organisational contexts. The programme develops a solid foundation in core business disciplines, including finance, marketing, human resource management, operations, law, and economics. Students gain the ability to analyse business environments, assess market opportunities, and evaluate strategic options using analytical and data-driven approaches.

Type of study programme:

For all programmes: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

For all programmes: 8 semesters, 240 ECTS credits

Mode of study:

Bachelor in Economics: full-time/ part-time

Bachelor in Finance: full-time/ part-time

Bachelor in Management: full-time/ part-time

Bachelor in Marketing: full-time/ part-time

Bachelor in Business Administration: full-time/ part-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

For all programmes: no

Scope (planned number of parallel classes) and enrolment capacity:

Bachelor in Economics: 40 students per year, no parallel classes

Bachelor in Finance: 40 students per year, no parallel classes

Bachelor in Management: 15 study places per year

Bachelor in Marketing: 40 study places per year

Bachelor in Business Administration: 46 study places per year

Programme cycle starts in:

For all programmes: Fall semester

Initial start of the programme:

Bachelor in Economics: 1991

Bachelor in Finance: 1991

Bachelor in Management: 1991

Bachelor in Marketing: 2018

Bachelor in Business Administration: 1991

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor in Economics (BBA Economics), Bachelor in Finance (BBA Finance), Bachelor in Management (BBA Management), Bachelor in Marketing (BBA Marketing) and Bachelor in Business Administration (BBA Business Administration) was concluded between FIBAA and Western Caspian University on December 12, 2024. On October 1, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met. At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Johann Hofstadler

Upper Austria University of Applied Sciences, Austria
Professor of Leadership and Social Skills, Head of Global Sales Management
(Business Administration, Management, Leadership, Social Skills, Global Sales Management, Human Resource Management)

Prof. Dr. Rembert Horstmann

CBS International Business School, Germany
Professor of Marketing and Sales
(Marketing, Sales, General Management, Brand Development, MBA)

Dr. Sevil Imanova

Azerbaijan Technical University, Azerbaijan
Assoc. Prof., Advisor to the Rector for Strategy & Colleges
(Quality Management, Higher-Education Strategy, Service Quality Project and Process Improvement, Digital Transformation in Education, MBA Teaching)

Dr. Julian Rossig

Capgemini Invent, Germany
Director and Certified Lead Auditor for ISO 22301
(Business Administration with focus on Marketing, Management, Strategy Development, Supply Chain/Logistics, Real Estate)

Lennart Schwark

University of Cologne, Germany
Master of Science, Business Administration/Corporate Development

Prof. Dr. Friedrich Thießen

Chemnitz Technical University, Germany
Professor for Finance and Banking
(Finance, Economics, Islamic Finance)

FIBAA project manager:
Friderike Odrowski

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on March 4-5, 2026, at the HEI's premises in Baku, Azerbaijan, in a hybrid format. At the end of the on-site visit, the panel gave short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 11, 2026. The statement on the report was given up on May 25, 2026. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Finance, Bachelor of Economics, Bachelor of Marketing, Bachelor of Management and Bachelor of Business Administration offered by Western Caspian University fulfil with few exceptions, the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 19, 2026 and finishing on June 18, 2031, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified the need for improvement regarding the following aspects: Examination and final thesis and modular structure of the study programme. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.1):
The University ensures that
 - c. the final thesis proves the ability to do scientific work at the required Bachelor level and the achievement of the study programme's qualification objectives.
 - d. the examinations are suited in format and content to ascertain the intended learning outcomes and are in accordance with the desired qualification level.
- **Condition 2** (see chapter 3.2):
The University provides
 - c. a complete set of course descriptions for all study programmes, including the updated number of ECTS credits and changes in content.
 - d. a comprehensive structure for the part-time track of the study programmes.

Proof of meeting these conditions is to be submitted by March 18, 2027.

The panel members identified several areas where the programme could be further developed and recommend:

- Re-formulating or re-phrasing the objectives and including more academic terms according to Bloom's Taxonomy (see chapter 1.1),
- Including more AI and digital elements in the programmes (see chapter 3.1),
- Further linking different scientific fields in the curricula (see chapter 3.1),
- Deepening the profoundness of research and scientific practice (see chapter 3.1),
- Including information on methodology use, research questions and literature in the thesis guidelines (see chapter 3.1),
- Assigning each course with the same number of credits (see chapter 3.2),
- Recruiting more international faculty members in the next few years (see chapter 3.4),
- Focusing and integrating soft skills more into the curricula (see chapter 3.5),

- Supporting new lecturers with mentoring, internal training workshops and peer-learning opportunities to ensure that new lecturers quickly develop the competencies necessary for high-quality, student-centred teaching (see chapter 4.1),
- Investigating how lectures can be better supported in order to implement new teaching and learning methods (see chapter 4.1),
- Enhancing the cooperation with German universities by involving a greater number of students in the associated activities (see chapter 4.3),
- Communicating the alumni activities more broadly (see chapter 4.5),
- Focusing on actionability of data and what kind of data are used for specific purposes (see chapter 5.).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which the programmes exceed the quality requirements:

- Integration of theory and practice (see chapter 3.1),
- Foreign language contents (see chapter 3.4),
- Practical business experience of faculty (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Cooperation with business enterprises and other organisations (see chapter 4.3),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4),
- Access to literature (see chapter 4.4).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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Information

Information on the Institution

Western Caspian University (WCU; former Western University), the first private higher education institution of Azerbaijan, was established in 1991. The University has seven faculties/schools, eleven departments and 18 chairs. Since its establishment, WCU has been committed to improving the quality of its education to meet global standards. The strategy to achieve this includes continuously improving the quality of education for its students, increasing the quantity and quality of research and scientific publications produced by the University, and contributing to society through community service activities. WCU has the vision to become an excellent education and research University.

To pursue the vision of becoming an Excellent Education and Research University, WCU targets to achieve the following goals:

- organising education to produce high quality, competitive graduates;
- conducting research that produces publications, Intellectual Property Rights (IPR) textbooks, policies, and technology that are not only effective and efficient, but also prioritise local culture and resources;
- conducting outreach programmes that produce publications, Intellectual Property Rights (IPR), textbooks, policies, and technology that are not only effective and efficient, but also prioritise local culture and resources;
- developing professionalism, capability, and the independence of higher education institutions.

The staff of WCU includes 275 academic staff, including 72 Doctors of Science/professors and 42 associate professors. The staff participates in international programmes and projects that encourage widening academic activity base, strengthen reputation across the world university community, and create a reliable framework for the sustainable development of education quality. The mission of the WCU is to train highly qualified specialists who can develop strategic thinking from a solid theoretical understanding of economic activity, utilise their knowledge of the development economic systems, and employ methods of economic analysis to make effective business-management decisions.

The **School of Economics** has been founded since the establishment of the University and throughout its activities primarily aims to educate self-confident, highly qualified, open-minded, dedicated and determined individuals. The aim of the School of Economics is to create the educational atmosphere for globally recognised training and prepare students for achieving systematic success in their future careers at local as well as international level.

The faculty trains highly qualified specialists for the different industrial branches of national and world economy. At the bachelor stage of the School of Economics, students are trained on three majors The Bachelor of Business Administration Programme in Economics (BBAPE), The Bachelor of Business Administration Programme in Finance (BFP) and The Bachelor of Business Administration Programme in Accounting (BBAPA). All programmes have been approved by the Ministry of Education of the Republic of Azerbaijan.

The **School of Business and Local Governance** has been operating since the University's establishment in 1991. The mission of the school is to create opportunities to gain the knowledge and practical skills necessary to make meaningful contributions in the world of business. Students study in Azerbaijani and English across all specialities.

Strong specialisations of the School of Business and Local Governance are the Bachelor in Business Administration, Bachelor in Marketing and Bachelor in Management. These academic disciplines impart knowledge and skills necessary to ensure the effective operation of enterprises and organisations. These specialisations encompass both theoretical and practical aspects, enabling students to understand and manage various business processes.

Development of the programme and statistical data

The study programmes develop the content and structure of the curricula, the learning processes, and the staff. A curriculum review is carried out periodically at least every two years, and its implementation is monitored and evaluated by the quality assurance team of the respective study programme and the faculty. All study programmes encourage increasing of staff qualifications by increasing the number of staff with Doctoral and Professor qualifications as well as staff capacity building through training and certification of professional skills.

Every year, WCU's student admission plan is submitted to the Ministry of Science and Education of Azerbaijan. Until the 2025/2026 academic year, this process was conducted without consulting the educational institution. The plan was submitted to the Cabinet of Ministers for approval and subsequently forwarded to the State Examination Centre after discussions. The Ministry completely organises the admission process. The admission quotas were then announced via the media. This process often led to complications, especially regarding the planning for universities. However, since the 2025/2026 academic year, the admission plan of the university has been accepted. As a result, the quota increased from 700 to 1,435 students in total, and therefore, the admission rates are closer to the study places available.

The current admission rates are primarily driven by this ministerial stance, as well as labour market demands and shifting trends in major selections. For example, humanitarian majors previously saw higher application rates than other majors (such as economics, engineering, natural sciences, and the arts).

Bachelor in Economics

Table 1: Statistical data Bachelor in Economics

		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Study Places		40	40	40	40	25	30
Applicants	Σ	24	23	26	16	23	30
	f	18	23	24	8	6	24
	m	6	0	2	8	17	6
Application rate			57.5%	65%	40%	92%	100%
First-Year Students	Σ	24	23	26	16	23	30
	f	18	23	24	8	6	24
	m	6	0	2	8	17	6

Rate of female students		75%	100%	92.3%	50%	26%	80%
Foreign students	Σ	-	1	-	-	-	-
	f	-	-	-	-	-	-
	m	-	1				
Rate of foreign students		0	4.3%	0	0	0	0
Percentage of Occupied places		60%	57.5%	65%	40%	92%	100%
Graduates	Σ	-	7	18	15	23	
	f	-	3	5	5	23	
	m	-	4	13	-	-	
Average duration of study			8	8	8	8	8
Average grade of final degree		3,0/3,5	3,0/3,5	3,0/3,5	3,0/3,5	3,5/4,0	

Bachelor in Finance

Table 2: Statistical data Bachelor in Finance

		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Study Places		60	60	40	40	25	35
Applicants	Σ	37	28	27	21	21	32
	f	12	23	23	11	6	20
	m	25	5	4	10	15	12
Application rate			46.7%	67.5%	52.5%	84%	91.4%
First-Year students	Σ	37	28	27	21	21	32
	f	12	23	23	11	6	20
	m	25	5	4	10	15	12
Rate of female students		32,4%	82.1%	85.2%	52.4%	28.6%	62.5%
Foreign students	Σ	-	3	1	1	-	-
	f	-	2	-	1	-	-
	m	0	1	1	-	-	-
Rate of foreign students			10.7%	3.7%	4.8%	0	0
Percentage of occupied places		62%	46.7%	67.5%	52.5%	84%	91.4%
Graduates	Σ	-	10	47	16	28	
	f	-	9	15	12	23	
	m	-	1	32	4	5	
Average duration of study			8	8	8	8	8
Average grade of final degree		3,0/3,5	3,0/3,5	3,0/3,5	3,5/4,0	3,5/4,0	

Bachelor in Business Administration

Table 3: Statistical data Bachelor in Business Administration

		2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
Study Places		30	30	30	40	25	46
Applicants	Σ	28	24	30	30	38	46
	F	9	6	8	18	19	21
	M	19	18	22	12	19	25

Application rate		93,3%	80%	100%	75%	152%	100%
First-Year students	Σ	28	24	30	30	38	46
	F	9	6	8	18	19	21
	M	19	18	22	12	19	25
Rate of female students		32,1%	25%	26,7%	60%	50%	45,7%
Foreign Students	Σ	2		1	0	1	0
	F	-		-	0		0
	M	2		1	0	1	0
Rate of foreign students		8.6%		3,2%	0	3,8%	0
Percentage of occupied study places		93,3%	80%	100%	75 %	152%	100%
Graduates	Σ	4	22	11	14	18	18
	F	-	7	3	6	7	8
	M	4	15	8	8	11	10
Average duration of study(semester)		8	8	8	8	8	8
Average grade of final degree		3,0/3,5	3,0/3,5	3,0/3,5	3,0/3,5	3,5/4,0	3,5/4,0

Bachelor in Marketing

Table 4: Statistical data Bachelor in Marketing

		2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
Study Places		50	25	20	30	20	40
Applicants	Σ	31	11	13	20	35	40
	F	12	4	8	10	25	18
	M	19	7	5	10	10	22
Application rate		62%	44%	65%	100%	175%	100%
First-Year students	Σ	31	11	13	20	35	40
	F	12	4	8	10	25	18
	M	19	7	5	10	10	22
Rate of female students		38,7%	36,3%	61,5%	50%	71,4%	45%
Foreign students	Σ	-	-	-	1	4	1
	F	-	-	-	0	3	0
	M	-	-	-	1	1	1
Rate of foreign students		0	0	0	3,3%	11,4%	2,5%
Percentage of occupied study places		62%	44%	65%	100%	175%	100%
Graduates	Σ	-	-	21	15	5	8
	F	-	-	11	8	4	6
	M	-	-	10	7	1	2
Average duration of study (semester)		8	8	8	8	8	8
Average grade of final degree		3,0/3,5	3,0/3,5	3,0/3,5	3,0/3,5	3,5/4,0	3,5/5,0

Bachelor in Management

Table 5: Statistical data Bachelor in Management

		2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
Study Places		25	20	15	15	0	0
Applicants	Σ	15	13	4	6	0	0
	F	11	9	3	5	0	0
	M	4	4	1	1	0	0
Application rate		60%	65%	26,7%	40%	-	-
First-Year students	Σ	15	13	4	6	0	0
	F	11	9	3	5	0	0
	M	4	4	1	1	0	0
Rate of female students		73,3%	69,2%	75%	83,3%	0	0
Foreign students	Σ	-	-	-	-	0	0
	F	-	-	-	-	0	0
	M	-	-	-	-	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		60%	65%	26,7%	40%%	-	-
Graduates	Σ	3	16	3	7		
	F	2	7	1	6		
	M	1	9	2	1		
Average duration of study (semester)		8	8	8	8		
Average grade of final degree		3,0/3,5	3,0/3,5	3,0/3,5	3,0/3,5	3,5/4,0	3,5/4,0

Appraisal:

In Azerbaijan, the admission process is regulated centrally by the Ministry of Science and Education. As a result, the University has little influence over the number and selection of students admitted to a study programme.

The statistical data for all five Bachelor programmes show varying numbers of admissions in previous years. The number of study places available is adjusted each year by the University. After a decrease in the number of students, the number of first-year students has been increasing since 2024. For the Bachelor in Management, there have been no admissions in the years 2024 and 2025

The number of female students varies from cohort to cohort (from 25 to 100%) but is distributed equally on average. There are a few foreign students throughout the years and study programmes.

Students take on average eight semesters to graduate from the programmes, which is the planned duration of study.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Western Caspian University defines the main mission and targets of the University as having global challenges, modern, innovative education and teaching infrastructure, preparing highly qualified specialists through education and research in different humanitarian, social, engineering fields, as well as economics and finance and thus trying to achieve the permanent development of the following upon the 2021-2025 years Strategic Development Plan and National Lifelong Learning Qualifications Framework. The National Lifelong Learning Qualifications Framework of the Republic of Azerbaijan (NLLQFORA) has been confirmed by the Cabinet of Ministers of the Republic of Azerbaijan by decision No. 311 dated July 18, 2018 (kvalifikasiya.edu.az). Therefore, all learning objectives and qualifications ensured by the education process at WCU are carried out based on the requirements set by the National Qualifications Framework for levels 4, 5, 6, 7, and 8 of the Republic of Azerbaijan, approved by the decision of the Cabinet of Ministers of the Republic of Azerbaijan No. 311 of July 18, 2018. The University also has to adhere to the basic rules and regulations defined by the Ministry of Science and Education of the Republic of Azerbaijan. Nevertheless, the main focus of identifying learning objectives and qualifications of the study programmes tries to concentrate on the international standards approved by the European Qualifications Framework (EQF).

All objectives of study programmes as well as competences are documented in syllabi of courses taught within the programme content. Various local and international companies represented in Azerbaijan, as well as many other participants in the local labour market, have been involved in the process of preparing the major objectives and qualifications of educational programmes. The proposals of the labour market representatives, such as the Ministry of Science and Education of Republic of Azerbaijan, the Ministry of Economy, the Ministry of Finance, the Central Bank, "Ernst and Young" Company, Deloitte & Touche LLC, the Small and Medium Business Development Agency, the State Statistics Committee, SOCAR, KPMG, Kapital Bank, Baker Tilly, and other companies and government structures have been taken into account when preparing the structure of study programmes.

The university regularly conducts studies to match qualification requirements with learning objectives to ensure the real practical development of the university. In order to communicate the goals to stakeholders, the university organises regular meetings, sessions and discussions with the participation of faculty, youth organisations, employers, representatives of partner organisations and employees from university departments, scientific research centres and laboratories, and administrative management structural units. The responsible persons for the university's structural divisions, the faculty members and other stakeholders from the university, including the students, are involved in the process of identifying the qualification objectives, which helps to clarify relevant opinions and considerations on the process of matching qualification requirements with programme learning outcomes.

Academic qualifications are seen as a foundation for further deeper specializations and professional growth. Thus, graduates are expected to:

- Apply scientific methods;
- Have the ability to communicate conclusions;
- Conduct research across disciplines;
- Evaluate research activities;
- Promote open innovation in research;
- Analyse economic trends;
- Ability to think, behave, and act as scientists with purely academic principles;
- Have good academic writing skills;
- Have analytical and scientific analysis skills;
- Have the ability to socialise with researchers and academics from different countries.

Moreover, graduates are expected to achieve comprehensive personal skills that contribute to their personal competencies' growth. The University encourages the students to develop and reach:

- Professional responsibility and honesty;
- Ethical approach and respect for different cultures;
- Ability to work in an international environment;
- Speak different languages;
- Ability to integrate gender dimension in research and professional practice;
- Personal, professional and human development;
- Be empathic;
- Effective time management skills;
- Critical thinking skills;
- Creativity and leadership.

The major aim of the **Bachelor in Economics** (BBAPE) and the **Bachelor in Finance** (BBAPF) is to provide students with a high-quality interdisciplinary education in both economics and business finance, and the ability to effectively solve economic, business and financial problems related to financing and planning of business, organising and controlling the business enterprises in all performance areas of production and manufacturing, transport and logistics, supply chain affairs and marketing aspects of business promotion. A methodological and fundamental spectrum for successful professional activity in economic and financial projects related to Economics, Business, and Finance is also under strong consideration. The main slogan that the programmes follow is:

- graduates shall be able to combine theory and practice using methodical research methods,
- graduates shall have an understanding of applicable techniques, compare scientific methods and their limitations as well,
- they shall also be able to demonstrate relevant personal and interpersonal skills that include cognitive skills of critical thinking, analysis and synthesis as well as the capability to identify assumptions, and to detect false logic or reasoning.

Bachelor in Economics

Economists (BBAPE) conduct research, monitor data, analyse information and prepare reports and plans to resolve economic and business problems and develop models to analyse, explain and forecast economic behaviour and patterns. They provide advice to businesses, interest groups, and governments on formulating solutions to current and projected economic and business problems.

Learning objectives of BBAPE are:

- analyse economic trends;
- conduct qualitative and quantitative research;
- conduct research across disciplines;
- forecasting production and consumption of specific products and services based on records of past production and consumption and general economic and industry-specific conditions;
- analysing factors that determine labour force participation, employment, wages, unemployment and other labour market outcomes;
- compiling, analysing and interpreting economic data using economic theory and a variety of statistical and other techniques;
- examining problems related to the economic activities of individual companies.

Optional skills and competences of BBAPE:

- advise on economic development;
- forecast economic trends;
- assess risk factors;
- interact professionally in research and professional environments;
- speak different languages.

At the end of the programme, graduates should acquire the following general competencies:

1. Knowing the fundamentals of economic theory, behaviours at the enterprise and individual levels, key socio-economic indicators, issues, and processes;
2. Having advanced skills in mathematical methods, quantitative and computational techniques, and the ability to use these methods to make optimal business decisions;
3. Knowing statistical techniques for the analysis and systematisation of economic data, and the ability to collect, analyse, and forecast quantitative and qualitative data;
4. Having knowledge of the macroeconomic landscape of the national economy, the dynamics of socio-economic indicators, and the basic contours of economic policy, and the ability to conduct sectoral analysis;
5. Having an in-depth understanding of the objectives and instruments of economic policy, knowledge of fiscal, monetary, and exchange rate policies and how they are applied to economic policy issues, and the ability to use tools for economic regulation during crisis periods;
6. Having basic knowledge in economic analysis and macroeconomic diagnostics and the ability to perform such analyses;
7. Possessing knowledge of international economics, the role of national economies in the global economic system, the interactions between different national economies, their evolution, and outcomes. Be able to conduct comparative analysis of the economies of various countries;
8. Knowing concepts related to international economics, international trade, international business, balance of payments and international finance.

Bachelor in Finance

A financier (BBAFP) handles all matters related to the finance and investments of a company. They manage financial operations of companies such as the assets, liabilities, equity and cash flow, aiming to maintain the financial health of the company and operational viability. Financial managers evaluate the company's strategic plans in financial terms, maintain transparent

financial operations for tax and audit authorities, and prepare the company's financial statements at the end of the fiscal year.

Learning objectives of BBAPF:

- advise on financial matters;
- analyse financial trends;
- conduct qualitative and quantitative research;
- analyse business plans;
- analyse the financial performance of a company;
- create a financial plan;
- strive for company growth.

Optional skills and competences of BBAPF:

- advise on bank account;
- advise on investment;
- advise on credit rating;
- speak different languages;
- interact professionally in research and professional environments.

At the end of the programme, graduates should acquire the following general competencies:

1. Having comprehensive knowledge of economic theory fundamentals, behavioural patterns at both enterprise and individual levels, key socio-economic indicators, problems, and processes;
2. Having proficiency in mathematical methods, quantitative techniques, and computational methodologies, as well as the ability to apply these tools to make optimal decisions;
3. Having statistical expertise for analysing and systematising economic data, including the ability to collect, analyse, and forecast both quantitative and qualitative data;
4. Having fundamental knowledge of the scientific, theoretical, and conceptual foundations of finance;
5. Having fundamental mathematical knowledge applicable to financial analysis and financial decision-making;
6. Having an understanding of statistical and econometric methods used in financial analysis and financial decision-making;
7. Being able to comprehend and critically analyse diverse perspectives and approaches, integrate broad insights, and synthesise different viewpoints on the increasing diversity in the world (multicultural approach and openness);
8. Being able to develop interdisciplinary approaches and make informed decisions based on cross- sectoral knowledge and integration (interdisciplinary communication).

Upon completing the **Bachelor in Economics** or **Bachelor in Finance**, graduates pursue careers in state and private national and international companies operating in financial markets, state economic regulation agencies, banks, consulting firms, insurance firms and multinational corporations. Students majoring in economics and finance can work as economists and financiers in government agencies and other business enterprises, regardless of the form of ownership across different industries of the national economy. Graduates can work as specialists in production-oriented manufacturing organisations, economic and financial departments of enterprises, business associations, ministries and committees of the economic affairs, as well as in finance and business structures regardless of affiliation.

Graduates successfully completing the programme will get academic qualifications that focus on theoretical knowledge, critical thinking, research skills, and a broader understanding of a subject area, namely the economic and financial aspects of modern economic society and methods of analysis for contemporary economic problems.

Bachelor in Business Administration

The aim of the programme is to provide students with a high-quality interdisciplinary education in both economics and Business Administration, and the ability to effectively solve managerial and technical problems related to planning, organising and controlling in all performance areas of business. A methodological and fundamental spectrum for successful professional activity in projects related to Economics and Business shall be provided. Graduates shall be able to combine theory and practice using methodical research methods, as well as have an understanding of applicable techniques and methods and their limitations. They shall also be able to demonstrate relevant personal and interpersonal skills, including cognitive skills such as critical thinking, analysis, and synthesis, as well as the capability to identify assumptions and to detect false logic or reasoning.

Specific qualification objectives of the programmes are:

1. Develop Core Business Knowledge:

- Understand key principles in finance, marketing, operations, and human resources.
- Learn about business law, economics, and organisational behaviour.

2. Enhance Leadership and Management Skills:

- Gain skills in strategic planning, decision-making, and team management.
- Foster ethical leadership and responsible management practices.

3. Strategic Planning and Analytical Skills:

- Identifying internal Strengths and Weaknesses, and external Opportunities and Threats.
- Analysing market trends, competitors, and industry changes.

4. Human Resource Management:

- Gain knowledge of recruitment, training, performance management, and employee relations.
- Handle workplace issues diplomatically and maintain healthy employee relations.

5. Financial and Budget Management:

- Estimating future income and expenses.
- Preparing financial statements (e.g., income statement, balance sheet, cash flow report).

6. Marketing and Sales Management:

- Analysing market opportunities and identifying demand.
- Planning long-term marketing goals aligned with business strategy.

7. Decision-Making Skills:

- Clearly defining the issue or challenge.
- Evaluating options based on pros, cons and potential outcomes.

8. Project Management:

- Creating a detailed project plan and timeline.
- Facilitating clear communication between team members.

9. Business Ethics and Social Responsibility:

- Treating employees, customers, and partners fairly and without discrimination.
- Ensuring suppliers and partners follow ethical standards.

Graduates with a degree in Business Administration can work in various areas of business and hold different professional positions:

- International Business and Trade Manager: Expanding and developing business in global markets, managing international trade operations.
- Export and Import Manager: Managing the export and import of products and services in international markets.
- Teaching Business Administration: Teaching Business Administration at universities or training centres.
- Trainer and Consultant: Providing training in Business Administration or offering consulting services to companies and individuals.
- Project Manager: Managing various projects for companies and organisations, ensuring their completion on time and within budget.
- Process Management Manager: Optimising and managing business processes and operations.

Learning outcomes of the programme:

Graduates with a specialisation in Business Administration possess a range of academic and practical skills. This knowledge and these skills are needed to solve various challenges encountered in the business world, ensure organisational development, and formulate strategies. This prepares them to operate across a wide range of careers and achieve success in various areas of business:

- Graduates practically apply their skills in team building, motivating employees, and enhancing team performance in various business environments.
- Students gain in-depth knowledge of management theories, leadership principles, and team management.
- Graduates acquire the skills to develop strategic plans, assess risks and analyse decision-making processes.
- Graduates gain practical skills in making financial decisions, preparing budgets and analysing financial situations.
- Graduates apply their skills in project planning, resource management, and monitoring project execution in real-world settings.
- Graduates apply their skills in implementing innovative ideas, managing internal changes, and adapting to social and technological changes.
- Graduates acquire the skills to implement socially responsible projects and develop sustainable business models.
- Graduates develop the skills to analyse business data, identify existing problems, and propose solutions.
- Graduates acquire the skills to enter international markets, establish global trade relations, and engage in intercultural business activities.

Bachelor in Marketing

The programme is designed to provide students with an integrated knowledge of the contemporary theories and practices utilised in the marketing business area. The students shall acquire the tools and techniques necessary to build a successful marketing career within the growing global business environment as well as develop knowledge in key areas including consumer behaviour, marketing planning, branding and the use of digital technologies. They shall also develop strong analytical, leadership, and decision-making skills, as well as the

capability to analyse and interpret markets and to conceive and implement effective solutions that a company can adopt to address various marketing issues.

Specific qualification objectives of the programmes are:

1. Basic concepts and principles of marketing:

- Understanding what marketing contains: the process of creating, communicating, delivering, and exchanging offerings that have value for customers.
- Understanding how and why consumers make buying decisions.

2. Development of market research and analysis skills:

- Identifying market opportunities.
- Collecting new data directly from sources (e.g., surveys, interviews, focus groups, observations).

3. Preparation and implementation of marketing strategies:

- SWOT Analysis: Strengths, Weaknesses, Opportunities, Threats.
- Developing a marketing plan with timelines, responsibilities and tools.

4. Management and development of the brand:

- Defining the brand purpose, mission, vision and values.
- Clarifying what makes the brand unique or better than competitors.

5. Management of the marketing budget and optimization of resources:

- Setting the overall marketing budget based on company revenue, goals or industry benchmarks.
- Predicting the cost of campaigns, tools and resources.

6. Consumer behaviour and customer relationship management:

- Understanding the typical consumer decision-making process.
- Understanding what motivates purchases: price, quality, convenience, social proof, status.

7. Ethical and legal issues:

- Avoiding price fixing or monopolistic behaviour.
- Clear pricing, terms and conditions, and refund policies.

Students who graduate in Marketing can work in various fields and sectors. Some local and international companies and sectors where individuals with a marketing specialisation can work include:

- Companies and businesses: large corporations – For example, banks, telecommunications companies, energy, and transportation sectors, as well as other large enterprises.
- Small and medium-sized businesses – Small enterprises and startups also require marketing specialists. Commodity producers – Companies such as automobile, electronics, clothing, food producers, etc.
- Advertising and marketing agencies: It is possible to work in various roles in marketing, advertising, and PR agencies (brand manager, advertising campaign manager, social media manager, etc.).
- Digital marketing companies: Working in companies engaged in SEO, SEM, social media advertising, email marketing, and other digital marketing strategies.
- Media and advertising companies: Working in marketing and advertising roles in television, radio, newspapers, magazines, and other media organisations.

Learning outcomes of the programme:

Graduates specialising in Marketing possess a range of academic and practical skills. These skills are based on both theoretical knowledge and practical applications.

- **Theoretical Knowledge:** Students learn in-depth the basic concepts, theories, and strategies of marketing. They enhance their knowledge in areas such as market analysis, consumer behaviour, advertising strategies, pricing, and product positioning.
- **Practical Skills:** Students with marketing experience acquire practical skills such as preparing real-world marketing plans, setting up advertising campaigns, and making strategic decisions in various marketing fields.
- **Analytical and Research Skills:** Students develop their skills in market analysis and consumer research. They use statistical data and other analytical tools to conduct market analyses and algorithmic evaluations.
- **Innovative Approaches:** Students are introduced to new trends and technologies in the marketing field. They gain insights into areas such as social media marketing, digital marketing, and the application of artificial intelligence in marketing.
- **Communication Skills:** One of the most important aspects of marketing is the ability to communicate effectively. Students enhance these skills through presentations, discussions, and individual projects.
- **Creativity and Innovation:** Students apply creative approaches while working on various advertising and marketing projects. They develop skills in launching new products to the market, preparing innovative advertising campaigns, and generating creative ideas.
- **Teamwork Experience:** Marketing projects often require teamwork. Students work in different groups to develop leadership, collaboration, and problem-solving skills.
- **Ethics and Social Responsibility:** Students also reflect on the ethical aspects of marketing and the concept of social responsibility. They understand ethical issues related to product and service advertising, sales strategies, and consumer rights, and learn to make decisions accordingly.

Bachelor in Management

The Bachelor's degree in Management is a multidisciplinary educational programme that teaches students about the problems that arise in management and methods for analysing them. Students not only acquire technical and theoretical knowledge in the field of management but also develop essential skills to build a successful career. The programme places significant emphasis on areas such as marketing, economics and mathematics, which are integral parts of the management system. Additionally, special attention is given to the development of critical thinking, problem-solving, analysis and interpersonal relationship skills.

Specific qualification objectives of the programmes are:

1. Principles and Theory of Management:

- The Principles and Theory of Management encompass a wide range of concepts that provide a foundation for effective management practices.
- The role of leadership in motivating, guiding and communicating with employees is central to management theory. Effective leaders inspire trust, create a vision and communicate goals to the team.

2. Leadership and Team Management:

- Leadership and team management involve guiding teams to success through effective leadership styles, communication, motivation, conflict resolution and performance management.

- It also includes understanding group dynamics, adapting to change and leveraging team strengths.
3. Decision Making and Problem Solving:
- Decision-making is the process of selecting the best course of action from available alternatives.
 - Problem-solving is the process of identifying, analysing and resolving issues that hinder progress or cause challenges.
4. Human Resource Management:
- It involves a range of activities, policies, and practices designed to maximise employee performance and satisfaction while aligning with organisational goals.
 - HRM provides employees with the knowledge and skills required for their current roles. This could include technical training, soft skills development, and compliance training.
5. Financial and Budgetary Aspects of Management:
- Financial management ensures that an organisation can meet its financial obligations, optimise resource allocation, make informed business decisions, and achieve long-term financial health and success.
6. Communication and Conflict Management:
- In the context of management, effective communication is essential for aligning goals, ensuring clarity, and building relationships.
 - Conflict management involves identifying and addressing disputes or disagreements in a constructive manner, ensuring that a resolution is reached with minimal disruption to relationships or productivity.

Graduates in Management have a wide range of career opportunities and can work in various sectors and positions. Since this study programme is both strategic and operational in nature, individuals who have studied management can operate in numerous different fields:

- International Companies: Leadership and management positions – Working in management roles at large international companies such as Coca-Cola, IBM, Google, Procter & Gamble, and other multinational corporations.
- Risk Manager: Managing risks, financial planning, and strategy development in financial and insurance companies.
- Management in Insurance Companies: Creating insurance products and managing customer relationships.

Learning outcomes of the Programme:

- Graduates of the Management programme gain all the experience and theoretical knowledge necessary to professionally operate in management and leadership fields through academic knowledge and practical skills. They acquire strong abilities in analytical thinking, strategic planning, leadership, team management, and other areas. These skills enable them to become successful managers and leaders across various sectors and fields.
- Students learn strategic management processes, gaining knowledge about setting long-term goals and objectives, planning, and methods for implementation.
- Graduates of the Management programme are able to make sound and effective decisions in various management situations.
- They possess the ability to make decisions by applying analytical thinking and accurately assessing data in various scenarios.
- Graduates have practical skills in managing and motivating teams.

- They have developed leadership, strong communication, and collaboration skills, gaining experience in resolving team conflicts and ensuring effective cooperation.
- Students acquire practical skills in project management, optimising time and resources, and managing project budgets.
- They gain extensive practical experience in labour law, labour relations and managing employee relations.
- Graduates can analyse operational processes within an organisation and apply practical approaches aimed at improving their efficiency.
- They gain experience in optimising operations, improving quality, and ensuring efficiency.

Appraisal:

The qualification objectives of the study programmes are explained and presented in relation to the target group, the targeted professional field, and the discipline's societal context. They embrace academic proficiency, comprehensive employability, and the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework. The panel has the impression that some objectives are rather basically formulated and should be explained in more detail in the future. Also, the formulation of objectives differs among the programmes. For example, the **Bachelor in Business Administration** also include the methodological research, whereas the other study programmes do not. However, the overall quality of the study programmes is fine. The panel sees room for improvement by drilling a bit deeper into the objective and getting into more detail. Therefore, the panel **recommends for all five Bachelor programmes**, re-formulating or re-phrasing the objectives and including more academic terms according to Bloom's Taxonomy (such as analyse).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

The international strategy of **all five Bachelor programmes** follows the main mission of the University. In accordance with the mission of WCU, the international strategy of the university develops deep international collaboration with different universities around the world. This policy of the University is supported by the involvement and participation of researchers and guest lectures from different world institutions and universities in scientific research conferences, seminars, meetings and other similar events organised at WCU. Researchers from different countries, such as the USA, Finland, Turkey, Germany, Sweden, Great Britain, Israel, Japan, Russia and China have participated in these events.

The other practice of realising consecutive international strategy within the programmes is the activity of the University in supporting dual diploma programmes, which has increased in recent

years. Agreements concluded with UBIS of the USA and FOM University of Economics and Management (Germany) are examples. The University regularly conducts studies to match international qualifications requirements with learning objectives and to ensure the development of the University in the educational and research process in accordance with the modern international progressive scientific and pedagogical directions. International experience-exchange programmes supported by WCU are directed to improve the professional skills of all staff in accordance with the requirements of international university employees' standards within the modern education system.

To ensure the development of the University in educational and research processes within the innovative international teaching and research practices, to match general scientific and pedagogical approaches with international standards, to encourage professors and staff development in accordance with the contemporary education system, the University studies international experience-exchange programmes, international guest lectures, research activities and webinars are conducted to improve the professional skills of University employees.

The international orientation is a focal point of the programmes' design as well. The programmes offer education in English-speaking groups, where the language of instruction is English and supporting course materials, such as textbooks and quizzes, are also in English. Case studies used by instructors cover relevant topics drawn from experiences in different countries.

The Bachelor programmes have a capacity for internationalisation, which has been achieved or is expected to be optimised in the next few years. The study programmes, which have been implemented, can be divided into several main categories: curriculum and academic programmes, international academic qualifications, practical experience and international exposure of students and teaching staff. Thus, the international outlook of the programmes implies lecturers' experience, exchange possibilities for both lecturers and students and the use of the English language for teaching in English-speaking groups for local students as well as foreign students. The curricula reflect local wisdom, but global relevance is also a priority. The programmes continuously improve the international aspects of the curriculum at the expense of updates required to match the trends of the Bologna education system and European Qualifications Framework (EQF).

In the aspect of lecturers, all full-time lecturers involved in the five Bachelor programmes have national and international certifications. In addition, the lecturers also regularly disseminate the results of research to internationally reputable journals. For example, between 2021 and 2025, more than 1,000 international publications were produced. Data on the growth dynamics of the citation index for scientific articles published in prestigious international journals were compiled from the profiles of WCU teachers on Google Scholar.

Table 6: Citation index from WCU lecturers in Google Scholar

Years	Citation Dynamics
2016	65
2017	54
2018	91
2019	101
2020	107
2021	115
2022	118
2023	152
2024	54577

Several reputable lecturers and professors from domestic and international institutions were also regularly invited to participate in academic activities. This includes, for example, a Professor from Schmalkalden University (Germany) in the framework of “Fall Lectures”, as well as an Associate Professor from Belarus State Economic University (Belarus); an Associate Professor from Tashkent State University of Economics (Uzbekistan) and a Professor from LIGS University (the USA). Besides that, some practitioners also participate in equipping students and academics to minimise the gap between the theory given in lectures and practices commonly used in industries.

Some students who graduated from the Bachelor of Economics and Finance Programmes already work in the USA, UK, Canada, Bulgaria and other countries. On the one hand, the BBAPE and BBAPF have collaborations with several well-known universities abroad that allow students to do double degrees, credit transfers, and international student exposure as part of the students' academic experience. On the other hand, this approach encourages the students to develop internationally recognised professional skills in response to the demands of the international labour markets.

Appraisal:

The programmes' designs appropriately take into account the required international aspects, with respect, too, to their graduates' employability. WCU is not only considering an international outlook but also has many elements of internationalisation throughout the study programmes. There are many international cooperation partners, exchange programmes, guest lecturers, and English-language teaching. WCU and its study programmes are considered very ambitious by the panel.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programmes

Positioning of the study programmes on the educational market

The positioning for the **Bachelor in Economics** and **Bachelor in Finance** is highly competitive. The advantages of the WCU's programme can set it apart from other similar study

programmes. The students prefer the WCU's BBAPE and BBAPF programmes because of innovative, qualified, professional, democratic, student-oriented and labour market-oriented education process. The main rivals of the University are the state universities that have access to the funds and financial support from the government carried out by The Ministry of Education and Science. Western Caspian University, as a private University, accumulates the main financial sources from tuition fees paid by the government for state-ordered students, tuition fees paid by students who study on paid basis and other incomes provided by the national legislation.

The **Bachelor in Marketing**, the **Bachelor in Management** and the **Bachelor in Business Administration** have a strategic position in the education market, aligning with the development of modern economics and the business world. The language of study is English in all three programmes, which also contributes to its international positioning. The main competitors of the programmes are study programmes at public and private universities in Baku, e.g., Azerbaijan State University of Economics, the Azerbaijan State Oil and Industry University, as well as Azerbaijan University. The study programmes at WCU provides students with not only theoretical knowledge but also practical skills, making them highly sought-after professionals in the labour market.

The field of Business Administration, particularly in recent years, has been chosen by an increasing number of students. Leadership and strategic management skills are required in various sectors, which has led to a growing interest in Business Administration programmes in the education market. Students want to gain extensive knowledge about the development of economies and companies, and this specialisation helps them gain a competitive advantage in the global business world.

Positioning of the study programmes on the job market for graduates

Graduates of the **Bachelor of Economics** and **Bachelor of Finance** can work as specialists in production-oriented manufacturing organisations, economic and financial departments of enterprises, business associations, ministries and committees of the economic affairs, as well as in finance and business structures regardless of affiliation. The prospects for graduates of the BBAPE and BBAPF are diverse, as the job market requires many professionals with strong competencies in economics and finance. Typical professions and job positions for the programme's graduates include administrative staff, marketing staff, human resources staff, business consultants, banking staff, company management, financial analysts, business instructors, accountants, and entrepreneurs. Upon successfully completing the programme, graduates pursue careers in state and private national and international companies operating in financial markets, state economic regulation agencies, banks, consulting firms, insurance firms, multinational corporations, small and medium-sized businesses and individual entrepreneurship.

Mostly, WCU graduates have been employed directly upon their specialism in private small and medium-sized businesses as well as in state companies, working typically as economic and financial specialists. Students completed the programme work in different local and international companies, financial institutions, banks, insurance companies and audit firms. Nevertheless, recent data indicate an increase in employment in adjacent and complementary professions, as well as among sole traders, freelancers and individual entrepreneurs. Although the graduate's employment is closely related to the oil industry, the driving force of Azerbaijan's national economy, the tourism and agricultural industries also provide employment.

The employability of the **Bachelor in Business Administration, Marketing and Management** graduates constitutes 50% as the learning outcomes of the study programmes contribute to positioning of the programmes on the local and international job markets and master programmes. Most students in **Business Administration** find jobs in different areas by the end of the programme. The programme provides employers with individuals with necessary managerial and leadership/decision-making/problem solving skills to apply efficiently to the business environment today. Graduates are also effective team members knowledgeable in the major business areas. Therefore, graduates are readily employable in both the private and public sectors. Many graduates find employment in various business-related areas as marketing, sales, accounting, banking and financial services, business services, and public organisations. A survey regarding the employment status of graduates has been posted on the official website of WCU.² Based on the results of the survey, their employment levels are monitored, and accountability is ensured.

Based on an analysis of a graduate survey conducted among the 2024 graduates, 35% of graduates were employed after 6 months in a field of work related to the major of the study. 13% of graduates were employed after 12 months. The reasons for unemployment are also monitored, being identified as limited job opportunities, personal reasons, as well as lack of experiences.

Positioning of the study programmes within the HEI's overall strategic concept

One of the main tasks facing WCU is to organise the educational process in accordance with contemporary international requirements. Despite this, the organisation of educational process for the available specialties at the University should be implemented based on educational plans approved by the Ministry of Education and Science and developed in accordance with the State Education Programme of the Higher Education Level which the Scientific Council of the University must approve. Although the proposals of the representatives of the labour market always are taken into account when preparing the educational programmes, and in the educational programmes indicated the teaching of such subjects as "Career planning", "Soft skills" and "Hard skills" is envisaged, and these subjects are taught mainly by experts with the relevant scientific degree who are direct participants of the labour market, difficulties with adapting programmes to international standards still exist.

Positioning of the study programmes within the Ministry of Education and Science standards regarding the Strategic Concept is an integral part of the main strategic development line followed by WCU. Likewise, all aspects of programme management are an inseparable part of Western Caspian University as an HEI, built and aligned with the University Strategic Plan. This concept is in line with and refers to "State Programme on Increasing the International Competitiveness of the Higher Education System in the Republic of Azerbaijan for 2019-2023" and various laws and regulations in force.³

The learning outcomes for each specialisation are designed in accordance with the "Framework Document for Bachelor's Degree Programmes (Basic (Core) Higher Medical

² see:

https://docs.google.com/forms/d/1CjNHkbACZX_EKENuSGeJlsQBnAZ8ZHtBii7BNMHxeaE/viewform?edit_requested=true (last access April 29, 2026).

³ 16 November, 2018, №711.

Education)⁴. These are aligned with content standards that aim to achieve the necessary competencies for each course.

Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible. WCU mainly focuses on Azerbaijan's national market. Since it is a private University, WCU has competition from public universities. The positioning is also impacted by the central admission practice; however, the study programmes have consistent cohorts.

The arguments supporting graduate employability, based on the stated qualification objectives, are convincingly presented. The future fields of employment for graduates are plausibly set forth. The positions of graduates are good; some hold senior managerial roles, and many work for national companies.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals align with the WCU's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

⁴ approved by the Ministry of Science and Education of the Republic of Azerbaijan on August 13, 2020, under order number F-226.

2. Admission

University admission in Azerbaijan is regulated and controlled by state authorities. Admission to the WCU is also carried out by the State Examination Centre of the Republic of Azerbaijan (SEC). Admission to all specialities is possible by government order, free of charge. The admission requirements are based on national regulations. They are documented, comprehensible and openly available for interested parties via the University's website. Information about the admission process is available on the State Examination Centre website. Admission conditions are implemented by the State Examination Centre of the Republic of Azerbaijan⁵. Admission at the Bachelor level is carried out on the basis of the uniform national exam standards. University applicants who are citizens of the Republic of Azerbaijan and hold a secondary school certificate must pass the Entrance Examination organised by the State Examination Centre (SEC) of the Republic of Azerbaijan and obtain a minimum passing mark, which may vary based on overall exam results.

Candidates who have received relevant state certificates on completion of full secondary, vocational, or higher education are eligible for admission to higher education institutions. Current students of higher education or vocational education institutions (excluding students in the last year of study) are not eligible to participate in the contest for admission to higher education institutions. Undergraduate education in the Republic of Azerbaijan is funded either by state-provided scholarships or private funding for the students. According to Article 5.4 of the Education Law of the Republic of Azerbaijan, the state sets forth the right to receive a one-time free-of-charge education at each level of higher education. Students' admission to higher education institutions is carried out through competition by providing equal education opportunities for all citizens. Competent applicants, who have learned relevant educational programmes that correspond to the appropriate level of education, are free to select their majors and educational institutions by themselves. Admission to higher education institutions is carried out by the SEC based on the results obtained by applicants in a centralised admission exam in two stages in the relevant academic year. Candidates are required to pay a participation fee for the contest.

At the first stage of university admission exams (secondary school-leaving exam for current year graduates), applicants take tests on Azerbaijani or Russian languages (depending on the language of instruction they want to study), a foreign language, and mathematics. Applicants are given a total of 85 questions in the exam, including 30 questions on the Azerbaijani (or Russian) language, 30 on foreign languages, and 25 on mathematics. The maximum possible score in the first stage of the university admission exam is 300 (100 marks on each subject). The results of the first stage of university admission exams (school-leaving exams) are valid for two years and give the applicant the right to participate in the competition for admission to higher education institutions in the current and next academic years.

The second stage of admission exams to higher education institutions is carried out by major groups. The results of this stage are valid for one year and the applicant is entitled to participate in the competition for admission to higher education institutions in the current academic year only. Regardless of participation in the admission exam on major groups I-IV, the applicant can also take the test for the major group V. The majors in higher education institutions are divided into five groups, considering the state standards of higher education on those

⁵ see: <https://dim.gov.az/az> (last access March 31, 2026).

specialties - mandatory minimum requirements for the content and level of bachelor's degree, knowledge, skills and habits required to qualify for these specialties. Exam subjects by major groups, their degrees and correlation coefficients are defined as follows:

- Major group I – Mathematics (correlation coefficient: 1.5), Physics (correlation coefficient: 1.5), and Chemistry (correlation coefficient: 1);
- Major group II – Mathematics (correlation coefficient: 1.5), Geography (correlation coefficient: 1.5), and History (correlation coefficient: 1);
- Major group III – according to the language of admission examination – the Azerbaijani or Russian language (correlation coefficient: 1.5), History (correlation coefficient: 1.5), and Literature (correlation coefficient: 1);
- Major group IV – Biology (correlation coefficient: 1.5), Chemistry (correlation coefficient: 1.5), and Physics (correlation coefficient: 1);
- Major group V – to participate in the competition for this group, applicants do not attend the second stage of the admission exam. They participate in the competition based on the results of the first stage (school-leaving exam).

In the second stage of the university admission exam, applicants are given a total of 90 tasks, 30 on each subject. The maximum number of points applicants can earn in the second stage of the entrance exam is 150 for subjects with a relative coefficient of 1.5 and 100 for subjects with a relative coefficient of 1, for a total of 400 points. The maximum possible score in the second stage is 400 points (150 points on the subjects with a correlation coefficient of 1.5, and 100 points on the subjects with a correlation coefficient of 1).

Admission of foreign citizens to the WCU is carried out by registering on the website of the Republic of Azerbaijan⁶ and submitting an application for the respective speciality to the International Students Dean's Office of HEI.⁷ After submitting the application, an online interview with the Admissions Committee is held.

The applicant must provide the following documents:

- A copy of an international passport (the passport must be valid for at least one year from the date indicated below).
- 2 3x4 photographs (red background).
- A legalised (apostilled) education document and a transcript of academic performance, which indicate the subjects studied at the previous level of education and the grades received for them.
- Certificates (if any).

The application dates are set by the Ministry of Education and Science. The platform is active during the registration process. The dates last approximately from August 7 to August 20 of each year.

Counselling for prospective students

Interested persons and potential applicants can get information on the University programmes from the website, social media and brochures⁸. They also can receive information by phone or

⁶ see: <https://portal.edu.az/> (last access March 31, 2026).

⁷ see: <https://wcu.edu.az/en/page/xarici-telebeler-uchun-qebul-qaydalari> (last access March 31, 2026).

⁸ see: <https://www.wcu.edu.az/en/> (last access March 31, 2026).

email by contacting the information office. Moreover, applicants can visit the University and get acquainted with the training conditions, study programmes content and students international exchange opportunities. The Student Advisory Centre operates at the WCU in collaboration with a team coordinated with the SEC and prepared according to their instructions. The Centre starts usually from March and works until the end of registration process. The functions of the centre include advising applicants on the admission process and providing technical support if necessary. Moreover, the University visits high schools and provides open classrooms to inform prospective applicants about the study programmes.

Ensuring foreign language proficiency

According to the university admission rules of the State Examination Centre of the Republic of Azerbaijan (SEC), at the first stage of university admission exams, applicants must take a foreign language test (30 questions), which is conducted in English. Except for that, no specific English proficiency level is required to get admitted to the Bachelor programmes at WCU. To enhance the English language skills of the students, all five study programmes contain language classes. The programmes offer education in English-speaking groups as well, where the education process includes lectures instructed in English.

Transparency and documentation of admission procedure and decision

The admission is arranged in a centralised form by the SEC of the Republic of Azerbaijan, established by the Presidential Decree, to organise the admission procedure and decisions based on transparent criteria. The details of the admission requirements and the selection procedure are communicated on the website of the State Examination Centre. The results of the selection are published on the website in the applicants' registered accounts. Admission policies are published in the centre's promotional catalogues and on the website.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Admission is organised centrally and carried out by the State Examination Centre of the Republic of Azerbaijan. The application process for international students is also regulated.

Applicants can directly turn to a student counselling service for clarification on specific questions, personal aptitude, or career perspectives. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. The University also offers open campus activities and provides counselling in high schools.

The admission requirements (required result in a concrete language test) ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities). At the time of graduation from school in Azerbaijan, students are tested in English language proficiency. However, the panel is of the view that the study programmes should focus more on students' English language proficiency (see chapter 3.4).

The admission procedure is organised by the State Examination Centre of the Republic of Azerbaijan. It is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and communicated in writing via the Centre's portal.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

Nowadays economics and finance specialisms pervade all sectors of companies, both in business and society as well as technology. The courses of the study programme are therefore thoroughly and fundamentally designed to cover the broadest possible spectrum of tasks and issues in economic and financial issues of business. The **Bachelor in Economics** and **Bachelor in Finance** are designed on an interdisciplinary basis. Students acquire knowledge in economics, social sciences, and business sciences, as well as a foreign language. The faculty develops activities that deepen students' competencies by organising lectures, workshops, and presentations by leading experts from practice. The core courses of Economics and Finance programmes provide students with the basic knowledge necessary for further in-depth understanding (such as Mathematics and Fundamentals of Economics, Principles of Microeconomics and Macroeconomics, Econometrics and Statistics, Economics and Management, Corporate Finance and Government Finance, Financial markets, Financial Accounting and Financial Management). Furthermore, a variety of interdisciplinary courses is offered in the programme to enlarge the learning experience of students, allowing for interdisciplinary critical thinking and practical evaluations. These courses include, for instance, Agricultural Economics, Development perspectives of International Economic relations, Environmental Economy, Digital economics, Mathematical methods in accounting analysis, Bank management, Quality management, and Career planning.

Students have to complete a Bachelor's Thesis in the form of an Internship Thesis that aims to advance their understanding of industrial practice and research, research methods, and how research findings can be used to improve understanding of the business environment and to develop suitable solutions. Scientific work is integrated into various courses, where students learn to use and interpret different sources and data, as well as how to build an argument.

The **Bachelor in Finance** is a full-time multidisciplinary programme that introduces students to financial analysis and the problems of financial management. Students acquire a combination of technical and theoretical knowledge, including basic skills required to enter careers in finance. Essentials of finance, statistics, economics and mathematics are also covered. Special emphasis is placed on learning foreign languages.

The programme covers the major subfields of finance and accounting, auditing, banking and taxation, budget preparation, treasury accounting, financial markets, and investments. Statistics, economics, finance and mathematics are also covered as they are essential to economics and finance. Students gain proficiency in electronic analysis of statistical information which enables them to apply their knowledge in practice. Students must undergo a pre-graduation internship and defend a graduation project to receive a degree.

Table 7: Curriculum Bachelor in Finance

FIRST YEAR I. SEMESTER			
CODE	COURSE NAME	ECTS credits	Total HOURS

ÜF-B01	History of Azerbaijan	5	150
ÜF-B02.01	Business Communication and Academic writing in a foreign language – 1	7	210
İF-B01	Introduction to Economics	6	180
İF-B04	Linear algebra and Calculus	8	240
ATMF -BO1	Elective (2 choices) 1. Foundations of finance 2. Budget system	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
FIRST YEAR II. SEMESTER			
CODE	COURSE NAME	ECTS	Total HOURS
ÜF-B02.02	Business Communication and Academic writing in a foreign language – 2	8	240
ÜF – B03	Business Communication and Academic writing in Azerbaijani	4	120
İF-B05	Probability and mathematical statistics	8	240
ATMF -BO2	Elective (3 choices) 1. Perspectives of economic development of Azerbaijan 2. Theoretical basics of audit standards 3. Financial accounting in commercial organisations	4	120
ATMF -BO3	Elective (3 choices) 1. Economy of Azerbaijan 2. Formation and use of payroll fund at enterprise	6	180
TOTAL SEMESTER CREDITS/ECTS		30	900
SECOND YEAR III. SEMESTER			
CODE	COURSE NAME	ECTS	Total HOURS
İF-B02	Microeconomics	10	300
İF-B07	Statistics	10	300
İF-B09	Management	7	210
ÜFS-B04	Elective (3 choices) 1. Introduction to multiculturalism 2. Philosophy 3. Sociology 4. Fundamentals of law and the constitution of the Azerbaijan Republic 5. Logics 6. Ethics	3	90
TOTAL SEMESTER CREDITS/ECTS credits		30	900
SECOND YEAR IV. SEMESTER			
CODE	COURSE NAME	ECTS	HOURS
İF-B03	Macroeconomics	10	300
İF-B08	Econometrics	10	300
İF-B18	Civil defence	3	90
ATMF -BO4	Elective (3 choices) 1. Business financing 2. Organisation of business insurance	3	90
ATMF -BO5	Elective (3 choices) 1. Mathematical methods in accounting analysis 2. International monetary relations 3. Monetary system of foreign countries	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900

THIRD YEAR V. SEMESTER			
CODE	COURSE NAME	ECTS	Total HOURS
İF-BO6	Foundations of Information technologies (basic skills)	8	240
İF-B11	Corporative finance	6	180
İF-B12	Government finance	6	180
İF-B13	Financial markets	4	120
ATMF -BO6	Elective (3 choices) 1.Bank management 2.Banking risk analysis 3.Management accounting	6	180
TOTAL SEMESTER CREDITS/ECTS		30	900
THIRD YEAR VI. SEMESTER			
CODE	COURSE NAME	ECTS credits	Total HOURS
İF-B10	Financial accounting	6	180
İF-B16	Taxation	4	120
İF-B17	Financial management	4	120
ATMF -BO7	Elective (3 choices) 1.Banking system of Azerbaijan Republic 2.Pricing policy 3.Price and assessment process	6	180
ATMF -BO8	Elective (3 choices) 1.Organisation and management of customs affairs 2.The system of financial and credit organisations in Azerbaijan Republic	6	180
ATMF -BO9	Elective (3 choices) 1.Comprehensive economic analysis 2. Audit	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
FOURTH YEAR VII. SEMESTER			
CODE	COURSE NAME	ECTS credits	Total HOURS
İF-B14	Investment management	6	180
İF-B15	Financial risks management	4	120
ÜFS-B05	Elective (3 choices) 1.Information technologies 2.Information management 3.Politology	3	90
ATMF-BO10	Elective (3 choices) 1.Financial statements 2.International standards of financial statements 2.Off-budget funds	6	180
ATMF-BO11	Elective (3 choices) 1.Enterprise finance 2.Balance of payments	4	120
ATMF-BO12	Elective (3 choices) 1.Quality management 2.Financial monitoring	4	120
ATMF-BO13	Elective (3 choices) 1. Planning and Design of Scientific Research 2. Scientific Writing and Publishing Processes	3	90

	3. Research Methods and Ethics		
TOTAL SEMESTER CREDITS/ECTS		30	900
FOURTH YEAR VIII. SEMESTER			
CODE	COURSE NAME	ECTS credits	Total HOURS
	Career planning	3	90
	Soft skills	5	150
	Hard skills	5	150
	Industrial practice	8	240
	Thesis	9	270
TOTAL SEMESTER CREDITS/ECTS		30	900

The **Bachelor in Economics** aims to master the basics of science and methodology in the fields of economics and business and solve problems in the practice of developing international economics. The programme includes economic theory, all micro- and macroeconomic issues, the world economy and the economy of Azerbaijan, finance, audit, and the essentials of banking and management.

Table 8: Curriculum Bachelor in Economics

THE FIRST YEAR, I SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
ÜF-B01	History of Azerbaijan	5	150
ÜF-B02.01	Business Communication and Academic writing in a foreign language – 1	7	210
İF-B01	Introduction to Economics	6	180
İF-B04	Linear algebra and Calculus	8	240
İF-B16	History of Economic Thoughts	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
THE FIRST YEAR, II SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
ÜF-B02.02	Business Communication and Academic writing in a foreign language – 2	8	240
ÜF – B03	Business Communication and Academic writing in Azerbaijani	4	120
İF-B05	Probability and mathematical statistics	8	240
İF-B13	Economy of Azerbaijan	6	180
ATMF -BO1	Elective (3 choices) 1.Perspectives of economic development of Azerbaijan 2.Integration of Azerbaijan into the world economy 3.The impact of international economic organisations on the economy of Azerbaijan	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
THE SECOND YEAR, III SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
İF-B02	Microeconomics	10	300
İF-B07	Statistics	10	300
İF-B09	Management	7	210
ATMF -BO2	Elective (3 choices)	3	90

	1.Finance 2.Business ethics 3.International economic organisations		
TOTAL SEMESTER CREDITS/ECTS		30	900
THE SECOND YEAR, IV SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
İF-BO3	Macroeconomics	10	300
İF-BO8	Econometrics	10	300
İF-B18	Civil defence	3	90
ÜFS-B01	Elective (6 choices) 1. Philosophy 2. Introduction to multiculturalism 3. Sociology 4. Fundamentals of Law and the constitution of the Azerbaijan Republic 5. Logic 6. Ethics	3	90
ATMF -BO3	Elective (2 choices) 1. Development perspectives of international economic relations 2. Logistics of a country and territory	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
THE THIRD YEAR, V SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
İF-BO6	Foundations of Information technologies (basic skills)	8	240
İF-B11	International Economics	4	120
İF-B17	Labor Economics	4	120
ATMF -BO4	Elective (3 choices) 1.Transnational corporations 2. World economy 3. Business plan	6	180
ATMF -BO5	Elective (2 choices) 1.Enterprise finance 2.Insurance and organisation of business insurance	8	240
TOTAL SEMESTER CREDITS/ECTS		30	900
THE THIRD YEAR, VI SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
İF-B10	Social spheres Economics	6	180
İF-B12	Development Economics	4	120
İF-B15	Environmental Economy	6	180
ATMF -BO6	Elective (3 choices) 1.Economic regulation 2.International trade 3.International finance	7	210
ATMF -BO7	Elective (3 choices) 1.Economy of enterprise 2.International markets 3.Geoconomics	7	210
TOTAL SEMESTER CREDITS/ECTS		30	900

THE FOURTH YEAR, VII SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
İF-B14	Digital economics	6	180
ÜFS-B02	Elective (3 choices) 1. Information technology (by specialty) 2. Information management 3. Politology	3	90
ATMF -BO8	Elective (3 choices) 1. Financial management in small business 2. Corporative ethics	7	210
ATMF -BO9	Elective (3 choices) 1. Marketing 2. Modern management experiences 3. Taxes and taxation	4	120
ATMF -B10	Elective (3 choices) 1. Agricultural economics 2. Digital marketing 3. The impact of free economic zones on the national economy	7	210
ATMF -B11	1. Planning and Design of Scientific Research 2. Scientific Writing and Publishing Processes 3. Research Methods and Ethics	3	90
TOTAL SEMESTER CREDITS/ECTS		30	900
THE FOURTH YEAR, VIII SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
	Career planning	3	90
	Soft skills	5	150
	Hard skills	5	150
	Industrial practice	8	240
	Thesis	9	270
TOTAL SEMESTER CREDITS/ECTS		30	900

Students majoring in **Business Administration, Marketing and Management** participate in industrial practice, and they defend their reports to receive their final grades. According to this structure, Business Administration curricula are based on the following modules:

Table 9: Curriculum Bachelor in Business Administration

FIRST YEAR I. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
GS-B01	History of Azerbaijan	5	150
GS-B02.01	Business and academic communication in a foreign Language -1 (English)	7	210
SS-BO1	Introduction to Economics	6	180
SS-BO4	Linear algebra and mathematical analysis	8	240
SHEI -BO1	Elective (3 choices) 1. Firm Economics 2. Price Policy	4	120

	3. Fundamentals of Commerce		
TOTAL SEMESTER CREDITS/ECTS		30	900
FIRST YEAR II. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
GS-B02.01	Business and academic communication in a foreign Language -2 (English)	8	240
GS-B03	Business and academic communication in Azerbaijani	4	120
SS-BO5	Probability theory and mathematical Statistics	8	240
SHEI -BO2	Elective (3 choices) 1.Perspectives of economic development of Azerbaijan 2.Integration of Azerbaijan into the world economy 3.The impact of international economic organisations on the economy of Azerbaijan	4	120
SHEI -BO3	Elective (2 choices) 1. Economy of Azerbaijan 2. Management of investment processes	6	180
TOTAL SEMESTER CREDITS/ECTS		30	900
SECOND YEAR III. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
SS-BO2	Microeconomics	10	300
SS-BO9	Management	7	210
SS-BO7	Statistics	10	300
SHEI-BO4	Elective (3 choices) 1. Business law 2. Business ethics 3. International economics organisations	3	90
TOTAL SEMESTER CREDITS/ECTS		30	900
SECOND YEAR IV. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
GCS-B04	Elective (6 choices) 1. Philosophy 2. Introduction to multiculturalism 3. Sociology 4. Fundamentals of Law and the constitution of the Azerbaijan Republic 5. Logic 6. Ethics	3	90

SS-BO3	Macroeconomics	10	300
SS-BO8	Econometrics	10	300
SS-B18	Civil Defence	3	90
SHEI-BO5	Elective (3 choices) 1. Economic regulation 2. Crisis management 3. Management theory	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
THIRD YEAR V. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
SS-B10	Fundamentals of Business	6	180
SS-B13	Marketing	6	180
SS-BO6	ICT-basic computer skills	8	240
SHEI-BO6	Elective (3 choices) 1. International economics 2. Innovation Economy 3. Business Plan	4	120
SHEI-BO7	Elective (2 choices) 1. Fundamentals of accounting 2. Business risk assessment	6	180
TOTAL SEMESTER CREDITS/ECTS		30	900
THIRD YEAR VI. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
SS-B12	Human Resource Management	4	120
SS-B14	Financial Accounting	6	180
SS-B15	Operations Management	4	120
SS-B17	International Business	6	180
SHEI-BO8	Elective (3 choices) 1. Business organisation in service sectors 2. Business organisation in tourism 3. Business organisation in healthcare services	6	180
SHEI-BO9	Elective (2 choices) 1. Taxation and tax policy 2. Audit	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
FOURTH YEAR VII. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS

SS-B11	Organisational Behaviour	4	120
SS-B16	Business Strategy	4	120
GCS-B05	Elective (3 choices) 1. Information technology (by specialty) 2. Information management 3. Politology	3	90
SHEI-B10	Elective (3 choices) 1. Operations of transnational corporations in Azerbaijan 2. Development prospects of small and medium-sized enterprises in Azerbaijan 3. Digital marketing	8	240
SHEI-B11	Elective (3 choices) 1. Quality management in business 2. Management of small businesses and startups 3. Business risk management	8	240
SHEI-B12	Elective (3 choices) 1. Planning and Design of Scientific Research 2. Scientific Writing and Publishing Processes 3. Research Methods and Ethics	3	90
TOTAL SEMESTER CREDITS/ECTS		30	900
FOURTH YEAR VIII. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
	Career planning	3	90
	Soft skills	5	150
	Hard skills	5	150
	Industrial practice	8	240
	Thesis	9	270
TOTAL SEMESTER CREDITS/ECTS		30	900
TOTAL ECTS CREDITS and workload of the study programme:		240	7200

Table 10: Curriculum Bachelor in Marketing

FIRST YEAR I. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
ÜF-B01	History of Azerbaijan	5	150
ÜF-B02.01	Business and academic communication in a foreign Language -1 (English)	7	210

İF-BO1	Introduction to Economics	6	180
İF-BO4	Linear algebra and mathematical analysis	8	240
ATMF -BO1	Elective (3 choices) 1. Economics of the enterprise 2. Scientific organisation of labour 3. Fundamentals of Commerce	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
FIRST YEAR II. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
ÜF-B02.02	Business and academic communication in a foreign Language -2 (English)	8	240
ÜF – B03	Business and academic communication in Azerbaijani	4	120
İF-BO5	Probability theory and mathematical Statistics	8	240
ATMF -BO2	Elective (2 choices) 1.Perspectives of economic development of Azerbaijan 2. Business organisation	4	120
ATMF -BO3	Elective (2 choices) 1. Economy of Azerbaijan 2. Management of investment processes	6	180
TOTAL SEMESTER CREDITS/ECTS		30	900
SECOND YEAR III. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
İF-BO2	Microeconomics	10	300
İF-BO9	Management	7	210
İF-BO7	Statistics	10	300
ATMF-BO4	Elective (3 choices) 1. International Economics 2. Public Relations management 3. Fundamentals of entrepreneurship	3	90
TOTAL SEMESTER CREDITS/ECTS		30	900
SECOND YEAR IV. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
ÜFS-B04	Elective (6 choices) 1. Philosophy 2. Introduction to multiculturalism 3. Sociology 4. Fundamentals of Law and the constitution of the Azerbaijan Republic 5. Logic	3	90

	6. Ethics		
İF-BO3	Macroeconomics	10	300
İF-BO8	Econometrics	10	300
İF-B18	Civil Defence	3	90
ATMF-BO5	Elective (3 choices) 1. Economic regulation 2. Crisis management 3. Management theory	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
THIRD YEAR V. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
İF-B10	Marketing	6	180
İF-B11	Consumer Behaviour	6	180
İF-BO6	ICT-basic computer skills	8	240
İF-B14	Advertising Business	6	180
ATMF-BO6	Elective (3 choices) 1. Management ethics 2. Marketing management 3. Negotiation skills	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
THIRD YEAR VI. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
İF-B12	Marketing Research	4	120
İF-B13	Strategic Management	4	120
ATMF-BO7	Elective (3 choices) 1. Business Plan development 2. Market development and market trend forecasting 3. Marketing in the public sector	6	180
ATMF-BO8	Elective (3 choices) 1. Business Marketing 2. Pricing 3. Consumer market and its segmentation	6	180
ATMF-BO9	Elective (2 choices) 1. Taxation and tax policy 2. Audit	4	120
ATMF-B10	Elective (3 choices) 1. Marketing in the non-oil sector 2. Merchandising 3. Marketing in non-commercial fields	6	180

TOTAL SEMESTER CREDITS/ECTS		30	900
FOURTH YEAR VII. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
İF-B15	Sales Management	4	120
İF-B16	Retail Marketing	4	120
İF-B16	Digital Marketing	6	180
ÜFS-B05	Elective (3 choices) 1. Information technology (by specialty) 2. Information management 3. Politology	3	90
ATMF-B11	Elective (3 choices) 1. Management decisions 2. Logistics 3. Project Management	6	180
ATMF-B12	Elective (3 choices) 1. International Marketing 2. Marketing Strategy 3. Marketing formulation	4	120
ATMF-B13	Elective (3 choices) 1. Planning and Design of Scientific Research 2. Scientific Writing and Publishing Processes 3. Research Methods and Ethics	3	90
TOTAL SEMESTER CREDITS/ECTS		30	900
FOURTH YEAR VIII. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
	Career planning	3	90
	Soft skills	5	150
	Hard skills	5	150
	Industrial practice	8	240
	Thesis	9	270
TOTAL SEMESTER CREDITS/ECTS		30	900
TOTAL ECTS CREDITS and workload of the study programme:		240	7200

Table 11: Curriculum Bachelor in Management

FIRST YEAR I. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS

GS-B02.01	Business and academic communication in a foreign Language -1 (English)	7	210
GS-B03	Business and academic communication in Azerbaijani	4	120
SS-BO1	Introduction to Economics	6	180
SS-BO4	Linear algebra and mathematical analysis	8	240
SHEI -BO1	Specialised foreign language 1	5	150
TOTAL SEMESTER CREDITS/ECTS		30	900
FIRST YEAR II. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
GS-B01	History of Azerbaijan	5	150
GS-B02.01	Business and academic communication in a foreign Language -2 (English)	8	240
SS-BO5	Probability theory and mathematical Statistics	8	240
SHEI -BO2	Specialised foreign language -2	4	120
SHEI -BO3	Elective (2 choices) 1. Economics of the social sphere 2. Economy of Azerbaijan	5	150
TOTAL SEMESTER CREDITS/ECTS		30	900
SECOND YEAR III. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
SS-BO2	Microeconomics	10	300
SS-BO9	Management	7	210
SS-BO7	Statistics	10	300
SHEI-BO4	Elective (3 choices) 1. International marketing 2. Public relations 3. Fundamentals of entrepreneurship	3	90
TOTAL SEMESTER CREDITS/ECTS		30	900
SECOND YEAR IV. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
GCS-B04	Elective (6 choices) 1. Philosophy 2. Introduction to multiculturalism 3. Sociology 4. Fundamentals of Law and the constitution of the Azerbaijan Republic 5. Logic 6. Ethics	3	90

SS-BO3	Macroeconomics	10	300
SS-BO8	Econometrics	10	300
SS-B18	Civil Defence	3	90
SHEI-BO5	Elective (3 choices) 1. Economic regulation 2. Crisis management 3. Logistics	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
THIRD YEAR V. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
SS-B10	Fundamentals of Business	6	180
SS-B11	Corporative Management	6	180
SS-BO6	ICT-basic computer skills	8	240
SS-B14	Strategic Management	6	180
SHEI-BO6	Elective (3 choices) 1. Advertisement 2. Ethics of management 3. Management of investment processes	4	120
TOTAL SEMESTER CREDITS/ECTS		30	900
THIRD YEAR VI. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
SS-B12	Human Resource Management	4	120
SS-B13	Operations Management	4	120
SS-B15	Innovations Management	4	120
SHEI-BO7	Elective (3 choices) 1. Organisation and management of customs operations 2. Tax administration 3. Business organisation	6	180
SHEI-BO8	Elective (2 choices) 1. Price and valuation 2. Creative management	7	210
SHEI-BO9	Elective (2 choices) 1. Taxation and tax policy 2. Audit	5	150
TOTAL SEMESTER CREDITS/ECTS		30	900
FOURTH YEAR VII. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS

SS-B16	Quality Management	4	120
SS-B17	Project Management	6	180
GCS-B05	Elective (3 choices) 1. Information technology (by specialty) 2. Information management 3. Politology	3	90
SHEI-B10	Elective (2 choices) 1. Financial risk and control 2. Production Management	7	210
SHEI-B11	Elective (2 choices) 1. State and municipal administration 2. Conflict Management	7	210
SHEI-B12	Elective (3 choices) 1. Planning and Design of Scientific Research 2. Scientific Writing and Publishing Processes 3. Research Methods and Ethics	3	90
TOTAL SEMESTER CREDITS/ECTS		30	900
FOURTH YEAR VIII. SEMESTER			
CODE	COURSE NAME	ECTS credits	HOURS
	Career planning	3	90
	Soft skills	5	150
	Hard skills	5	150
	Industrial practice	8	240
	Thesis	9	270
TOTAL SEMESTER CREDITS/ECTS		30	900
TOTAL ECTS CREDITS and workload of the study programme:		240	7200

Rationale for degree and programme names

The WCU identified the programme names based on trends in demand for these specialisms in the local and regional labour markets. WCU, like all other universities in Azerbaijan, must choose the names of study programmes from the list of Bachelor's degree specialisms offered by the Ministry of Education and Science of the Republic of Azerbaijan. The relevance of the bachelor's degree and the programme content are determined by the standards of the Ministry of Education and Science. The degree awarded at the time of graduation is "Bachelor of Business Administration".

Integration of theory and practice

Theoretical concepts and practical applications are integrated into the curriculum by a strict requirement of the University to all faculty members to include examples from local, regional and international practice in syllabi of all courses taught. The faculties overall employ 16 part-

time lecturers, as well as full-time staff that have practical experience to keep the balance between theoretical and practical content.

The modules include courses such as History of Economic Thought, Introduction to Economics, Microeconomics, Macroeconomics, Economy of social spheres, International Economy, Labour Economy, Foundations of finance, Corporate finance, Government finance, Financial markets, Financial accounting, Financial risk management, Investment management.

The Research module consists of Probability and mathematical statistics, Econometrics, Mathematical methods in accounting analysis, Information technologies, and Digital economics. Therefore, the curricula are designed to ensure a linkage of theory and practice by including business cases in classes.

Moreover, internships play a critical role in bridging theoretical instruction with practical application, while also contributing to the development of professional competencies. Internship organisation and requirements may vary by specialisation and are defined by the higher education institution.

To ensure that students derive maximum benefit from the internship experience, the process may be structured into four stages:

1. Career Planning: Introduction to career design strategies.
2. Soft Skills Acquisition: Development of interpersonal and transferable competencies.
3. Hard Skills Acquisition: Mastery of technical and job-specific skills.
4. Practical Internship or Capstone Project: Engagement with companies through internships or customised project implementation.

Interdisciplinary thinking

The programmes incorporate selected content areas that extend beyond the core disciplinary field in order to broaden students' academic perspectives and support the development of interdisciplinary competencies. Students have the opportunity to engage with subjects outside their primary area of study, primarily through a structured set of elective courses.

In addition to discipline-specific modules, both programmes include general education components, such as History of Azerbaijan, which contribute to students' cultural and civic understanding. Courses in areas such as Philosophy and Sociology are offered as electives, enabling students to deepen their theoretical foundations and enhance their capacity for analytical and reflective thinking.

To further expand students' learning experiences and to foster interdisciplinary critical thinking and practical problem-solving skills, the curriculum includes a variety of interdisciplinary courses. These modules expose students to concepts, methodologies, and applications from related fields, thereby enriching their academic profile and better preparing them for complex professional environments. Examples of such interdisciplinary courses include Agricultural Economics, Development Perspectives of International Economic Relations, Environmental Economics, Digital Economics, Mathematical Methods in Accounting Analysis, Bank Management, Quality Management and Career Planning.

Ethical aspects

Ethical considerations are explicitly integrated into the study programmes through dedicated courses that address ethical theory, professional conduct, and cultural awareness. Among the elective modules offered, the courses Ethics, Business Ethics, Management Ethics and Introduction to Multiculturalism (delivered in the winter semester of the second year) provide students with foundational and applied knowledge in ethical reasoning, moral responsibility and intercultural sensitivity. These courses contribute to the development of students' ethical competencies and support the University's commitment to fostering responsible academic and professional behaviour.

Furthermore, the University actively promotes the holistic development of both students and staff by offering a wide range of extracurricular activities. Opportunities for engagement in sports, music, drama, visual arts, and other cultural initiatives are provided to enrich the overall educational experience and to encourage personal growth, creativity and community involvement.

Methods and scientific practice

Students have to prepare a short scientific project presentation or paper for all courses. The projects and papers should be presented to the lecture instructors before the deadline (usually 1-2 weeks before the end of every semester). During the semester, students can get all academic consultations from the course lecturers. This process continues for seven semesters and helps students to prepare to write a final thesis. As part of their studies, students are required to complete various course assignments, such as individual and group projects, presentations, discussions, case studies, and teamwork. All these assignments are designed to enable students to develop their ability to do scientific research, acquire presentation skills and use scientific methods in the learning process. The programmes create the necessary environments in which students are encouraged to express diverse opinions on various cases, thereby improving their critical thinking skills and research approach. Moreover, a course on Planning and design of research methods has been newly introduced to all curricula.

Examination and final thesis

There are several examination methods for students enrolled in credit-based subjects at WCU. Examinations are carried out with several assessment methods:

- Written Exams and Assignments: Methods such as written exams, colloquiums, and tests are used to test students' knowledge throughout the semester.
- Practical Assessment and Experience-Based Learning: Practical assignments and projects are used to assess students' skills, especially in applied and laboratory-based subjects.
- Projects and Presentations: Individual or group projects are prepared, and presentations are organised to develop students' critical thinking and problem-solving skills.

The methods available for examinations carried out in written form are the open question method and the mixed method. The diverse assessment methods should be utilised to support student-centred learning and foster active student engagement.

Questions for the written exam are compiled by the teacher(s) teaching the subject in the form of a number of questions corresponding to the number of hours of the subject taught in accordance with the topics mentioned in the course syllabus throughout the academic year,

and are sent to the Examination Centre after being approved at the meeting of the department to which the subject belongs. The questions sent to the Examination Centre are included in the question database after being checked and approved by a group of experts.

Examinations conducted via computer-based testing at WCU are held in special auditoriums equipped with computers. Computers are checked by IT employees before the exam, put into operation and handed over to supervising teachers. The student enters the system with his personal password and starts the exam. The exam result is seen at the end of the exam.

In all five Bachelor programmes, students are required to complete a Bachelor thesis at the end of their studies. This requirement was newly introduced in September 2025 and applies to all students enrolled from that point onward. While the completion of a thesis is not mandated by state regulations, the University has deliberately implemented this requirement to strengthen academic rigour and to ensure that graduates demonstrate the ability to work independently on a practice-oriented academic project.

The Bachelor thesis may be completed either as a traditional academic thesis at the University or as an internship-based thesis (also referred to as an internship thesis or graduation project) conducted in cooperation with a company. In all cases, the thesis is an integral part of the curriculum and must be formally registered within the respective Bachelor programme at the University. The internship itself is scheduled for the seventh semester, while the thesis is completed at the end of the fourth year and corresponds to one full semester of workload.

When the thesis is written in cooperation with a company, the organisational structure ensures appropriate academic oversight. Each student is jointly supervised by one supervisor from the company and one academic supervisor from the University. This dual-supervision model guarantees both practical relevance and academic quality. Students receive continuous guidance throughout the thesis process from both supervisors.

The topics of graduation theses are determined by the relevant departments, are of scientific or practical importance, give the student the right to choose the topic, and are first discussed and approved at the department meeting, then at the scientific councils of the University schools (equivalent to the scientific councils of the faculty).

The department heads supervise the implementation of the thesis topics based on the appropriate plan. Some practically important topics are implemented in various research centres within the framework of cooperation with the University. The thesis defence is carried out in two stages: initially by discussing it at the department meeting, and then by defending it before the Final State Attestation Commission, and the final assessment is carried out by summing up the results of both stages. This defence is conducted before a committee, which assesses the thesis and asks questions about its content, methodology, and results.

In order for students to be systematically prepared for the thesis, there is a newly introduced course on methods of scientific practice to reflect the formal introduction of the mandatory Bachelor thesis. The competencies in academic writing, scientific work and research methodology are also addressed in the curriculum.

The thesis writing process follows the official thesis guidelines issued by the University, ensuring consistency in academic standards, structure and evaluation criteria across all programmes.

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation or optional electives enable students to acquire additional competencies and skills. In order to further develop the programmes, the panel **recommends** including more AI and digital elements in the programmes.

The degree and programmes' names correspond to the contents of the curricula and the programmes' objectives. The name and degree are determined by the Ministry of Education of Azerbaijan.

Theory and practice are systematically interrelated throughout the curricula. The study programmes include internships, bringing students together with companies, guest lecturers with professional experience, and part-time lecturers from practice. Therefore, theoretical discourse and practical application complement each other in developing the students' qualification profile.

There is evidence that the programmes qualify for interdisciplinary thinking. However, for future development, the panel **recommends** further linking different scientific fields in the curricula.

Ethical implications (for example, those of economic or juridical ways of thinking and acting) are appropriately communicated in all five programmes. These include courses on Ethics, Business Ethics or Management Ethics, respectively.

Students acquire methodological competencies and are enabled to do scientific work at the required level. Research is included in every class; moreover, a new course on methods and academic writing was introduced shortly. The panel applauds the University's publication practices. With regard to the study programmes, the University needs to intensify this. Students must be able to apply research methodologies in their thesis. Therefore, the panel **strongly recommends** deepening the profundity of research and scientific practice. Moreover, the panel appreciates that content on Econometrics and Statistics is included in the curricula of all programmes.

Students must write a final thesis in all five Bachelor programmes, due to a newly introduced regulation (from 2025). The panel welcomes this development. The final theses are evaluated against previously published and coherently applied criteria, rules and procedures. The panel **recommends** including information on methodology, research questions and the literature in the thesis guidelines. What is more, the panel is of the view that the University needs more time to adapt the final thesis to the required level. More scientific work is crucial to successfully implement this regulation. The quality of the final thesis/ internship thesis has a big impact on the scientific practice of the University. By improving the final thesis practice, the University also improves its overall scientific practice even further. In its statement on the report, the University gave an update on the already implemented mandatory thesis. However, the panel is of the view that the University needs more time to demonstrate academic rigor with regard

to the quality of final thesis. Also, the University could develop guidelines for reviewing Bachelor theses that will show the standard of review process.

Furthermore, the exams of all five study programmes are more focused on understanding and reproducing the contents of the courses, not applying theory in the examination. The exam questions in written exams are formulated very broad, in the view of the panel, they need to analyse and apply the knowledge and theoretical foundation.

Therefore, the panel recommends the following **condition**:

The University ensures that

- a. the final thesis proves the ability to do scientific work at the required Bachelor level and the achievement of the study programme's qualification objectives.
- b. the examinations are suited in format and content to ascertain the intended learning outcomes, as well as are in accordance with the desired qualification level.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)		X			
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)				Condition	

3.2 Structure

The curricula of all five specialities have been developed in accordance with the "Rules for the Organisation of Education at Bachelor's and Master's Levels of Higher Education Institutions, Basic (Basic Higher) Medical Education with a Credit System", approved by the Resolution No. 348 of the Cabinet of Ministers. The academic year of full-time education at bachelor's level of higher education at WCU consists of 40 weeks, each semester consists of 20 weeks (including 5 weeks of exam sessions per semester), 30 ECTS credits are determined for a full-time student per semester (one credit is equal to 30 hours of student work in the classroom and outside the classroom, so 900 hours in the classroom and outside the classroom per semester). The total weekly classroom and outside-the-classroom load of the student in a five-day work regime is 45 hours (with 22 or 23 classroom hours). The student's weekly workload is equal to 1.5 ECTS credits.

Each academic year consists of approximately 60 ECTS credits. A student is required to complete 240 ECTS credits to obtain these degrees. Some courses have prerequisites, meaning students must first take the prerequisite course before proceeding to the next

dependent course. The number of credits a student must accumulate at the Bachelor's level is 240 ECTS credits, as stipulated by the Republic of Azerbaijan, dated December 24, 2013. The conversion of national credits to ECTS credits at WCU is regulated by the Education Law of the Republic of Azerbaijan.⁹ The academic year for part-time study is set at 32 weeks (each semester is 16 weeks, including one week of exam session), and 24 ECTS credits are assigned to each semester.

BBA Programme in Economics

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	30 hours per one ECTS credit
Number of courses	34: 22 compulsory, 12 electives
Time required for processing the final thesis/project and awarded credits	360 hours – 12 ECTS credits, 6 months
Number of contact hours	7200 hours for 8 semesters 870-1020 hours per semester (30X29 ECTS credits; 30x33 ECTS credits)

BBA Programme in Finance

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	30 hours per one ECTS credit
Number of modules/courses	36: 22 compulsory, 14 electives
Time required for processing the final thesis/project and awarded credits	360 hours – 12 ECTS credits, 6 months
Number of contact hours	7200 hours for 8 semesters 870-1020 hours per semester (30X29 ECTS credits; 30X33 ECTS credits)

BBA Programme in Business Administration

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	30 hours per one ECTS credit
Number of modules/courses	34: 22 compulsory, 12 electives
Time required for processing the final thesis/project and awarded credits	360 hours – 12 ECTS credits, 6 months
Number of contact hours	7200 hours for 8 semesters 840-360 hours per semester (30X28 ECTS credits; 30X12 ECTS credits)

BBA Programme in Marketing

Projected study time	4 years (8 semesters)
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⁹ see: <https://e-qanun.az/framework/27030> (last access April 13, 2026).

Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	30 hours per one ECTS credit
Number of modules/courses	36: 22 compulsory, 14 electives
Time required for processing the final thesis/project and awarded credits	360 hours – 12 ECTS credits, 6 months
Number of contact hours	7200 hours for 8 semesters 840-390 hours per semester (30X28 ECTS credits; 30X13 ECTS credits)

BBA Programme in Management

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	30 hours per one ECTS credit
Number of modules/courses	36: 22 compulsory, 14 electives
Time required for processing the final thesis/project and awarded credits	360 hours – 12 ECTS credits, 6 months
Number of contact hours	7200 hours for 8 semesters 840-360 hours per semester (30X28 ECTS credits; 30X12 ECTS credits)

Study and exam regulations

Study programmes are regulated by the Education Department of WCU. Students can find the necessary information in the programme's requirements, its structure and exams from the syllabi of all courses taught. The course descriptions provide detailed intended learning outcomes, course content, course type (compulsory/elective), the number of ECTS credits, the lecturer's name, teaching methods, and examinations. Changes to study and exam regulations are systematically communicated to students and faculty. All students receive a Diploma Supplement. WCU is a member of the Lisbon Recognition Convention, so the University recognises students' periods of study abroad. The recognition of credits for students participating in WCU exchange programmes is regulated in accordance with the Law No. 348 dated December 24, 2013, "On the Organisation of Education Based on the Credit System at the Bachelor's and Master's Levels of Higher Education, Including Basic Medical Education", and the University's internal regulation on "Credit Transfer." The study and exam regulations are defined in the document imposed by the University, "Regulations on the rules for conducting examinations at the Western Caspian University".

The study and exam regulations determine the procedures for administering exams, required conditions, student conduct, scheduling and publication of results.

- Exams measure theoretical knowledge, critical thinking and the ability to solve practical problems.
- Examination sessions occur twice per academic year (winter and summer), with an additional session if a summer semester is offered.
- Exams follow a formal schedule, approved at least 15 days prior, ensuring students receive at least 2 days of preparation time per exam.
- Students must present a valid ID to participate.
- Only authorised staff may enter exam rooms.

- Exam assessment is based on official exam tickets or tests.
- Violations of exam rules result in expulsion from the exam and a score of zero.
- The Examination Centre compiles and publishes final grades on the same day (or within three working days in special cases).

The regulations also specify which areas of academic activity are assessed:

- Attendance at lectures and seminars;
- Performance in practical and seminar classes (e.g., tests, colloquia, problem-solving);
- Independent study using basic and supplementary literature;
- Written assignments and practical tasks;
- Use of technical learning tools.

A multi-point assessment system aimed at improving fairness, efficiency and alignment with international standards has been implemented. The multi-point system awards up to 100 points per course, divided into:

- 50 points for exam performance
- 50 points for semester work, broken down into:
 - 30 points – seminar/practical work
 - 10 points – attendance
 - 10 points – independent work

If a coursework or project is required, the semester distribution adjusts (attendance 10, seminars 30, labs 10, independent work 10).

Grading scale:

- 91–100: A (Excellent)
- 81–90: B (Very good)
- 71–80: C (Good)
- 61–70: D (Sufficient)
- 51–60: E (Satisfactory)
- <51: F (Insufficient)

A student who has received a successful grade in a subject based on the overall results of the current and interim assessment is considered to have earned credits in that subject. A student who has received an unsuccessful grade based on the overall results of the current and interim assessment, as well as the results of the interim assessment, and who has not participated in the exam for an excused or unexcused reason, does not earn credits in that subject; that is, he or she remains academically indebted in that subject. A student who has an academic debt due to the results of the current and interim evaluation, as well as the results of the interim evaluation, as well as due to not participating in the exam for a valid or unexcused reason, may take a re-examination in the subject (subjects) or earn credits for re-listening to the subject (subjects) within the period specified in the educational programme during the semester in which the subject (subjects) is taught (after the exam session in the semester in which the academic debt arose until the start of the next semester or during the exam session in one of the following semesters). A student (except for students who did not participate in the exam for a valid reason) may take the exam in a total of two subjects (once from each subject) without listening to the subject (subjects) in each semester.

A student who does not participate in the exam(s) for a valid reason is given the opportunity to take the exam(s) once before the start of classes in the next semester. A student who does not use this opportunity is considered to have not participated in the exam for a valid reason.

In all cases, the results of the current assessment in the semester in which the student took the subject(s) are taken into account during the overall evaluation of the student taking the re-examination, and the credits earned are attributed to the semester in which the subject(s) were taken according to the curriculum. A student who does not participate in the exam for a valid reason does not pay for the re-examination in that subject if he participates in the exam before the start of classes in the next semester. In all other cases, a student with academic debt must retake the subject and fully fulfil the requirements for mastering that subject(s) by attending classes in that subject(s).

If a student is not satisfied with the grade given, the student may submit a reasoned application to the Chairman of the Appeals Commission within three working days of the announcement of the exam results. The Chairman shall organise a re-check of the student's answer sheet. A student who misses more than 25% of the total hours allocated to all subjects taught during the semester without an excuse is considered to have violated the internal disciplinary rules of the higher education institution and, therefore, is excluded from the ranks of students by keeping that student in the quota. After that, the student can continue his education only on a paid basis.

Feasibility of study workload

Students who successfully complete 30 ECTS credits during a semester are considered to have completed the programme. The faculty dean's office, tutors, faculty members, and lecturers from specialised departments provide comprehensive support to students through weekly consultations. Credits are distributed among courses and modules in accordance with the programmes' curricula. At the end of each semester, students are also requested to fill out a course and instructor evaluation questionnaire/ survey. The feedback received from students provides information for assessing whether students can manage the study workload and grounds for making necessary changes to courses or the curriculum.

The course instructor does the assessment of student performance for each course. Student course performance is evaluated by using different assessment methods, which include midterm exam, final exam, assignments, term papers, quizzes and in-class activities. In the evaluation process, students are given a mark which is out of 100 (an accumulation of midterm exam mark, final exam mark, quiz mark, presentation/paper/assignment mark) and then at the end of the semester, the cumulative average mark of the student is converted to a letter grade.

For all study programmes, curricula, and learning outcomes, which form the basis for organising education at WCU, are publicly available on the official websites of HEIs.

Equality of opportunity

The university has an internationally diverse student body. It is very sensitive to issues related to discrimination and works to provide an environment that encourages a dynamic, multicultural educational setting. The University ensures gender equality and non-discrimination in its relationship with faculty and students. Students with disabilities, as well as students in special family conditions with single or ill parents, or students with problems, are provided with necessary assistance throughout the programme and examinations.

WCU has and supports students with privileged status, namely:

- Disabled during the protection of the territorial integrity, independence and constitutional order of the Republic of Azerbaijan; died for the freedom, sovereignty and

territorial integrity of the Republic of Azerbaijan. Tuition fees for children of citizens missing in connection with military operations and declared dead by the court shall be paid from the state budget in the amount of education expenses approved by the Cabinet of Ministers of the Republic of Azerbaijan on June 25, 2010 No. 120, and the rest from the budget of university.

- Lost both parents; Tuition fees for students under the age of 23, deprived of parental care, or one parent has died, and the other parent is a group I or II disabled person, shall be paid in full by the state budget.
- Tuition fees for persons with I and II-degree disabilities, as well as children with disabilities under the age of 18, shall be paid in full by the state budget.

The programme makes reasonable adjustments to enable students with disabilities to participate in an education programme on the same basis as students without disabilities and to improve their access to university facilities. Except for that, for students with disabilities, illness or panic, there is a sensitive approach at WCU. Thus, examinations for people with disabilities are organised in special ways:

1. During the test exams, the font is enlarged and given in paper form to students with visual impairments;
2. The exam is administered orally to students with limited writing ability;
3. The exam is organised only in audio form for visually impaired students;
4. The exam is organised online for students with disabilities (cerebral palsy);
5. If a student informs the invigilator that he/she is sick during the exam or arrives but feels that he/she will not be able to start the exam, he/she must be directed to the Exam Centre with the help of volunteers. The invigilator must fill out the "Incident Report Form".
6. If a student wants to leave the examination room due to anxiety or panic, the invigilator should never try to persuade them to continue with the examination. The decision to continue should be made by the student.
7. If a student informs the invigilator that they are not feeling well but still want to sit or continue with the examination, the invigilator should move them to an alternative location near the exit door, offer them a drink of water, and get some fresh air.
8. If a student decides to take a break, one of the invigilators must accompany them and inform them that the time given cannot be added to the end of the exam.
9. In all cases where a student informs the invigilator that they are feeling unwell, even if they remain in the exam room and complete the exam, the invigilator must complete an Incident Report Form.
10. The invigilator must immediately inform the Exam Centre of any student who leaves the exam room in an unwell condition. The Centre staff must contact and inform the student's family, providing a medical examination.

Appraisal:

The programmes' structure supports the smooth implementation of the curricula and helps students to reach the defined learning outcomes. The programmes consist of courses and assign credits per course based on the required student workload. The panel **recommends**, with regard to modularisation, that each course be assigned the same number of credits. This might also facilitate mobility for students. Practical components are designed and integrated in

such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, due to recent changes in the curricula, some course descriptions are missing. For example, the course descriptions for Internship, Hard Skills, Soft Skills, Career Planning, and Thesis have not yet been provided. Moreover, due to revisions in the number of credits in the new curricula, there are courses that have lost credits and must therefore be rearranged. This includes the courses Marketing, Modern Management Experiences and Taxes and Taxation for Economics (ATMF-BO9). Moreover, the study programmes indicate that there is a part-time track for all five study programmes available that includes 24 ECTS credits per semester. However, no further information is provided about the part-time track. In its statement on the report, the University submitted the curricula for the part-time tracks for Economics, Finance, Marketing and Business Administration (no part-time for Management). However, the structure of the part-time track was still not transparently displayed. Moreover, the complete set of syllabi is not provided (especially some courses are still missing that were changed in number of credits in the new curricula).

Therefore, the panel recommends the following **condition**:

- The University provides
 - a. a complete set of course descriptions for all study programmes, including the updated number of ECTS credits and changes in content.
 - b. a comprehensive structure for the part-time track of the study programmes.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a set period at other HEIs or undertake internships without extending their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. Students receive a Diploma Supplement with an ECTS grading table and grade distribution table at time of graduation.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services, as well as academic and general student counselling. When reviewing the workload, WCU also considers evaluation findings, including student feedback and the programme's success rate.

WCU ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*	Modular structure of the study programme (Asterisk Criterion)		Condition		
3.2.2*	Study and exam regulations (Asterisk Criterion)		X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)		X		
3.2.4	Equality of opportunity		X		

3.3 Didactical concept

The University's didactical concept is designed to foster active, student-centred learning and to support the achievement of programme learning outcomes in a systematic and coherent manner. Faculty members are encouraged to apply a broad range of teaching and learning methods, selecting those that best align with the nature of the subject, the intended learning outcomes, and the needs of diverse learners. The overarching aim is to create an engaging and interactive learning environment that promotes critical thinking, practical application, and the development of both academic and professional competencies.

To this end, instructors deliberately use varied didactic approaches. Each method contributes to a specific aspect of student development and facilitates the acquisition of knowledge, skills and competences relevant to the programmes.

Among the key methods are:

- Case studies and exercise-based learning: These methods encourage students to analyse real or simulated practical scenarios, thereby developing critical thinking, analytical reasoning, and decision-making abilities. They enable students to apply theoretical knowledge to complex situations and to explore alternative solutions.
- In-class presentations: Students are tasked with preparing and presenting on course-related topics. This fosters skills in academic communication, information structuring, argumentation, and confident content delivery.
- Brainstorming techniques: Structured brainstorming sessions cultivate creativity and innovation. Students learn to generate ideas collaboratively, identify alternative approaches to problems, and develop the ability to formulate original solutions.
- Group projects: Collaborative project work enhances teamwork skills, including the equitable distribution of tasks, shared responsibility, and effective coordination within a group. It also strengthens interpersonal communication and project management competencies.
- In-class discussions: Guided discussions support reflective thinking, deepen understanding of the subject matter, and provide instructors with ongoing feedback regarding students' comprehension. Such interactive dialogue ensures that learning progresses in alignment with intended outcomes.

The University places strong emphasis on innovation, creativity, and interactivity in teaching and learning. Modern instructional technologies and digital tools are integrated into the didactical concept to enhance engagement and support diversified learning formats.

Interactive teaching methods include:

- Frontal inquiry methods and structured questioning, which stimulate active participation and allow instructors to monitor learning progress in real time.
- Homework assessment strategies, which ensure continuous learning and allow students to receive regular formative feedback.
- Online tools and applications, such as Quizizz.com or Google Forms, which are used to administer quizzes, polls, and short assessments. These tools increase student motivation, provide immediate feedback, and support data-driven teaching adjustments.

Furthermore, WCU employs hybrid teaching models and module-based training technologies to accommodate different learning styles and ensure flexible content delivery. Hybrid approaches combine face-to-face instruction with online components, supporting accessibility and adaptability. Module-based frameworks structure learning into coherent units, enabling students to progress through clearly defined thematic blocks and achieve specific training goals more effectively.

All teaching methods and didactical tools are selected and implemented with the explicit aim of enabling students to achieve the intended learning outcomes of their respective programmes. The combination of interactive pedagogical strategies, digital tools, and modern training technologies ensures that teaching is dynamic, student-centred, and aligned with both academic standards and labour market expectations. Through this approach, the University ensures that students acquire not only theoretical knowledge but also the practical, methodological, and social competencies necessary for their academic success and future professional development.

Course materials

A syllabus is distributed to students at the beginning of each course. It covers all information about literature sources recommended by the instructor. Instructors also provide alternative sources, including links to online sources. All main recommended textbooks are available at WCU library. Case studies and similar exercises conducted in class are also available in the textbooks or other sources, which students are directed to, or are provided within the classes by the course instructors. The instructors must upload textbooks and other lecture materials to the students' individual electronic accounts.¹⁰ The sources used by instructors to teach students in English-speaking groups are editions of European and American textbooks.

Guest lecturers

WCU invites guest speakers, especially from industry, to help students better understand how theory applies to practice. It shall contribute to the increase in students' qualifications. In addition, lecturers from other universities are invited. WCU invites professors and lecturers from leading world universities to engage in the educational process. The faculties cooperate with various international organisations and funds, such as the International Visegrad Foundation, and provide students with opportunities to participate in Erasmus Mundus, Mevlana and other international programmes.

Over the past five academic years, this trend has been particularly evident: 18 scholars visited WCU in 2023–2024, and 12 in 2024–2025. The majority of these visits were realized through

¹⁰ see: <https://my.wcu.edu.az/mylogin.php> (last access April 13, 2026).

partnerships within the Erasmus+ mobility framework and academic scholar collaborations. Visiting scholars from partner universities typically come under either a Teaching Mobility Agreement or a Training Mobility Agreement, contributing significantly to the exchange of academic expertise and the enrichment of WCU's scientific and educational environment.

Several reputable lecturers and professors from domestic and international institutions were also regularly invited to participate in academic activities. This includes, for example, a Professor from Schmalkalden University (Germany) in the framework of "Fall Lectures" or "International Summer Lectures", an Associate Professor from Tashkent State University of Economics (Uzbekistan) and a Professor from LIGS University (USA).

The study programmes place additional emphasis on the involvement of external experts. Guest speakers from various industries are regularly invited to complement classroom teaching. These sessions provide students with valuable firsthand accounts of managerial decision-making, industry-specific challenges, and evolving business practices.

Lecturing tutors

Successful Master's and Doctoral students are appointed as lecturing tutors or teaching assistants to support the students in the learning process and to develop competencies and skills, as well as providing administrative support to lecturers in the following ways:

- Help students to think beyond the course and encourage them to actively participate in university life;
- Prepare time schedules for lectures, exam schedules, and distribute auditoriums;
- Offer personal support on a range of topics that might include academic difficulty, emotional and social problems or illness;
- Provide support for international students;
- Collaborate with students, parents, instructors, and administrators to determine student needs and problems and assist them accordingly.

Tutors work with students starting from the first year until graduation.

Appraisal:

The didactical concepts of the study programmes are described as plausible and oriented towards the programmes' objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date, modern, and digitally accessible to students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also from other fields. However, the panel advises having more international guest lecturers to get more international faculty in the long-term. WCU seems to have many guest lecturers who are not integrated into the classes.

Lecturing tutors (especially in counselling hours) support the students in the learning process and help them develop competencies and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

3.4 International outlook

In terms of international and intercultural aspects, the programmes are taught in English for students from English-speaking groups. In addition, supporting course materials used by instructors, such as case studies, are also preferred from the international environment. The curricula address current global trends and issues in the form of international case studies; examples are used in course materials.

Courses such as International Economic Organisations, World Economy, Transnational Corporations, Financial Markets, Cooperative Finance, Government Finance, Statistics provide an international focus that gives students the information they need and skills to handle international tasks, contributing to the students' employability.

Internationality is an important aspect of the BBA Programme in Business Administration, Marketing and Management curricula. The programme functions in an internationally diverse environment, which provides an opportunity for students to study in a multicultural environment and acquire necessary skills. The curricula also emphasise courses with an international focus and content (compulsory and elective). The programmes prepare students to effectively work in an international working environment. The courses "International Business," "International Economic Organisations," "International Marketing," "Forms of International Business," "Sustainable Development Goals and International Cooperation," and "International Economics" are taught, covering a wide range of international topics.

The syllabi of these courses reflect issues such as the advantages and disadvantages of globalisation, the role of transnational corporations, international trade and investment, global financial systems, business practices across different countries, internationalisation strategies of local businesses, the operational principles of companies and economic systems functioning worldwide, intercultural differences and management, as well as international law and trade agreements.

Moreover, WCU provides students with an opportunity to study abroad in Europe, the United States, and other countries for short- and long-term immersion. The University provides students with the opportunity to participate in international student exchange programmes like Erasmus Mundus and Mevlana. More than 30 students have been involved in the Erasmus+ exchange programme for the last five years. Exchanges have been carried out with the University of Applied Sciences Schmalkalden (Germany), the School of Arts and Design in

Castellón (Spain), Brasov Transylvania University (Romania), Nicolaus Copernicus University (Poland), Panteion University (Greece), Frederick University (Cyprus) and Istanbul Kültür University (Türkiye). Participation of students and faculty in the exchange programmes is ensured for the duration specified by the WCU and the partner HEI.

Internationality of the student body

In general, there have been many international students enrolled on the WCU over the last six years. Since 2019, more than 130 international students have enrolled at the University. These students are basically from the following countries: Pakistan, India, Afghanistan, Bangladesh, Nigeria, the Philippines, Georgia, and Russia. The university believes the best strategy to attract international students is to improve the quality of the programme. International students can get support from the university during the application process in the form of visa and documentation services.

Internationality of faculty

The University develops the practice of involving lecturers from other countries at WCU. This approach helps students to benefit from the international experience of lecturers. Lectures with leading foreign professors are held twice a year. The Autumn and Spring lecture cycles have become a tradition at the University.

The University develops the practice of involving lecturers from other countries at WCU. This approach helps students benefit from lecturers' international experience. For example, lecturers from South Korea, the USA, Iran and India were hosted by the faculties.

The successful implementation of academic programmes requires the effective organisation of extensive collaborative activities. In this context, the cooperation mechanisms established by the University with local and international partners are key factors ensuring the quality execution of programmes. Within the existing framework, the preparation of curricula, sharing of academic resources, student and faculty exchanges, and the organisation of practical training and research activities are carried out in accordance with relevant regulations and international standards. Collaboration in implementing academic programmes at WCU is clearly regulated. Within this framework, the University participates in Erasmus+ exchange programmes and dual-degree projects, allowing students to engage in four-month or one-year academic exchange programmes.

WCU places special emphasis on implementing faculty exchange programmes as a key component of its international cooperation strategy. Through collaboration with partner higher education institutions under the Erasmus+ programme and other signed memoranda, the University facilitates its faculty members' participation in academic activities abroad and enables the exchange of pedagogical experience.

Through these programmes, WCU faculty members gain opportunities to deliver lectures, participate in seminars, learn teaching methodologies, and adopt new academic approaches at partner universities. Simultaneously, WCU hosts visiting academic staff from universities in different countries, ensuring their participation in teaching activities and scientific events.

Foreign language contents

The instruction language in the study programmes designed for teaching in English-speaking groups is English. For these groups, all courses are taught in English. The University offers

specific English and German courses for all students to enhance their foreign language skills. For other students, the courses are conducted in Azerbaijani. All curricula include a course on Business Communication and Academic Writing in a foreign language.

To practice foreign languages, students have access to specific opportunities. Thus, the English Language Centre and Conversation Clubs have been established at the University. The students' proficiency in the foreign language is assessed before the programme starts. The students are assessed in courses taught in a foreign language upon the general rules of the university Examination Centre. Nevertheless, there is a flexible approach to students who may have difficulty with the foreign language.

Appraisal:

International content is an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. A course on multiculturalism is included in the curriculum. Moreover, the programmes are in English, very Western-centric, and are being developed to be more international.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal oriented.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competencies and skills. The measures taken are goal oriented. The panel **strongly recommends** recruiting more international faculty members in the next few years. WCU can attract more international faculty and guest lecturers with international accreditation, as well as through their connections to foreign professors in research and publishing.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. For the Azerbaijani track, it is fulfilled; for the English-speaking track, the foreign language contents predominate. Internationality is clearly a key element of the study programme's profile. Moreover, WCU offers optional German and English courses. This could be improved with regard to further internationalisation of the whole programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents		X			

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Across **all five study programmes**, students acquire a broad set of multidisciplinary competences that transcend disciplinary boundaries and prepare them for diverse professional environments. The programmes at WCU intentionally integrate the development of managerial, leadership, communication, and interpersonal skills into the curriculum, ensuring that graduates are able to operate effectively in complex organisational settings.

From the outset of their studies, students are introduced to fundamental management and leadership concepts, which are continuously deepened throughout the programmes. Courses that involve strategic decision-making, organisational behaviour, and project management enable students to develop essential managerial skills, such as planning, prioritisation, delegation, and responsibility-sharing. Leadership skills are cultivated through assignments that require students to coordinate team activities, facilitate discussions and motivate peers in collaborative contexts. These experiences help students understand both formal and informal leadership roles and equip them to guide teams in real-life professional situations.

Communication and public-speaking competencies are systematically strengthened through a combination of structured coursework and performance-based assessment formats. Students are expected to present papers, case analyses, and project results regularly, which trains them to communicate complex information clearly, concisely and confidently. These activities enhance not only verbal communication but also skills related to argumentation, persuasive speaking, and audience-appropriate messaging. Students also develop their written communication through the preparation of academic papers, project reports and case study documentation.

Collaborative learning is embedded in the curriculum through group projects, joint presentations, peer evaluations, and team-based problem-solving exercises. These activities expose students to real team dynamics, including negotiation processes, differing viewpoints, and the need to manage interpersonal challenges constructively. Through guided reflection, feedback mechanisms, and instructor mentoring, students learn to address conflicts proactively, balance team interests, and contribute to a productive and inclusive work environment. Such competences are highly valued in professional environments where teamwork is the norm and projects frequently require interdisciplinary and cross-functional collaboration.

Beyond the classroom, the programmes offer extracurricular formats that further enhance multidisciplinary competencies. Debate clubs, for example, serve as an important platform for students to refine public speaking, critical thinking and rapid-response communication skills. Participation in debates requires students to analyse complex topics from multiple angles, articulate arguments persuasively, and respond diplomatically to opposing views. These experiences help students grow more confident in professional dialogue settings and facilitate a smooth transition into the broader professional community.

The programmes also acknowledge the importance of social and intercultural competencies in today's globalised work environment. Courses incorporate intercultural communication, international case studies, and cross-border perspectives, encouraging students to work effectively with culturally diverse peers. Group work with international classmates and exposure to multicultural learning settings help students develop sensitivity, adaptability, and

the ability to collaborate across cultural boundaries—skills that are increasingly essential in international organisations.

In addition to these structured elements, the programmes offer optional courses to further strengthen specific skills. These include modules on academic writing.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions (e.g., including presentation skills and group work). This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. The panel appreciates that optional offers, such as debate clubs, are offered to the students.

Regarding the curricula, the panel **recommends** focusing on and integrating soft skills (such as academic and speaking skills) more fully, as well as offering optional soft skills courses. The panel considers this to be very valuable for students' future development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

All Bachelor programmes systematically promote the employability of their graduates by integrating a range of complementary elements that equip students with both professional and personal competencies essential for successful careers. Employability is not treated as an isolated objective but is embedded throughout the entire curriculum, ensuring that students continuously develop the skills, knowledge and attitudes required in contemporary organisational environments.

A central pillar of employability development is the strong and purposeful linkage between theoretical foundations and practical application. The curriculum is designed to ensure that students not only acquire academic knowledge but also learn to apply it effectively in real-world contexts. Case studies, project-based learning formats, and practical assignments allow students to test theoretical concepts while developing problem-solving abilities and professional judgement. This approach ensures that graduates can transition smoothly into practice and confidently address the complexities of modern workplaces.

Methodological competence represents another key element of employability promotion. Students are systematically trained in research methods, analytical thinking and structured approaches to problem diagnosis and solution development. These competencies enable them to work independently, evaluate information critically, and approach tasks in a systematic and results-oriented manner.

The programmes also place emphasis on English language proficiency. As English serves as the primary language of instruction, students gain continuous exposure to academic and professional communication in a global lingua franca. This not only enhances their language skills but also prepares them to operate confidently in international professional environments. The international content woven throughout the curriculum further reinforces this dimension. By engaging with global perspectives, cross-cultural issues, and internationally relevant case examples, students gain the competencies needed to perform effectively in both national and international organisational settings.

Practical experience is strengthened through mandatory internships or practical phases, depending on the programme structure. These experiences enable students to gain valuable insights into daily professional routines, explore career options, and build early networks with potential employers. The institution's broad professional network also plays an important role in supporting employability. Partnerships with companies, guest lectures, company visits and industry-based projects facilitate direct interaction with practitioners and expose students to current market needs and trends.

Given the increasing relevance of digitalisation, the programmes include targeted training in the use of artificial intelligence (AI) tools and technologies. Students learn how to employ AI responsibly and effectively to support research, analysis and operational processes. For example, AI is incorporated into games for study within the programmes. This strengthens students' digital literacy and prepares them for technologically advanced work environments.

Appraisal:

The promotion of employability runs as a common thread throughout the study programmes. **All study programmes** include practical elements, such as internships, in the curriculum. Moreover, WCU provides a good practical network to its students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

The **Bachelor in Economics** and the **Bachelor in Finance** are within the organisational structure of the School of Economics at Western Caspian University. The **Bachelor in Business Administration**, **Bachelor in Management** and **Bachelor in Marketing** are within the organisational structure of the School of Business and Local Governance. The faculty organisational structure consists of two elements, namely Faculty Leadership and the Academic Implementing Element. The Faculty Leadership consists of the Dean and managers (tutors) of academic and student affairs. The Faculty Leadership has the authority to elaborate faculty policies and regulations consisting of faculty leaders, department heads, study programme leaders, professors and several non-professors. The Academic Implementing Element of the Faculty of Economics consists of two departments, including the Department of Economics and the Department of Finance and Accounting. The Faculty of Business and Local Governance also consists of two departments, namely the Department of Marketing and Management and the Department of Tourism and Sectoral Economics.

The Dean's Office of each faculty is an organisational centre for managing the faculty's work, headed by the dean. The dean's office performs the functions of coordination and administrative support of the educational process, and students' academic documentation affairs. This includes writing the class schedule. There are two tutors and one manager assistant working in the Dean's office.

All departments of both faculties have full-time and part-time instructors. The departments also train master's and doctoral students. The programme consists of both full-time and part-time members of staff with diverse backgrounds and experience. The academic staff comprises professionals educated in foreign countries and working in leading sectors of the economy. Full-time members of staff are all required to actively participate in the development, design and improvement of the curriculum. Part-time staff members are representatives of the private and public sectors with extensive practical experience.

Table 12: Staff of Department of General Economics

Academic staff	Ph.D.	Professors	Non-Ph.D. Degree
Full-time lecturers	3	-	2
Part-time lecturers	6	-	2
Total number of lecturers	13		

Table 13: Staff Department of Finance and Accounting

Academic staff	Ph.D.	Professors	Non-Ph.D. Degree
Full-time lecturers	2	-	1
Part-time lecturers	3	1	4
Total number of lecturers	11		

Table 14: Staff of Department of Marketing and Management

Academic staff	Ph.D.	Professors	Non-Ph.D. Degree
Full-time lecturers	1	2	4

Part-time lecturers	-	-	14
Total number of lecturers	21		

Academic qualification of faculty

At WCU, academic qualifications such as Professor, Associate Professor and Head Teacher are awarded through a structured competitive process. Vacant or expired positions are filled via open competitions announced on the University's official website. Candidates must be current WCU employees who meet specific academic and research criteria, including a PhD degree, scientific publications in Web of Science or Scopus, minimum citation and h-index requirements and proven teaching or research experience. Applications are reviewed by the Scientific Council, followed by a secret ballot vote. Successful candidates are formally appointed by the Rector's order, ensuring that academic ranks reflect both scholarly achievement and institutional contribution. All faculty members in the School of Economics and School of Business and Local Governance hold at least a Master degree.

The title of Associate Professor is awarded to applicants holding one of the positions of director, deputy director for scientific affairs, scientific secretary, head of department or laboratory, deputy head of department or laboratory, senior research worker, leading research worker, or senior research worker and holding the scientific degree of Doctor of Philosophy or Doctor of Sciences.

The title of Professor is awarded to applicants holding one of the following positions in scientific research departments: director, deputy director for scientific affairs, scientific secretary, head of department or laboratory, deputy head of department or laboratory, senior research worker, leading research worker, senior research worker, and those holding one of the following positions and who have the scientific degree of Doctor of Philosophy or Doctor of Sciences.

Regarding publications, WCU is the University with the highest publication output, according to an analysis of the years 2023-2025 in Web of Science-indexed journals.

Pedagogical qualification of faculty

To ensure the high academic quality and didactic effectiveness of the study programmes, all newly appointed lecturers are required to demonstrate appropriate pedagogical qualifications. This includes verifiable experience in higher education teaching or equivalent instructional practice in a relevant professional context. New lecturers must be able to apply contemporary teaching and learning methods, foster student engagement, and align their instructional approaches with the programme's learning outcomes. Evidence of prior teaching experience, participation in didactic training, or certification in higher education pedagogy is considered essential. Moreover, the faculty actively cooperates to ensure that lecturers are familiar with testing methods and the overall didactical concept of the study programmes.

Practical business experience of faculty

All study programmes are intentionally designed to ensure a strong and continuous integration of theory and practice. To achieve this, the teaching body comprises a balanced mix of full-time academic faculty members and highly qualified part-time lecturers who are active professionals in relevant industries. This staffing strategy ensures that students not only receive a solid theoretical foundation but also gain insights into the practical realities of contemporary business environments.

Part-time instructors, who simultaneously hold positions in companies, public organisations, or entrepreneurial ventures, bring practical experience into the classroom. For example, lecturers in the study programmes work for the World Bank in Azerbaijan, Azerbaijan's oil and petroleum companies, and the Central Statistical Office. Their engagement in real-world business operations allows them to illustrate theoretical concepts with up-to-date examples, current industry developments, and real cases from their own professional experience. As a result, students benefit from the direct sharing of practical knowledge and gain exposure to the latest trends, tools, and managerial approaches in the field. This ensures that the curricula remain aligned with current market expectations and enhances the relevance of the learning content.

Students consistently express high appreciation for the practical classes and internship components integrated into their programmes. The practical orientation of the curriculum helps them apply their knowledge, develop problem-solving skills in real situations, and build confidence for future professional responsibilities. Internships are often facilitated through the personal networks of lecturers. Because many lecturers maintain strong connections within their industries, they frequently support students by identifying internship opportunities or introducing them to potential employers. In many cases, students secure their first job or internship through the professional relationships and networks that lecturers make accessible.

Furthermore, faculty members' professional experience enriches classroom discussions, as they can engage students with case scenarios, critical incidents, and reflective practices drawn from authentic business experiences. These insights allow students to better understand organisational dynamics, leadership challenges, ethical considerations, and cross-functional teamwork.

Internal cooperation

Internal cooperation between the School of Economics and the School of Business and Local Governance is firmly embedded in the institutional culture and plays a vital role in ensuring the quality and continuous development of all study programmes. The two faculties maintain collaboration across academic, organisational and research-related activities. Many lecturers work in both faculties.

One central aspect of this cooperation is the joint coordination of curriculum development. Faculty members from both schools are consulted when adjustments, revisions or innovations in the curricula are required. These consultations ensure that programme contents remain consistent across disciplines, avoid unnecessary overlap and reflect current academic standards as well as evolving labour-market expectations. The faculties meet at the beginning of the semester to review course structures, update module descriptions, and align learning outcomes.

Academic staff members from both faculties engage in joint scientific projects, co-author academic papers and cooperate on grant applications. Interdisciplinary research teams benefit from the complementary expertise of economists, management scholars, public governance experts, and social scientists. This enables the development of broader research perspectives and contributes to the production of high-quality, peer-reviewed work. Moreover, these joint activities strengthen the research capacity of both faculties and support the institution's overall research strategy.

Another dimension of cooperation lies in the organisation of academic events. Conferences, symposia, research colloquia, and guest-speaker events are planned and carried out in collaboration. By pooling resources, networks, and organisational know-how, both schools can host high-profile events that enrich the academic community and enhance the institution's visibility. Faculty members jointly identify relevant topics, invite distinguished national and international experts and coordinate event logistics. This cooperative event culture contributes to the academic atmosphere and provides students and staff with access to ongoing debates and developments in their fields.

Additionally, the faculties collaborate in the development of extracurricular activities, such as workshops, student competitions and public discussion forums. These initiatives provide further opportunities for interdisciplinary exchange and enhance the students' educational experience by exposing them to a wide range of professional and academic perspectives.

Student support by the faculty

Student support across all five Bachelor programmes is structured, proactive, and designed to address students' academic, organisational, and personal development needs. Each student is assigned an advisor drawn from the faculty. These advisors serve as the primary point of contact throughout students' academic journeys and play a central role in ensuring that students are well informed, guided, and supported in all matters related to their studies.

A key responsibility of student advisors is to guide students through the course-selection and registration processes. Advisors provide individual consultations, helping students understand programme requirements, choose suitable elective modules and create study plans that align with their academic strengths, progress and career aspirations. Because they work closely with students across multiple semesters, advisors are highly familiar with the specific needs and profiles of learners in the Bachelor programmes. This continuity enables them to identify potential academic challenges early and offer timely support or referral to additional university services when needed.

Beyond academic guidance, student advisors play an important role in career orientation. Students often approach their advisors for advice on internships, professional pathways and opportunities for further study. Advisors draw on their knowledge of industry expectations, labour-market trends, and the institution's professional networks to provide tailored career guidance. Their close familiarity with individual students also allows them to offer personalised advice regarding career goals, competencies to develop, and potential professional fields.

The effectiveness of student support is further strengthened by lecturers' high accessibility. Faculty members maintain an open-door policy wherever possible and are consistently available to students outside of formal teaching hours. Lecturers frequently remain in the classroom after sessions to address student questions, clarify course content, or offer additional explanations. This informal yet reliable access is highly valued by students and contributes to a supportive and approachable academic environment.

To enhance communication and ensure efficient information flow, many faculty members use digital communication channels, including WhatsApp groups. These channels allow for quick clarification of administrative questions, sharing of materials, and short-notice updates regarding classes, deadlines, or academic events. This communication culture creates a sense

of continuity and helps students remain well-informed and connected to their learning community.

In line with the practical orientation of the programmes, lecturers regularly enrich their teaching with insights drawn from their own professional experience. This sharing of practical knowledge – through examples, case discussions, and application-based illustrations – helps students connect theoretical content to real-world contexts. Because many lecturers remain active in industry or maintain close ties to professional networks, they are also able to provide students with up-to-date information on industry developments, technological trends and evolving business practices.

Students who intend to study abroad or participate in mobility programmes also receive guidance from faculty members. Lecturers support the preparation process by advising on suitable partner institutions, discussing academic compatibility, and helping students understand cultural and academic expectations of international study environments.

Faculty support plays an especially important role in the preparation of Bachelor theses. Lecturers provide individual supervision throughout the entire thesis process, from topic selection and proposal development to methodology refinement and final writing. Supervisors offer structured feedback, methodological guidance, and academic mentoring to ensure that students can successfully complete their projects.

Appraisal:

The structure and number of the faculties correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculties' composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. WCU verifies the qualifications of the faculty members by means of an established procedure. Specific measures to further qualify faculty members are being implemented. The panel is very impressed by the high number of publications of faculty members at WCU.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. WCU verifies the qualifications of the faculty members by means of an established procedure. WCU ensures that assessors are familiar with existing testing and examination methods and receive support to develop their skills in this field. Specific measures for the further qualification of the faculty members are implemented. Regarding onboarding, the panel **recommends** supporting new lecturers with mentoring, internal training workshops and peer-learning opportunities to ensure that new lecturers quickly develop the competencies necessary for high-quality, student-centred teaching. Also, the panel **recommends** investigating how to better support lecturers to implement new teaching and learning methods.

The faculty members have above-average business experience and use them in their teaching activities to integrate theory and practice in all five study programmes.

The faculty members collaborate to align the courses with the overall qualification objectives. Meetings of all those teaching in the programmes take place regularly. The panel is of the view that this cooperation could be organised more systematically in the future.

Student support is an integral part of the services provided by the faculty. It is offered regularly and helps students study successfully. The faculty members are available for the students outside the specified office hours as well (including via digital communication channels). The students are fully content with the support they receive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The Programmes' Council is the governing body of the programmes, exercising general oversight of the programmes for quality assurance and their affairs. The Programme Council has the authority to discuss and express its views on any educational matter of the programme and provide recommendations to the Programme Director. Bachelor Programmes' Council is composed of the Chairman and seven elected faculty members. The Council is chaired by the Programme Director. The Programme Director coordinates all activities.

Moreover, the Programme Director has the responsibility of:

- Training quality, organisation of educational, scientific, financial and economic activities and budget;
- Performance of the programme;
- Representing the programme in the relationship with government agencies and organisations;
- Identifying the programmes' administrative and functional management structure;
- Concluding labour contracts and other agreements with employees;
- Professional development, setting out their authorities, approving job descriptions;
- Approving regulations governing the activities of the programme;
- Identifying international relations, controlling its membership with foreign organisations;
- Distributing the courses to faculty members;

- Dealing with student issues that cannot be dealt with by student tutors.

Process organisation and administrative support for students and faculty

The University administration provides comprehensive organisational and administrative support to both students and faculty, ensuring the smooth operation of all study programmes. A key element of this support is assistance in securing internships for students. The administration maintains programme-specific lists of companies that regularly offer internship placements, enabling students to choose from pre-screened opportunities that align with their academic focus.

In addition, the administrative units are responsible for the overall organisation of the study programmes. This includes supporting the programme directors in the management and coordination of the programmes, organising examinations, managing study materials, and preparing academic schedules. These processes ensure that all administrative aspects of programme delivery are handled consistently.

Students also benefit from consultation services provided by administrative staff. These services include guidance on programme-related questions as well as support with administrative matters such as enrolment procedures, documentation requirements and other organisational issues that may arise during their studies.

The administrative staff also participates in professional development activities. These include language and IT courses as well as opportunities for staff exchange programmes, fostering continuous improvement and enabling the administration to adapt to evolving institutional and student needs.

Appraisal:

The programme director for each study programme coordinates the activities of all involved and ensures the programme runs smoothly.

Faculty members and students are supported by the administration in organising the study programmes. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. The opportunities of electronic service support are used to supplement personal one-to-one counselling. WCU offers the administrative staff opportunities for continuous professional development.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

External relations of WCU are coordinated by the International Relations Department and International Students Affairs. WCU has a total of 187 local and foreign enterprises and HEIs in the field of scientific and research activities. The holding of scientific conferences, seminars, meetings and similar events at WCU is a constant aim. During the period 2021-2024, four international and seven republican-level conferences (such as “International Fall Lectures” were held at WCU, seminars, meetings and other various scientific events were organised. The cooperation also includes student mobility, including Erasmus+ funded programmes and projects. WCU has MoUs with the following partners:

Table 15: List of partner HEIs

№	Foreign institution	Country
1	Canadian Institute of Technology	Albania
2	University College Qiriaz	Albania
3	University of Singidunum	Serbia
4	Varna University of Management	Bulgaria
5	The Energy Charter Secretariat ETC	Belgium
6	Polotsk State University	Belarus
7	Georgian College Applied Arts and Technology	Canada
8	Newton College	Spain
9	State University of Novi Pazar	Serbia
10	VSB Technical University of Ostrava	Czech Republic
11	Eastern Mediterranean University	Cyprus
12	Y Schools	France
13	Saint King Tamar University of Patriarchate of Georgia	Georgia
14	Schmalkalden University of Applied Sciences	Germany
15	Alexander Technological Educational Institution of Thessaloniki	Greece
16	SRM University	India
17	Rezekne Academy of Technologies	Latvia
18	Daugavpils University	Latvia
19	The Universitet van Amsterdam	The Netherlands
20	Stekom University	Indonesia
21	Universitas Indonesia	Indonesia

22	University of Science and Technology	South Korea
23	IMI International Management Institute	Switzerland
24	Universidad Nacional De Mar Del Plata	Argentina
25	Universiti Teknologi Mara	Malaysia
26	University of Sialkot	Pakistan
27	Centre for Global & Strategic Studiess (CGSS)	Pakistan
28	Superior University	Pakistan
29	UMOWA o Wspolpracy	Poland
30	WSG University	Poland
31	West University of Timisoara	Romania
32	The Transilvania University of Brasov	Romania
33	University of Piteshti	Romania
34	Volga State University of Technology	Russia
35	Haute Ecole De Gestion ARC of University of Applied Sciences and Arts	Switzerland
36	Management Development Institute of Singapore	Uzbekistan
37	University of a Coruna	Spain
38	London School of Business and Finance	Singapore
39	UBIS University	Switzerland
40	Kirgizstan-Turkiye Manas Universitesi	Kirgizstan
41	Dogush University	Türkiye
42	Nisantashi University	Türkiye
43	Writtle University College	United Kingdom
44	Coventry University	United Kingdom
45	University of Kent	United Kingdom
46	Mississippi Valley State University	United States of America
47	Texas A&M International University	United States of America
48	Bellerbys College	United Kingdom
49	Akdeniz Universitesi Mevlana	Türkiye
50	Khorezm Academy of Mamun	Uzbekistan
51	Urgench Ranch University of Technology	Uzbekistan
52	Institute of Climate – Smart Agriculture of the National Academy of Agrarian Sciences of Ukraine	Ukraine

53	Uskudar Univesitesi	Türkiye
54	Firat Universitesi	Türkiye
55	Akkon University of Applied Human Sciences	Germany
56	Tashkent Institute of Irrigation and Agricultural Mechanization Engineers	Uzbekistan
57	Vernadsky Taurida National University	Ukraine
58	Tokat Gaziosmanpasha University	Türkiye
59	Povolzhye State University of Technology	Russia
60	University of Central Florida Board of Trustees	United States of America
61	İstanbul Kultur Universitesi	Turkiye
62	Yessenov University	Kazakhstan
63	West University of Timisoara	Romania
64	Amity University	India
65	Baishev University	Kazakhstan
66	Bogdan Petriceicu Hasdeu State University	Moldova
67	Danubius University	Romania
68	Free International University of Moldova	Moldova
69	Geneva school of Diplomacy	Switzerland
70	Grassroots University	United States of America
71	Ion Creanga State University	Moldova
72	Istanbul Gelisim Universiteti	Türkiye
73	Polotsk University	Belarus
74	Mostar University	Bosnia
75	Transilvania University of Brasov	Romania
76	University of Sialkot	Pakistan
77	University of Pitesti	Romania
78	Panteion University	Greece

Cooperation with business enterprises and other organisations

The university cooperates with many educational and business structures. The cooperations include participation in job fairs, internship places, guest lectures and classes, as well as joint research. Various memorandums of understanding and cooperation have been signed between the WCU and the top management of the State Agricultural University and different state and private organisations, including:

- the Central Bank of the Republic of Azerbaijan;

- the Training Centre of the State Tax Service under the Ministry of Economy of the Republic of Azerbaijan;
- the Agrarian Insurance Fund;
- the National Observatory on Labour Market and Social Protection Issues under the Ministry of Labour and Social Protection of the Population (a public legal entity);
- the Scientific Research Institute of Vegetable Growing under the Ministry of Agriculture of the Republic of Azerbaijan (a public legal entity); and
- the Dendrology Garden under the head of the Baku City Executive Power of the Republic of Azerbaijan.

The results of discussions with representatives of the Institute of Genetic Resources of the Ministry of Science and Education of the Republic of Azerbaijan, the Institute of Zoology of the Ministry of Science and Education of the Republic of Azerbaijan, the “Social Entrepreneurship Development and Training Centre” LLC, the Association of Professional Financial Managers of Azerbaijan, the Forest Development Service of the Ministry of Ecology and Natural Resources, the Economic Accounting Advanced Training Courses of the State Committee for Securities of the Republic of Azerbaijan, and the Institute of Ecology of the National Aerospace Agency of the Ministry of Defence Industry of the Republic of Azerbaijan allow the university to strengthen and deepen the practical approach of the programmes.

The cooperation with business enterprises and other organisations in the **Bachelor in Economics** and the **Bachelor in Finance** includes, but is not limited to Milli Majlis of the Republic of Azerbaijan, State Committee for Work with Diaspora of the Republic of Azerbaijan, Academy of Public Administration under the President of the Republic of Azerbaijan, Ministry of Labour and Social Protection of the Population, AzerEnergy OJSC and others.

The cooperation with business enterprises and other organisations in the **Bachelor in Business Administration**, **Bachelor in Marketing** and the **Bachelor in Management** include AzerEnergy, Education Student Loan Fund, EASY Service, Ministry of Labour and Social Protection of Population, Azerbaijan Professional Financial Managers Association, Azerbaijan Airlines CJSC National Aviation Academy, Pasha Travel LLC, Yapi Kredi JSC, Bakcell, Knauf Group, Capital Bank OJSC, Alliance Tax and Finance LLC, Bank VTB, Beitpartners LLC, Access Bank JSC, Caspian Consulting Partners LLC, Pasha Malls, Bazarstore LLC, La Fruit LLC, Accounting Company LLC, Report LLC, Alliance Tax and Finance LLC, Ms Finance Group LLC and Royal Chef LLC.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes, as well as business enterprises and other institutions, are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students’ qualifications and skills. With regard to the academic cooperations, they have many highly qualified partners. The panel appreciates that the cooperation with German universities is very well developed and established. The panel **recommends** enhancing cooperation with German universities by involving more students in associated activities.

Moreover, cooperation with business enterprises and other organisations is actively promoted (for example, by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, in order to discuss the further development of the programme). Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. Through specific measures (e.g., cooperation on projects, provision of traineeships, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 Facilities and equipment

Quantity, quality, media and IT equipment of teaching and group rooms

The WCU building consists of five floors. The programme's floor is 500 m², including 98 project-equipped classrooms, 13 classrooms equipped with smart boards, seven computer classrooms, two computer exam halls, offices, labs and corridors. The building includes elevators for students and staff with mobility issues.

Moreover, there are 12 computer laboratories in the academic buildings. The laboratories are equipped with 288 computers, all of which are connected to the Internet. In addition, all auditoriums, reading rooms, libraries, and Wi-Fi zones in each academic building are equipped with Internet access and available for students to use. Along with WCU's library and reading rooms, the student discussion room is also provided with Internet access. The facilities also include an AI lab and a stock exchange lab.

The University's infrastructure consists of three educational buildings, a library, an information computing centre, a publishing house, a student medical office, a sports hall for students and all faculty members, two research institutes, and five research centres. The School of Business and Local Governance and the School of Economics also contain one research centre¹¹.

¹¹ see: <https://www.wcu.edu.az/en/page/research-centers> (last access April 11, 2026).

Table 16: Classrooms of School of Business and Local Governance

Classroom	Area (m ²)	Student Capacity	Equipment for Teaching
Room 301	50.7	40	Whiteboard/Computer/Projector/Internet connection/ Air conditioner/
Room 302	48.3	38	Whiteboard/Computer/Projector/Internet connection
Room 303	47.4	28	Whiteboard/Computer/Projector/Internet connection
Room 304	40.5	28	Whiteboard/Computer/Projector/Internet connection
Room 305	72.5	60	Whiteboard/Computer/Projector/Internet connection
Room 306	41.0	26	Whiteboard/Computer/Projector/Internet connection
Room 307	47.4	30	Whiteboard/Computer/Projector/Internet connection
Room 308	51.3	45	Whiteboard/Computer/Projector/Internet connection
Room 309	51.3	45	Whiteboard/Computer/Projector/Internet connection
Room 310	51.3	40	Whiteboard/Computer/Projector/Internet connection/
Room 311	40.8	30	Whiteboard/Computer/Projector/Internet connection
Room 313	31.5	18	Whiteboard/Computer/Projector/Internet connection
Room 315	44.0	30	Whiteboard/Computer/Projector/Internet connection/
Room 316	31.1	20	Whiteboard/Computer/Projector/Internet connection
Room 317	33.5	26	Whiteboard/Computer/Projector/Internet connection

Table 17: Classroom of School of Economics

Class-room	Area(m ³)	Student Capacity	Equipment of Teaching
Room 201	50.7	40	Whiteboard/Computer/Projector/Internet connection/ Air conditioner/
Room 202	48.3	40	Whiteboard/Computer/Projector/Internet connection
Room 203	98.5	80	Whiteboard/Computer/Projector/Internet connection
Room 204	72.5	50	Whiteboard/Computer/Projector/Internet connection
Room 205	98.5	60	Whiteboard/Computer/Projector/Internet connection
Room 206	51.3	40	Whiteboard/Computer/Projector/Internet connection
Room 207	51.3	40	Whiteboard/Computer/Projector/Internet connection
Room 208	51.3	40	Whiteboard/Computer/Projector/Internet connection
Room 209	40.0	30	Whiteboard/Computer/Projector/Internet connection
Room 210	35.1	28	Whiteboard/Computer/Projector/Internet connection/
Room 213	44.8	30	Whiteboard/Computer/Projector/Internet connection

Access to literature

WCU has a scientific library equipped with extensive information resources relevant to the study programmes. Libraries operate in the three buildings of the University. The library in the main building of WCU covers an area of 441 m², in the second building - 253 m², and in the third building – 35 m². The Scientific Library of the Western Caspian University was established in 1991 and is considered the University's information and intellectual centre. There is a total of three reading rooms in the educational buildings of the library. The reading rooms are well equipped with appropriate equipment and library resources, and all 25 computers are connected to the Internet. The library operates weekdays from 8:00 am to 6:00 pm.

The library consists of about 900,000 books, textbooks, monographs, and other materials in various languages, available in print, electronic, and online formats. The library has a multidisciplinary physical collection and an annual subscription to online resources covering a wide range of topics. The collection includes over 35,000 books, over 10,000 periodicals and other materials, 15,000 electronic books, and over 810,000 online books. In addition, through local and international collaboration, students' and teachers' research and investigation requests are received in the form of electronic or digital information exchange. The library also provides an interlibrary loan service upon user request. The library website provides 24/7 access to international databases on an annual subscription basis, a book platform with the latest publications covering more than 1,000 topics and fields of science, and a constantly growing number of scientific journal articles, conference materials, dissertations, periodicals, as well as hundreds of thousands of open information resources.

The library provides access to the following online databases:

- Perlego (online textbook platform)
- ScienceDirect
- Scopus
- Web of Science
- Directory of Open Access Journals
- Directory of Open Access Books
- Elgar Online
- EBSCO Open Dissertations
- Core
- PubMed
- WIPO
- Paperity

Information on all library resources, whether printed or electronic, including full-text resources, is available on the library's website¹². Physical books can be searched through the electronic catalogue located in the very centre of the site. By searching for keywords, book titles or authors, bibliographic information of books students and faculty members can find detailed information about books and their location.

There are reading rooms for students and teachers to conduct scientific research and obtain information in the library. The library staff provides access to the requested relevant information sources, textbooks, teaching aids and other materials, as well as the use of large print and electronic materials during scientific research and investigation, as well as access to online databases. The library staff provides access to the library management system for students and teachers of the University, as well as the ability to search in a single electronic catalogue and also responds to inquiries from faculties and departments, as well as directly from students, in order to provide them with scientific sources that support the teaching and research directions of the University. Information on the use of resources is provided to the users through library training, consultations and seminars.

The library has obtained trial access to some resources in addition to subscription-based and open-access databases. Thus, one of the main goals of the library is to determine users' information needs by providing trial access to the ProQuest Dissertations & Theses Global, EBSCO Business Source Ultimate, EBSCO Academic Search Premier, and ProQuest Historical Newspapers databases and platforms.

WCU participates as a contributing institution in the International Federation of Library Associations and Institutions (IFLA) project to develop a national library map. Within the framework of the project, the university library has begun work on creating a full profile of Azerbaijan on the world library map.

Appraisal:

During the on-site visit at the campus of WCU, the panel inspected the premises relevant to **all five Bachelor programmes**. The panel concludes that the quantity, quality, media, and IT facilities of the teaching rooms meet the standards required for the programmes, even when taking into account the resource needs of other study programmes. The rooms are properly

¹² see: <https://library.wcu.edu.az/> (last access April 11, 2026).

equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. Moreover, the teaching rooms and labs are equipped with state-of-the-art technology that facilitates teaching in the programmes. For special contents of the curriculum (e.g. business games, role-playing games, virtual elements), WCU possesses appropriate rooms which possess the specific technical components needed, including an AI lab and a stock market lab.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals, as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programmes is available in the library and is also kept up to date. The library is accessible during most of the day. Access to relevant digital media is available from the students' homes. Qualified library staff are there to advise students. Training is offered to students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2* Access to literature (Asterisk Criterion)		X			

4.5 Additional services

Career counselling and placement service

The University has established a system to support students' career development and ensure their successful integration into the labour market. To this end, the University continuously monitors labour market trends and employer expectations to align its educational offerings with current and emerging professional requirements.

A central element of this system is the Experience and Development Centre for Students and Graduates, which functions as the University's primary career counselling and placement service. Integrated into the academic division, the Centre provides individualised consultations, career guidance, and targeted training sessions designed to prepare students for internships and future employment. This also includes each student's academic advisor. These services include support in preparing application documents, interview training and general employability skills development. Students are also assisted in navigating the job market and identifying suitable professional pathways aligned with their academic profiles and personal interests.

The University places strong emphasis on practice-oriented learning. Internships typically take place in the third year of study, allowing students to gain early exposure to professional environments and apply theoretical knowledge in practice. Students may independently select their internship placements, thereby strengthening their autonomy and motivation. For those experiencing difficulties in securing a placement, the career office provides programme-specific lists of partner companies and institutions that regularly accept interns, ensuring that all students have adequate opportunities to fulfil their practical training requirements.

The involvement of external stakeholders is a cornerstone of the University's career support activities. The University actively cooperates with a wide range of institutions, including the Training Centre of the State Tax Service under the Central Bank of the Republic of Azerbaijan, the Ministry of Economy, the National Observatory on Labour Market and Social Protection Issues under the Ministry of Labour and Social Protection of the Population, and various other public and private organisations. These partners contribute not only by hosting interns and employing graduates but also by providing expert feedback on the qualifications most needed in the labour market. Their perspectives inform the periodic review of programmes, the definition of learning outcomes, and strategic decisions related to student intake and programme development.

Labour fairs represent another important component of the University's career support framework. Organised every two years and supported by the Ministry of Labour, these events bring together at least 40 participating companies and institutions. Employers provide valuable insights into recruitment trends, required competencies, and sectoral developments. Their recommendations are systematically analysed and feed into the continuous improvement of both study programmes and the University's career counselling services.

Further enhancing transparency, the University maintains and regularly updates statistics on alumni employment. These data provide important information on graduate destinations, sectoral distribution, and employability indicators, serving as a feedback mechanism for institutional decision-making and quality assurance processes.

Alumni activities

Monitoring alumni participation in the labour market is carried out through a periodically conducted survey. For instance, a survey on alumni employment status has been posted on WCU's official website.

A Student and Alumni Internship and Development Centre has been established at WCU since 2018. The WCU Alumni Association has been operating since the 2022-2023 academic year. Meetings with graduates are held at the University under the organisation of the Alumni Association. Continuous contact is also maintained with alumni group representatives via WhatsApp. The Student and Alumni Internship and Development Centre conducts a survey to investigate the role of the theoretical knowledge acquired by graduates during their studies within the framework of WCU's educational programmes in their career development after graduation.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. WCU provides sufficient resources. Specifically, the career office supports students in all five Bachelor programmes in securing internship placements, e.g., through individual consultations and organised job fairs.

An alumni organisation has been established to develop an alumni network. The panel had the impression that the activities could be better promoted. Therefore, the panel **recommends** communicating the alumni activities more broadly.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

WCU is a private university that is mainly financed by tuition fees. Fees for education constitute the main source of income. Students must pay tuition based on the number of credits taken during a semester, and the total tuition is determined by the number of credits. Students under special circumstances or with extraordinary achievements receive a scholarship by the government of Azerbaijan or a University scholarship. Moreover, the University receives income from partnerships and academic project funding.

The University has a strategic plan for the next five years that includes financing of its study programmes. Each faculty must submit a financial planning for the academic year.

Appraisal:

The income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the study programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

The strategic approach to quality assurance and continuous quality improvement is built coherently across programme content, processes and outcomes. The Quality Assurance policy of WCU is the basis for ensuring the quality of education and consistent development in accordance with the objectives of the Strategic Development Plan of the University. The Quality Policy of the University reflects the principles of creating an educational system based on the laws and regulations of the Ministry of Science and Education of the Republic of Azerbaijan, as well as the principles of controlling the development of internal and international competitiveness.

The main departments responsible for quality assurance activities are the Quality Assurance Centre¹³ and the Quality Control Commission. The Examination and Quality Control Centre, established in 2017, has been operating independently since 2020 and was renamed the Quality Assurance Centre in 2021. The Quality Control Commission, established to further strengthen quality control in education, was organised in accordance with the Academic Council of the University's order in 2022. The Quality Assurance Centre cooperates with the Academic Council of WCU, which must approve major changes, the Faculty Committees that implement amendments, and student organisations that submit complaints.

The main functional activities of the Quality Assurance Centre are as follows:

1. Assessment of compliance of the University's activity with the state educational standards;
2. To create and maintain an effective and modern learning environment at the University;
3. Ensuring the consistent development of the University's activity on the basis of self-analysis;
4. Collaboration with local and international assessment agencies in the direction of quality assurance;
5. Organisation of Quality Assurance System;
6. Coordinate the collection of important information/indicators for the QAS from all sources;
7. Identifying stakeholder expectations;
8. Consulting support of the organisation and carrying out the preparation for self-attestation and accreditation of the University departments and faculties;
9. Conducting regular internal quality assurance trainings;
10. Involvement of external stakeholders in the quality assurance process together with other structural departments of the University;
11. Defining a common framework of quality assurance systems for learning and education at the European, national and institutional levels.

Quality assurance and development of the study programmes are organised in several directions:

- Collaboration with employers and industry partners: Feedback from employers, industry experts, and alumni is considered in the process of developing and updating programmes.

¹³ see: <https://wcu.edu.az/en/page/keyfiyyete-nezaret-merkezi#title7> (last access April 13, 2026).

- Taking into account students' needs and expectations: In the development of programmes, students' opinions and recommendations are collected, and the difficulties and experiences they face during their education are evaluated.
- Application of international experience: The experience of other accredited universities is studied and adapted to the curriculum. Dual degree programmes and international exchange opportunities influence programme development.
- Use of digital and technological opportunities: The introduction of online education models and the use of innovative teaching methods help to improve the quality of programmes.

The Quality Assurance Centre uses the following evaluation methods:

- Student Feedback and Self-Assessment: Students are given the opportunity to evaluate their own knowledge and skills. Also, the quality of the teaching process is analysed through student feedback surveys.
- Quality Assurance Centre check the statistical data of the programmes.
- Student achievements and graduation rates: Students' academic performance, exam results and graduation rates are regularly analysed.
- Graduate preparation in accordance with the requirements of the labour market and employer reviews: Graduates' career prospects are monitored, their integration into the labour market and their evaluation by employers are examined.
- Academic staff performance indicators: The evaluation is carried out taking into account the scientific publications of the teaching staff, pedagogical efficiency and feedback surveys collected from students.
- Employer and alumni surveys (structured surveys).
- Data analytics (exam performance, graduate employment).

In order to check whether the workload of each course is adequate and the credits allocated are appropriate, the University follows the major practices:

- Academic feedback and student performance analysis: The effectiveness of the programme is analysed by the academic staff; the course load and results of the students are examined. Adjustments are made based on feedback surveys collected from students and academic performance statistics.
- Assessment of compliance with international experience: Educational programmes are analysed in accordance with the requirements of international accreditation agencies. At the same time, comparisons are made with similar programmes at foreign universities, and potential areas for improvement are identified.

The quality assurance process ensures that the curricula are updated annually based on feedback from students, faculty and employers. This aims to ensure that the study programmes meet modern requirements and students' needs.

Evaluation by students

Student assessment of the teaching process and course quality is an important component of the quality assurance system in a higher education institution. This process is carried out through structured surveys, quality methods and the application of modern technologies.

The course assessment by students is organised as follows:

1. Structured surveys including:

- End-of-semester Surveys: These are carried out in a way to collect student feedback on all courses. These surveys are carried out using Google Forms and Outlook Forms.
 - Mid-semester Surveys: Short surveys are conducted to provide early feedback from students on the course load and quality of teaching. Google Forms and other interactive tools are used for this.
 - Exam Surveys: Various types of surveys are conducted to learn students' opinions about exams and to improve the exam process. These surveys help collect students' opinions on the exam format, the difficulty of the questions, the sufficiency of time, and the fairness of the assessment.
2. Structured Forms:
- Annual Faculty Survey (conducted once a year) is used to gather feedback on curriculum relevance, resource availability, and administrative support.
 - Peer Evaluation (conducted once a semester): Peer observations during class are conducted using templates.
 - Online survey forms, including Likert scale questions and open questions.
3. Artificial intelligence analysis:
- Student discussions on social media (e.g., "WCU Students" WhatsApp channel group, Instagram, Facebook, etc.) to analyse discussions and identify recurring problems.

Student surveys are conducted completely anonymously, and no personally identifiable information (name, email, etc.) is collected. Anonymous response options are enabled on platforms such as Outlook Forms or Google Forms. The assessment results are analysed by the responsible university structures. The Quality Assurance Centre collects, processes and presents the results of the surveys in the form of reports. The Faculty Council and the Academic Council review the reports and make appropriate decisions. The survey results are presented only in aggregated form, and no individual student's opinion is disclosed separately. Faculty and administration make decisions based only on aggregate analyses.

The Quality Assurance Centre prepares a report on the assessment results and student feedback at the end of the semester. This report is submitted to the faculty administrations, and the implemented changes are indicated. Moreover, the faculty administration regularly holds meetings with advisors and teachers to discuss innovations and changes based on the assessment results. Academic advisors meet with students individually or in groups to explain assessment results and provide information about updates. A mobile-friendly version of the website is being developed, as 90.8% of students reported in a 2024 survey that they accessed the university's website on their phones.

Evaluation by faculty

The Academic Council reviews the feedback and offers suggestions from faculty members. Faculty members are informed about the survey results and taken measures by means of:

- Internal Reports: the evaluation and proposed changes are shared with the faculty members through official reports and posted on the University's internal portal.
- Academic Council and Faculty Meetings: the evaluation results and the measures to be taken are discussed and approved at the Academic Council and faculty meetings.
- Official Notifications and Implementation Policy: Faculty members are informed about the measures taken and changes made within the approved quality assurance framework through official notifications and internal electronic platforms.

The following aspects are evaluated by the faculty:

1. Curriculum Content: Relevance, industry relevance.
2. Teaching Methodologies: Effectiveness of teaching approaches and integration of innovative techniques.
3. Assessment Procedures: Objectivity, transparency and relevance to learning outcomes.
4. Administrative and Organisational Structure: Academic planning, scheduling and effectiveness of institutional support.

The effectiveness of the faculty evaluation process in enhancing the programmes is measured by follow-up surveys to monitor the resolution of previous problems, as well as the impact of improvements made based on faculty members' feedback on academic processes and student achievement.

External evaluation by alumni, employers and third parties

Graduates, employers and internship partners are systematically involved in the quality assessment of the curricula. Their feedback is collected through the following specific methods:

1. Graduates:
 - Biennial surveys via Google Forms (on the career development of graduates and the quality of education);
 - Annual alumni meetings (organised in an off- or online format).
2. Employers:
 - Annual surveys via Google Forms (by providing expert feedback on the qualifications most needed in the labour market).

Specific tools used are Google Forms, Outlook Forms that are used for conducting surveys for graduates and employers, as well as structured Interviews that are conducted with employers and industry representatives for in-depth quality analysis.

Responsible structures for analysing the evaluation results are the Quality Assurance Centre and the Career Centre. They identify skills gaps among graduates relative to labour market requirements and develop proposals based on employer feedback. The Faculty Departments are responsible for updating the curriculum and improving subjects, taking into account feedback from external parties. The Graduate Assessment is conducted every two years. Employer Feedback is conducted annually.

Educational aspects of the study programme assessed are as follows:

- Curriculum relevance to the labour market needs;
- Definition of learning outcomes;
- Level of applicability of graduates' professional knowledge and skills required in the labour market;
- Effectiveness of internship programmes and level of job readiness;
- Employers' perceptions of graduates' technical and non-technical skills.

All official reports are published on the University's "Employer Partnerships" website. Alumni and employer events are communicated through annual conferences, job fairs and

presentations. Email notifications about assessment results and actions taken are also communicated to stakeholders.

Programme description

The University ensures full transparency of its study programmes by publishing all essential information on its official website¹⁴. Prospective and current students can access comprehensive details on admission requirements, application procedures, and the formal structure of each programme. In addition, the website provides complete curricula, including module descriptions, qualification objectives, intended learning outcomes and information on academic progression pathways. The information is available in English.

To support informed decision-making, the University also offers guidance on potential career opportunities associated with each programme. Furthermore, the website outlines the content and objectives of individual courses, allowing applicants and enrolled students to gain a clear understanding of the academic expectations and competencies to be acquired.

All further programme-related materials – such as detailed course documentation, lecture notes, assignments, and additional learning resources – are made available through the University's Moodle learning management system. Moodle serves as the central digital platform for communication, course administration, and academic support, ensuring that students have continuous access to up-to-date information and resources throughout their studies.

Information on activities during the academic year

Western Caspian University disseminates up-to-date information about its study programmes and institutional activities through a range of official social media channels, including Instagram, LinkedIn and X. These platforms serve as important communication tools that enable the University to reach prospective students, current students, alumni and external stakeholders in a timely and accessible manner.

Through its social media presence, the University provides regular updates on academic initiatives, programme developments, application deadlines, student support services and research achievements. In addition, the channels highlight campus events, public lectures, student projects, industry partnerships, and other activities that reflect the University's academic profile and strategic priorities.

Moreover, information about exchange programmes is actively communicated through the University's official website and social media accounts, where news and announcements about these programmes are regularly published.

Appraisal:

The panel got insights into the quality assurance and development procedures, which systematically and continuously monitor and develop the quality of the programmes with respect to their contents, processes and outcomes, that have been set up. It takes into account the evaluation results and the analysis of student workload, success rate and graduate employment. Faculty members and students participate in the respective committees to plan

¹⁴ see: <https://wcu.edu.az/en> (last access April 13, 2026).

and assess the quality assurance and development procedures. Responsibilities are clearly defined. However, regarding the follow-up of information derived from the collected data, the panel had the impression that it is unclear whether the quality loop is closed and whether the data are translated into concrete measures. The University collects a range of data; however, it is not clear whether these are the right data to adjust the programmes in the best way. The panel **recommends** focusing on the actionability of data and what kind of data is used for specific purposes.

Student evaluation, faculty quality control, and external evaluation are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programmes' contents, curricula and examination schemes have been suitably documented and published. The panel appreciates the well-developed syllabi of all five study programmes.

WCU regularly publishes current news and information – both quantitative and qualitative – about the study programmes. This includes the website and social media channels.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			X		
5.2.2 Evaluation by faculty			X		
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		

Quality profile

HEI: Western Caspian University, Azerbaijan

Bachelor programme: Bachelor Finance (BF), Bachelor Marketing (BM), Bachelor Management (BMa), Bachelor Business Administration (BBA), Bachelor Economics (BE)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		X			
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)				Condition	
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				Condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		X			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		X			
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2*	Access to literature (Asterisk Criterion)		X			
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		