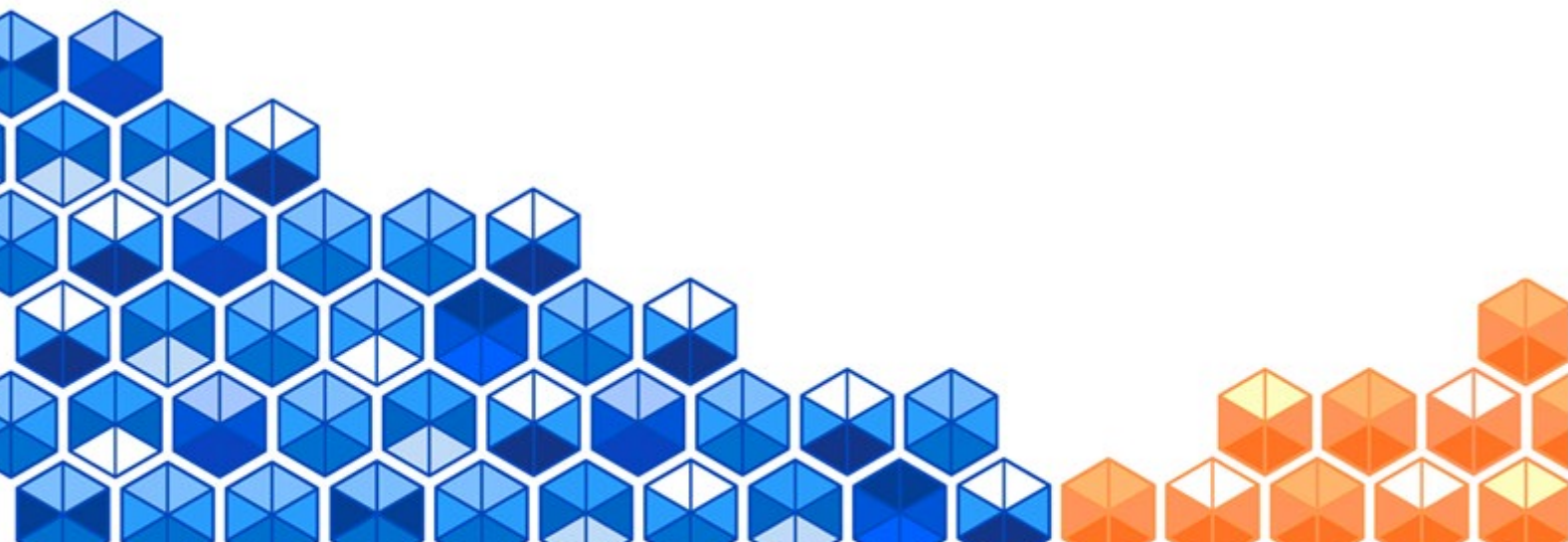


**INDEPENDENT AGENCY
FOR QUALITY ASSURANCE IN EDUCATION - IQAA**

**REPORT
ON THE EXTERNAL AUDIT
OF BAKU STATE UNIVERSITY
PROGRAM ACCREDITATION**

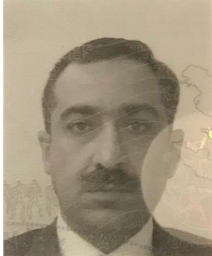
7002013 Clinical (Medical) Psychology

Astana, 2026



EXPERT GROUP**Group Leader:**

Erden Ramazanovich Nurtayev, Assistant Professor, PhD in Psychology, Maqsut Narikbayev University

**Employer Representative:**

Rzaev Tural Zulfig oghlu, Doctor of Philosophy in Medicine, Director General, Center for Forensic Psychiatric Expertise, Baku

**Student Representative:**

Ayan Aliyeva, 3rd-year student, majoring in Psychology, Odlar Yurdu University, Baku

IQAA COORDINATOR

Karlygash Mukharedenovna Dzhygytcheeva, IQAA, Department of Higher Education Accreditation, Ph.D. in Chemistry, Associate Professor

RESPONSIBLE REPRESENTATIVE FOR EXTERNAL EVALUATION OF THE EDUCATIONAL INSTITUTION

Emila Shahrudin gyzy Igidova, Baku State University, Lecturer

The expert group's report is the intellectual property of IQAA. Any use of the information is permitted only with a reference to IQAA. Violation of copyright entails legal liability.

**LEVEL OF CONFORMITY OF THE SELF-EVALUATION REPORT
TO THE ACTUAL STATE OF AFFAIRS OF THE EDUCATIONAL
PROGRAM 7002013 CLINICAL (MEDICAL) PSYCHOLOGY FOR
EACH STANDARD**

Standards	Indicate the level of compliance of the self-assessment report with the actual state of affairs at the university for each standard			
	Full compliance	Significant compliance	Partial compliance	Non-compliance
<i>Standard 1</i> Policy on Educational Program Quality Assurance and Academic Integrity		+		
<i>Standard 2</i> Curriculum Development and Approval, Information Management	+			
<i>Standard 3</i> Student-centered learning, teaching, and assessment	+			
<i>Standard 4</i> Admissions, Academic Performance, Recognition, and Certification	+			
<i>Standard 5</i> Faculty	+			
<i>Standard 6</i> Learning Resources and Student Support	+			
<i>Standard 7</i> Public Information		+		



CONTENTS

CHAPTER 1 CONTEXT AND OBJECTIVES OF THE VISIT

Introduction.....
Key Characteristics of the
University.....

CHAPTER 2 REPORT ON THE EXTERNAL AUDIT BY THE EXPERT GROUP

Compliance with Program Accreditation Standards
Introduction.....

Compliance with Program Accreditation Standards
Standard 1
Quality Assurance Policy and Academic Integrity
Standard 2
Curriculum Development, Approval, and Information
Management.....
Standard 3
Student-centered learning, teaching, and assessment.....
Standard 4
Admissions, academic performance, recognition, and certification.....
Standard 5
Faculty.....
Standard 6
Learning Resources and Student Support.....
Standard 7
Public Information.....

CHAPTER 3

CONCLUSION.....

APPENDICES

Appendix 1
Program of the Field Visit.....
Appendix 2
List of all interview participants.....
Appendix 3
List of documents reviewed additionally at the university.....

CHAPTER 1

CONTEXT AND OBJECTIVES OF THE VISIT

Introduction

The external visit of the expert group as part of the international program accreditation procedure to Baku State University took place from March 12 to 13, 2026. The external audit was conducted in accordance with the Program developed by the IQAA agency and agreed upon with the university. All materials necessary for the work of the external expert group (EEG): the visit program, the self-assessment report for program accreditation, the composition of the external expert group, the list of interview participants, the guidelines for organizing and conducting the external evaluation, the expert code of ethics, and the EEG accreditation report template were provided to the members of the expert group prior to the start of their work at the educational institution, which ensured timely preparation for the external evaluation procedure.

The self-assessment report on the educational programs of Baku State University contains a sufficient amount of information presented in accordance with program accreditation standards; it identifies strengths and weaknesses, as well as external threats and opportunities for risk management and the university's further development.

In accordance with the EEG visit program, a visual inspection was conducted, which allowed the members of the expert group to gain a general understanding of the organization of the educational, methodological, and research processes, as well as the material and technical infrastructure, and to determine its compliance with standards. In addition, meetings were held with the university administration, vice-rectors, deans of faculties and department heads, faculty members, representatives of academic schools, undergraduate and graduate students, alumni, and employers. The experts inspected the university's structural units, the academic library, sports, recreational, and medical facilities, dining areas, and the student dormitory.

During the external audit, the experts reviewed the university's regulatory documentation to gain a more detailed understanding of document management, educational and methodological, research, and logistical support, the university's website, its navigation and content, as well as the presentation of the university's educational programs on the website's pages and tabs, in the media, and other electronic resources.

The planned activities for the external visit facilitated a more detailed understanding of the university's structure and its operations, and enabled external experts to conduct an independent assessment of the alignment of the data in the self-assessment report on educational programs with the actual state of affairs at the university and the standards of program accreditation.

Key Characteristics of the University

Full name of the educational institution: Baku State University. Year of foundation and establishment: 1919.

The mission of Baku State University is to train highly qualified, competitive in the domestic and international labor markets, and imbued with a patriotic spirit—scientific, pedagogical, and engineering-technical personnel—based on the acquisition of fundamental knowledge and innovative research skills in the field of multidisciplinary lifelong education and scientific research in accordance with international standards.

The University conducts educational activities at all levels of higher education, as well as pre-university and continuing education.

In the field of scientific activity, Baku State University conducts fundamental, theoretical-methodological, pedagogical-methodological, and applied scientific research, as well as the implementation of research results into practice and the industrial and innovative development of the country.

The highest governing body of the university is the Academic Council.

The academic structure of Baku State University includes 16 faculties that train specialists in 55 fields at the bachelor's level and in 153 fields at the master's level across various academic disciplines; 4 institutes; a rich academic library; 21 scientific, methodological, and practical journals published by the university; and a university clinic that serves the faculty, staff, and students of the university.

Baku State University has a well-developed and functional infrastructure that meets modern requirements. The University comprises four academic buildings equipped with lecture halls and computer labs featuring state-of-the-art technical equipment. All university buildings are connected to a single corporate computer network, ensuring their integration into a common information space. The University library, equipped with electronic reading rooms and providing free Internet access, creates the necessary conditions for the effective organization of students' academic and research activities. The educational television studio provides additional opportunities for implementing innovative forms of organizing the educational process.

Legal entity address:

AZ1148, Republic of Azerbaijan, Baku, 33 Zahid Khalilov Street

Website: www.bsu.edu.az

E-mail: info@bsu.edu.az

CHAPTER 2

EXTERNAL AUDIT REPORT BY THE EXPERT GROUP

Introduction

Baku State University (hereinafter referred to as BSU) is a state legal entity engaged in activities of public importance. In accordance with the Law of the Republic of Azerbaijan "On Education," BSU provides education at various levels of higher education, as well as implements programs of secondary specialized and

continuing education; and, in accordance with the Law of the Republic of Azerbaijan “On Science,” conducts fundamental, theoretical-methodological, pedagogical-methodological, and applied scientific research. Education plays an exceptional role in the development of every state and nation. It is therefore no coincidence that National Leader Heydar Aliyev described education as “the future of the nation and the foundation of an independent state,” emphasizing that society cannot exist without education.

Founded in 1919, Baku State University regulates the distribution of powers and responsibilities within its governing bodies in accordance with the “Charter of Baku State University,” approved by Resolution No. 172 of the Cabinet of Ministers of the Republic of Azerbaijan dated April 16, 2019, as well as relevant internal regulations. In its activities, the university is guided by the Constitution of the Republic of Azerbaijan; the Civil Code; the laws of the Republic of Azerbaijan “On Public Legal Entities,” “On Education,” and “On Science”; decrees and orders of the President of the Republic of Azerbaijan; resolutions and orders of the Cabinet of Ministers of the Republic of Azerbaijan; other regulatory legal acts; as well as relevant orders and instructions of the Ministry of Science and Education of the Republic of Azerbaijan.

During the external audit, the expert group analyzed the educational program **7002013 Clinical (Medical) Psychology**, implemented at Baku State University.

The evaluation was based on:

- the self-assessment report of the educational program
- an analysis of teaching and methodological documentation
- an analysis of the curriculum and course syllabi
- interviews with the administration, faculty, and students
- a visual inspection of the material and technical resources

The analysis found that the educational program is designed to train specialists in clinical psychology capable of practicing professionally in medical, educational, and social institutions.

The program’s content includes fundamental disciplines of psychology, clinical training tracks, as well as research and practical training for master’s students.

The expert group notes that the program has potential for further development and meets the basic requirements of national and international higher education standards.

Standard 1. Policies on Educational Program Quality Assurance and Academic Integrity

Evidence and Analysis

One of the priority areas of BSU’s educational policy is ensuring the continuous and systematic improvement of educational quality. The university views the educational process not only as the transfer of knowledge, but also as a multifaceted activity focused on the intellectual, moral, and social development of students.

In this regard, BSU's educational model is aimed at unlocking individual potential, fostering critical and creative thinking skills, and promoting a harmonious blend of national and universal values.

To achieve these goals, the university actively develops cooperation with the country's scientific, educational, and cultural institutions, forming a broad network of partners. Such collaboration contributes to improving the quality of teaching and learning, advancing research activities, and strengthening practice-oriented training for students.

The university is managed based on the principles of openness, transparency, and democracy, in accordance with the legislation of the Republic of Azerbaijan ("On Education," "On Science," "On State Legal Entities"), as well as the BSU Charter.

The document "Policy and Standards for Ensuring the Quality of Education at BSU," approved by the Academic Council on February 23, 2021, defines the regulatory framework for the university's quality assurance system. It establishes the key principles, objectives, and mechanisms governing educational, scientific, and administrative activities in accordance with established standards. The implementation of this document contributes to the development of a culture of quality, the improvement of internal monitoring, and the adoption of modern management approaches.

The quality policy at BSU is an integral part of the management system and covers all areas of the university's activities. It is implemented in conjunction with the Strategic Development Plan, the Academic Policy, and internal quality assurance standards, forming a comprehensive management model.

The Strategic Development Plan for 2021–2030 defines the university's priorities and directions for development, focused on improving the quality of education, enhancing management, and fostering collaboration among all participants in the educational process.

Developing scientific and pedagogical potential, as well as improving the quality of the faculty, are priorities of the BSU Academic Council. To this end, on February 23, 2021, the "Policy and Standards for Ensuring the Quality of Education" was approved, establishing the principles of academic integrity and transparency as the foundation of the university's strategic management.

The quality assurance system is implemented through the activities of specialized structural units (methodological councils, centers, faculties, and departments) that monitor, evaluate, and provide professional development for faculty members.

Particular attention is paid to compliance with ethical standards: the Ethics Committee plays a key role in developing and implementing ethical standards, ensuring their dissemination within the academic community, and reviewing cases of violations.

The implementation of the educational program "7002013 – Clinical (Medical) Psychology" is carried out in accordance with BSU's quality assurance policy and is based on the integration of management practices, scientific and

methodological approaches, and the university's strategic priorities. The primary focus is not only on mastering the program's content but also on its continuous improvement through internal quality assurance mechanisms.

Program management is distributed among key stakeholders: the university administration exercises strategic oversight, the Dean's Office of the Faculty of Social Sciences and Psychology coordinates the educational process, and the Department of Psychology ensures the implementation of course modules on a scientific and methodological basis. Students, meanwhile, serve as active participants involved in the processes of improving the quality of education.

BSU's quality policy is based on the integration of scientific research, innovative technologies, and professional practice, which is fully reflected in the "Clinical (Medical) Psychology" educational program. The program's content is oriented toward modern labor market demands, current scientific trends, and the expectations of stakeholders.

The goal of the program is not limited to the development of professional knowledge and skills: the program aims to train specialists with systematic thinking, ready for innovative activities and capable of scientifically analyzing contemporary socio-economic processes.

Thus, the implementation of the program reflects the adoption of quality culture principles and aligns with the strategic priorities of BSU's research and educational activities.

To ensure academic integrity, classrooms are equipped with video surveillance, and the educational process is implemented based on a student-centered approach using interactive methods. The "Clinical (Medical) Psychology" program is innovative and practice-oriented.

The quality system includes regular self-assessment, accreditation procedures, and monitoring of results, which are reviewed by the Academic Council based on reports and feedback from students and employers.

Special attention is paid to academic ethics: the "StrikePlagiarism" anti-plagiarism system, which incorporates AI-based monitoring, is in place, and compliance with standards is ensured by a dedicated commission.

To strengthen the fight against corruption and corruption-related offenses within BSU (a state legal entity), implement preventive and comprehensive measures, and ensure compliance with the decision of the BSU Academic Council dated April 12, 2023, Order No. R-47 of May 2, 2025, approved the "BSU Action Plan for 2023–2026 to Strengthen the Fight Against Corruption and Offenses Contributing to It."

An "Open House" event was organized for BSU students at the Main Anti-Corruption Directorate under the Prosecutor General of the Republic of Azerbaijan.

An analysis of the submitted documents showed that the university has an internal education quality assurance system in place, aimed at improving the effectiveness of the educational process and ensuring compliance with international standards of higher education.

The quality assurance policy is implemented through:

- the activities of the Academic Council
- the participation of departments in the development of educational programs
- monitoring the quality of teaching
- a system of internal monitoring of educational outcomes

The university has regulatory documents in place governing issues of academic integrity, including the prevention of plagiarism and adherence to ethical standards in scientific research.

During interviews with faculty and students, it was established that students are informed about the principles of academic integrity and the requirements for completing academic work.

However, the expert group notes that the mechanisms for the practical implementation of the academic integrity policy require further development, particularly regarding the systematic monitoring of academic integrity and the use of modern plagiarism detection systems.

Best practice:

1. The existence of a formalized quality assurance policy.
2. The functioning of collegial bodies for managing the quality of education.
3. Involvement of faculty in the process of improving educational programs.

Comments:

1. The procedures for monitoring academic integrity are not described in sufficient detail.
2. Limited information on the use of digital anti-plagiarism systems.

Areas for improvement:

1. Strengthen mechanisms for monitoring academic integrity.
2. Implement regular monitoring of students' academic integrity.
3. Expand the use of digital tools for verifying academic work.

Level of compliance with Standard 1 - Significant compliance

Standard 2. Curriculum Development and Approval, Information Management

Evidence and Analysis

The goal of the master's program "7002013 – Clinical (Medical) Psychology" is to train highly qualified specialists who possess professional knowledge and analytical thinking, are competitive in the labor market, and are ready for continuous learning and the implementation of innovations. The program develops research and practical competencies, including the conduct of clinical psychological research, in compliance with the ethical standards of professional practice.

The program's objectives align with the university's mission, strategic plan, and goals.

The "Clinical (Medical) Psychology" educational program is developed based on national educational standards and includes:

- theoretical training
- research activities
- professional practice

The "Clinical (Medical) Psychology" educational program has been developed in accordance with the Law of the Republic of Azerbaijan "On Education" and the "Regulations on the Content, Organization, and Awarding of Master's Degrees" (Cabinet of Ministers Resolution No. 88 of May 12, 2010), which regulate master's education based on state educational standards. The program ensures the improvement of the quality and effectiveness of specialist training, the enhancement of teaching and methodological support, the transparency of student assessment, and compliance with international educational standards

The learning outcomes of the educational program have been developed in accordance with Resolution No. 311 of the Cabinet of Ministers of the Republic of Azerbaijan dated July 18, 2018, which approved the Azerbaijan National Qualifications Framework for Lifelong Learning (AzNQF) (hereinafter referred to as AzNQF). The AzNQF serves as a tool for systematizing national qualifications and is intended for students, teachers, and employers, while also ensuring the compatibility of national qualifications with international qualifications frameworks.

Educational programs in higher education institutions are comprehensive systems designed to ensure the all-round development of students. Their development takes into account the opinions of students, graduates, academic and teaching staff, employers, as well as healthcare institutions and psychological services working in the field of clinical psychology. Educational programs are approved by the Ministry of Science and Education of the Republic of Azerbaijan and are developed in accordance with both national legislation and international standards. Effective cooperation between universities, government agencies, and the Agency for Quality Assurance in Education is key during the program development and updating phases.

The program curriculum includes courses aimed at developing professional competencies in the field of clinical psychology, including:

- psychopathology
- psychodiagnostics
- psychological counseling methods
- psychotherapeutic approaches

The program requires the completion of a master's thesis, which contributes to the development of students' research skills.

Structuring the theoretical and practical components of the "Clinical (Medical) Psychology" program in accordance with the Dublin Descriptors (the five core criteria adopted to describe learning outcomes within the European Higher Education Area) allows for the identification of expected learning outcomes at each level of higher education (bachelor's, master's, and doctoral levels). These outcomes

include the acquisition of psychological knowledge and understanding; the ability to apply psychological knowledge in practical situations; skills in independent diagnosis and analytical decision-making; effective communication with patients and in professional settings; as well as competencies related to professional development and lifelong learning. In accordance with the Rules for Organizing Credit-Based Education at the Bachelor's and Master's Levels in Higher Education Institutions, approved by Resolution No. 348 of the Cabinet of Ministers of the Republic of Azerbaijan dated December 24, 2013, the standard duration of full-time study at the master's level is 1.5–2 years, as determined by the curricula of individual specializations. Furthermore, the development of the curriculum in accordance with the framework of the European Higher Education Area (EHEA) ensures international comparability, promotes student mobility (e.g., Erasmus+, DAAD, Orhun) and facilitates the mutual recognition of diplomas. Ultimately, learning outcomes define what a graduate should know, be able to do, and what competencies they should possess upon completion of the program. For example, the learning outcome “The graduate is able to apply methods of psychological diagnosis” encompasses both theoretical knowledge and practical skills.

The Master's program in Clinical Psychology complies with international standards and the Azerbaijan National Qualifications Framework (AzNQF), ensuring transparency and alignment with labor market needs. The annual course load is 60 credits; a total of 120 credits are required for the degree: 18 credits for general education courses, 72 credits for university-level courses, and 30 credits for the master's thesis and internships. Required courses develop theoretical knowledge, practical skills, and research abilities. The research internship (4 weeks, 6 credits) ensures the application of knowledge in a professional setting.

At the faculty level, the program's effectiveness and relevance are assessed based on annual internal monitoring reports, analysis of curricula and modules, student surveys, and graduate tracking systems. The Faculty of Social Sciences and Psychology also considers student performance when evaluating program effectiveness, including exam results, project outcomes, the development of practical skills, credit hours earned, and research outcomes. Additionally, student dropout rates and their causes are analyzed to inform program improvements.

Table 1 - Total Number of Graduates (by Academic Year)

Academic Year	Total number of graduates (by academic year)	Graduates' average grade point average (GPA)
2020/2021	6	94.1
2021/2022	6	92.4
2022/2023	8	94.2
2023/2024	8	95.3
2024/2025	10	96.8

At the same time, the expert group notes the need to strengthen the involvement of employers and the professional community in the development and updating of the educational program.

Best practices

1. The existence of a structured curriculum.
2. Integration of research activities into the educational process.
3. Focus on the professional training of clinical psychologists.

Areas for improvement

1. Expand the involvement of employers and practicing professionals in curriculum development.
2. Implement a systematic mechanism for regularly reviewing the curriculum.
3. Strengthen the alignment of the educational program with labor market demands.

Level of compliance with Standard 2 - Full compliance

Standard 3. Student-centered learning, teaching, and assessment

Evidence and Analysis

In the educational program for the specialty “7002013 – Clinical (Medical) Psychology,” students are active participants in the learning process, taking part in the planning, implementation, and evaluation of their educational activities. The program is aimed at developing scientific knowledge, analytical thinking, practical skills, as well as professional qualities such as ethical behavior and empathy. The curriculum is structured around a student-centered model and combines theoretical training with practical components: clinical observations, simulation sessions, the application of psychodiagnostic methods, and supervised practice.

To support students’ individual development, they are involved in creating individual study plans (ISPs). By creating an individual study plan, students have the opportunity to plan in advance which courses they will take during their studies, in which semesters, and with what credit load. The plan is developed jointly with the academic advisor (supervisor) and can be updated each semester in accordance with the student’s academic performance and research interests.

Students’ Individual Study Plans are drawn up in accordance with the annual curriculum for their major. Students also participate in decision-making processes: in accordance with the “Regulations on the Academic Council of Higher Education Institutions” (KQ-02 of March 7, 2025), they are elected to the Academic Council, which ensures their participation in the approval of educational programs, quality assurance, and academic decision-making.

BSU actively encourages student participation in scientific, social, and cultural activities through student organizations, including the Volunteer Organization, the Student Union Committee, the Youth Organization, and the Student Scientific Society.

The learning process is based on active student participation: the development of collaboration, discussions, and creative thinking is combined with the application of theoretical knowledge in practice through observations, practical exercises, and group discussions.

In accordance with the Regulations approved by Decree No. 348 of the Cabinet of Ministers of the Republic of Azerbaijan dated December 24, 2013, the assessment of students' knowledge must be based on the principles of objectivity and transparency, including the prior announcement of assessment criteria, the publication of exam results, and the guaranteed right to appeal.

The assessment of student learning outcomes in the Clinical Psychology program adheres to a student-centered approach and the principles of transparency, fairness, and objectivity. A variety of methods are used: written exams, presentations, projects, group assignments, and practical sessions. Students receive individual feedback, results are discussed, and opportunities for improvement are created. Assessment is viewed not only as a measure of academic achievement but also as a tool to support students' active participation and continuous development, based on criteria for final exams and performance throughout the semester.

Within the "7002013 – Clinical (Medical) Psychology" program, while theoretical knowledge is necessary, competencies in conducting psychodiagnostic assessments, clinical observation, and intervention skills play a key role in the assessment system.

The "Clinical (Medical) Psychology" program employs a student-centered approach, in which the instructor acts as a facilitator, guiding and supporting students throughout the learning process. Students actively participate in the analysis of clinical cases, apply psychodiagnostic methods, and conduct independent psychotherapeutic interventions, which ensures the practical application of theoretical knowledge and the development of professional skills.

The educational program utilizes various teaching methods, including:

- lectures;
- seminars;
- practical sessions;
- research activities.

The learning process utilizes modern educational technologies and interactive teaching methods, including software for psychodiagnostics and online modules, which enhances the effectiveness of learning and develops students' digital literacy.

Practical sessions are organized with consideration for students' professional needs and individual characteristics. They include clinical case analysis, role-playing, simulations, interviews, and psychotherapeutic interventions, as well as supervision, which facilitates the application of theoretical knowledge in practice and the development of professional skills and ethical competencies.

Assessment and teaching methods are designed with a student-centered approach, including surveys, focus groups, student participation in academic councils, and appeal mechanisms, which ensure students' active involvement in improving the educational process.

Students have the opportunity to participate in research projects, conferences, and academic seminars.

The expert group notes that the program incorporates elements of student-centered learning; however, mechanisms for student feedback could be strengthened.

Best practices:

1. Student participation in academic events
2. Use of practice-oriented forms of instruction

Areas for improvement

1. Implement regular student surveys (outside of student organizations)
2. Use feedback results to improve the program

Level of compliance with Standard 3 - Full compliance

Standard 4. Student Admission, Academic Performance, Recognition, and Certification

Evidence and Analysis

Student admission is conducted in accordance with current legislation and the rules for admission to higher education institutions. Admission to the program is conducted in accordance with the “Rules for Admission to Master’s Programs” (Cabinet of Ministers Resolution No. 40 of February 8, 2017) and includes entrance exams assessing logical thinking, knowledge of computer science, and foreign language proficiency. Information on admission criteria, specializations, and study conditions is published on the GEC, BSU, and “Study in Azerbaijan” portals.

Over the past six years, 57 students have been admitted to the program, with a quota fulfillment rate of 95–100%, which attests to the program’s high competitiveness and popularity.

Orientation days are held for newly admitted students, during which information is provided on learning opportunities, the curriculum, academic regulations, and assessment criteria. Assessment methods include written assignments, oral presentations, practical simulations, case studies, observation reports, and the defense of research papers, ensuring transparent and objective tracking of competency acquisition.

Students have the opportunity to retake courses during the summer semester or at the end of the semester, including paid retakes (25% rule), which supports the continuity of learning. In the event of valid reasons (illness, family circumstances), a free retake is provided upon submission of official documentation.

At the master’s level, exams are administered in writing and graded by multiple instructors to ensure objectivity. Academic performance monitoring and results analysis are conducted by the department, the dean’s office, and the master’s

program office, which allows for the timely identification of issues and the implementation of administrative decisions to improve the educational process.

Student performance assessment procedures are transparent and regulated by internal regulatory documents.

The assessment of student learning outcomes is based on BSU's Assessment Policy and the ECTS system. Students' academic performance and achievements are tracked through the Electronic Learning Management System. Graduates receive a state diploma and a Diploma Supplement in accordance with European standards, which lists the courses taken, credits, grades, and competencies acquired.

Procedures for recognizing academic achievements from other universities are governed by the Lisbon Convention and BSU's Rules on Academic Mobility; decisions are made by the faculty committee.

The master's thesis is a mandatory independent research and practical project reflecting the student's mastery of the curriculum and research activities. Its preparation and defense before the State Examination Commission are prerequisites for the award of a Master's degree in Clinical Medical Psychology.

At the master's level, the adaptation process for first-year students in the "Clinical Psychology" program is supported by mentors, the master's department, and the faculty dean's office. The adaptation program includes academic, social, and psychological support, facilitating students' integration into the university environment and enhancing their academic performance.

The academic process is governed by the BSU Academic Regulations, which define students' rights and responsibilities. Upon achieving the required GPA and subject to availability of spots, students may transfer to other majors with recognition of equivalent credits. Students who temporarily suspend their studies for valid reasons (medical, family, military service, etc.) retain the right to resume their studies.

Transparent procedures for transfer, reinstatement, and academic leave allow students to plan their educational trajectories, promote academic mobility, international experience, and the broadening of academic horizons. Transfer procedures are carried out through the national education portal <https://portal.edu.az/>.

The expert group notes that the system for assessing learning outcomes meets academic requirements.

Best practices:

1. Admissions procedures, academic performance assessment, and graduate certification comply with current regulatory requirements and are governed by the university's internal documents.
2. The expert group notes the transparency of academic procedures and the existence of regulated mechanisms for monitoring learning outcomes.

Areas for improvement:

1. Continue to improve analytical tools for monitoring students’ academic performance to enhance the effectiveness of the educational process.

Level of compliance with Standard 4 - Full compliance

Standard 5. Faculty

Evidence and Analysis

At BSU, the recruitment of academic and teaching staff is governed by the “Regulations on the Procedure for Filling Vacancies for Academic and Teaching Staff and Department Chairs in Higher Education Institutions,” approved by Order No. 401 of August 7, 1996, of the Ministry of Education of the Republic of Azerbaijan. Competitions to fill positions of department chair, professor, associate professor, senior lecturer, lecturer, and instructor are announced upon the expiration of the term of office established as a result of elections or appointments, as well as when vacancies arise. Announcements regarding the competition are published in the newspaper “Halk Gazeti” and on the university’s official website.

The faculty of the educational program includes specialists in the field of psychology and related disciplines.

The faculty plays a decisive role in improving the quality of education. In particular, in fields such as clinical psychology—which are grounded in humanistic values and practical competencies—the professionalism, pedagogical competence, and ethical standards of instructors directly influence the future professional practice of master’s students. Faculty members are not only bearers of knowledge but also key figures who foster the development of students’ research competencies, empathy, responsibility, and commitment to professional ethics. For this reason, BSU pays special attention to the use of objective and transparent procedures in the hiring and performance evaluation of academic and teaching staff. In addition, professional development programs, academic conferences, and opportunities for continuing education are organized to support professional growth. These initiatives enhance the quality of teaching and make a significant contribution to the development of students’ academic and practical competencies.

Faculty members engage in research and publishing activities.

Table 2 - Participation in International Conferences, Symposia, and Seminars

No.	Name of event/activity	Date	Venue / Organizer
1	“The Role of Psychology and Pedagogy”	2020	International level
2	Energy Practitioners Guild – “Energy EFT (Emotional Freedom Technique)”	2020	Online
3	"Biological and Social Aspects of the COVID-19 Pandemic"	2020	Online

4	“Science and Education: Yesterday, Today, Tomorrow” — 10th International Symposium Dedicated to the 880th Anniversary of Nizami Ganjavi	2021	Stockholm, Sweden
5	“Communication in a New World” — 4th International Congress	2021	Tokyo, Japan
6	“International Women’s Studies”	2021	Ankara, Turkey
7	“Psychotherapeutic Techniques Used in Trauma Therapy”	2021	Izmir, Turkey (Yaşam Atölyesi)
8	“Causes of Family Conflicts”	2021	Ankara, Turkey (ISARC)
9	“ThetaHealing: Basic DNA Course”	2021	THINK Institute
10	Professional Development Course	2021	Baku State University
11	“Attachment, Regulation, and Competence: A Conceptual Framework for Treating Complex Trauma”	2021	Joint project between Switzerland and Azerbaijan (Swiss Agency for Development and Cooperation, Ministry of Health, Riggs Center)
12	2nd International Conference on Social Sciences and Innovation	2021	ISARC, Turkey
13	6th International Congress on Scientific Research in Battalgazi	2021	Malatya, Turkey
14	“Current Issues in Psychology: New Perspectives, New Insights, and New Ways of Thinking”	2021	West Caspian University
15	“Global Science: Challenges and Innovations” – 16th International Conference	2021	ELGER, USA (Michigan)
16	“Human Adaptation to Pandemic Conditions”	2021	Russian Federation (2nd All-Russian Conference)
17	“Psychoneurology: 19th–21st Centuries”	2022	Saint Petersburg, Russian Federation
18	“The Victory of the Turkic World: From Çanakkale to Karabakh”	2022	ELGER Organization
19	“Democracy and National Unity” – “Causes of Depression Among Youth”	2023	Eskişehir, Turkey
20	“The Turkic World: International Research and Innovative	2024	Malatya, Turkey

	Approaches” – “The Clinical and Psychological Nature of Phobias: Causes and Symptoms”		
21	“The Clinical and Psychological Nature of Depression, Causes, and Intervention Methods”	February 29, 2020	Research Institute of Psychology
22	“The Negative Consequences of Drug Addiction and Prevention Methods”	April 22, 2021	Baku State University
23	“A Successful Future Begins with Children’s Smiles” (online event)	June 1, 2021	Baku State University
24	“The Clinical and Psychological Nature and Causes of Depression” (online conference)	June 19–20, 2021	West Caspian University
25	“Personality Disorders in Women”	June 26, 2021	ELGER International Scientific Center
26	“A Study of the Influence of Temperament and Character on Depression”	November 26, 2022	ELGER International Research Center
27	“Causes of Depression Among Youth and Intervention Methods” (Scientific and Practical Seminar)	June 21, 2023	Baku State University
28	“Causes of Depression Among Young People” (presentation / abstract)	July 29, 2023	Baku State University
29	“The Clinical and Psychological Nature of Phobias: Causes and Symptoms” (online conference, co-author: Y. Valieva)	August 31, 2024	Online
30	“Causes of Obsessive-Compulsive Disorder and the Role of Psychotherapy Methods in Its Treatment” (theoretical and practical session)	2024	—
31	“Types of Depression” (scientific and practical seminar)	2024	Baku State University
32	Event organized by the State Committee for Family, Women, and Children	September 2024	SCFWCA
33	“Depression as a Result of Interpersonal Relationships” (symposium)	August 30, 2025	—

To improve the quality of teaching and learning, the university administration supports faculty research activities and promotes continuous professional development by organizing training sessions, seminars, and academic conferences.

The university provides opportunities to apply for internal and external grant projects and offers financial support for conference participation and publications. All necessary conditions have been created to facilitate the research activities of academic staff. Incentive bonuses are awarded for articles published in journals ranked in Q1, Q2, Q3, and Q4 and indexed in Web of Science and Scopus.

The availability of multilingual instruction at the faculty, access to international exchange programs, and opportunities for academic mobility also make a significant contribution to students' professional development.

Overall, the BSU administration has created a modern, development-oriented educational and practical environment that meets contemporary standards, with the aim of fostering the scientific, practical, and ethical competencies of master's students majoring in "Clinical Psychology."

Over the past five years, the qualitative and quantitative indicators of the faculty of the Department of Psychology at BSU have shown steady growth. The faculty consists of full-time, part-time, and hourly instructors. The number of full-time faculty members in the Department of Psychology over the past five academic years is presented below.

Table 3 - Number of Full-Time Faculty Members in the Department of Psychology (2021–2025).

Academic Year	Faculty	Professor	Associate Professor	Senior Lecturer	Instructor	Part-time Faculty
2025–2026	20	3	9	1	6	1
2024–2025	19	2	9	2	5	1
2023–2024	19	2	9	2	5	1
2022–2023	19	2	9	2	5	1
2021–2022	18	2	8	2	5	1

The faculty members teaching courses in the "Clinical Psychology" program fully meet the licensing requirements for teaching and the qualification standards established by the relevant regulatory legal acts of the Republic of Azerbaijan. They possess extensive experience in both theoretical and practical fields and hold relevant academic degrees and professional specializations. Throughout the entire teaching and learning process, they adhere to ethical standards and professional principles, thereby ensuring the provision of high-quality education and the development of students' practical competencies.

Mechanisms to support continuous professional development have been implemented, and systematic measures are taken to strengthen human resource capacity. All faculty members involved in the educational process hold a master's or doctoral degree in a field relevant to the courses they teach. This requirement is

based on the “Regulations on the Procedure for Filling Academic Positions and the Position of Department Chair in Higher Education Institutions,” approved by Order No. 401 of August 7, 1996, of the Ministry of Science and Education of the Republic of Azerbaijan. Teaching duties are assigned exclusively to academic staff who have the relevant specialization and scientific and pedagogical experience.

More than 90 percent of the faculty teaching courses in the "Clinical Psychology" program hold advanced degrees in the relevant field. When assigning courses, consideration is given to the faculty members’ specialization, their academic and teaching performance metrics, and their professional experience. Part-time faculty are involved in the educational process only if they have relevant professional experience in the given specialty. Information on the qualifications of the teaching staff is collected and systematically updated by the Human Resources Department and the Legal Department. The education, specialization, academic degrees, and academic titles of the instructors teaching in the “Clinical Psychology” master’s program fully correspond to the profile of the courses they teach.

Table 4 - Faculty and Academic Advisors for the Specialization "Clinical (Medical) Psychology"

No.	Lecturer’s Last Name and First Name	Academic Degree	Academic title	Education	Courses taught
1.	Rana Khamid Kadirova	Doctor of Psychology	Professor	Baku State University General Psychology	The Problem of Deprivation: Theory and Practice
2.	Elnara Ibrahim Shafiyeva	Doctor of Psychology	Professor	M.V. Lomonosov Moscow State University, Psychology Medical Psychology;	1. Contemporary Issues in Neuropsychology 2. Fundamentals and Contemporary Issues in Clinical Psychology 3. Professional Conduct and Ethics of the Clinical Psychologist 4. Clinical Psychology of Children and Adolescents
3.	Kamila Ginyaz Kazimova	Doctor of Psychology	Associate Professor	Baku State University; Moscow Institute of Clinical Hypnosis Social Psychology; Hypnotherapist	Evolutionary Development of the Brain and Mind
4.	Emilia Shakhruddin Igidova	Instructor (0.5 FTE)		Baku State University Psychology, Clinical Psychology	1. Somatic Diseases and Clinical-Psychological Problems 2. Pathological mental disorders 3. Psychodiagnostics and psychometrics

					4. Evolutionary development of the brain and psyche
5.	Aylin Chingiz Allazova	Teaching Load		Baku State University Clinical Psychology	1. Fundamentals and Contemporary Issues in Clinical Psychology 2. Theoretical and Practical Issues in Neuropsychology
6.	Elmir Yusif Akbar	Teaching Load		1. Azerbaijan Medical University – General Medicine 2. Moscow Institute of Psychoanalysis – Psychoanalyst 3. Vienna, Austria – Institute of Psychotherapy and Existential Psychoanalysis 4. USA – Graduate of a special program of the U.S. Department of State	1. Therapeutic Methods in Psychological Intervention 2. Forensic Pathopsychology 3. Forensic psychiatry and pathopsychology 4. Professional Conduct and Ethics of the Clinical Psychologist

As part of the educational program, the teaching load of faculty members and the distribution of courses among departments are systematically planned and documented. Up-to-date information on faculty members’ teaching hours, the courses they teach, and the student groups assigned to them is maintained and regularly updated. When distributing the teaching load, due consideration is given to faculty members’ professional profiles, the compatibility of disciplines, scientific and pedagogical activities, and the balance of the workload. This process ensures the optimal distribution of teaching responsibilities and contributes to the effective organization of the teaching and learning process.

The evaluation process is carried out using mechanisms such as open classes, peer class observations, and expert evaluation. Open classes are organized on a regular basis and are attended by faculty leadership, department chairs, and other faculty members. During these classes, criteria such as the application of teaching methods, presentation of course material, interactivity, assessment approaches, and student engagement are evaluated. Based on the results of the open classes, faculty members receive feedback and recommendations aimed at improving the teaching and learning process. Following the class observations, the instructor’s pedagogical approach, methodological preparedness, lesson structure, and ability to work effectively with students are evaluated. The evaluation results are discussed at a department meeting, a final conclusion is reached, and the process itself is recorded in the meeting minutes.

Course descriptions (course specifications) are developed for each course within the educational program, based on which curricula are drafted and approved. Curricula are developed in accordance with the relevant course description and cover the educational program’s objectives, teaching methods, assessment criteria,

required courses, and the class schedule. They provide students with a general overview of the course and facilitate effective planning of the learning process. The syllabus serves as a guide for both instructors and students in implementing the curriculum, as well as in management and evaluation processes. It includes general information, expected learning outcomes, the course’s purpose and content, teaching methods, assessment criteria, course topics, a reading list, and additional notes.

From 2021 to 2025, salaries increased steadily across all positions. This increase reflects not only financial improvement but also greater recognition of academic work, as well as the institution’s stronger commitment to the quality of education.

Table 5 - Salary Levels for 2021 (manats)

Position	Base Salary	Academic Degree	Academic Degree	Total
Professor	1,000	100	120	1220
Associate Professor	900	100	100	1100
Senior Lecturer	800	60		860
Instructor	700	60		760
Salary Levels for the 2022–2023 Academic Year (AZN)				
Position	Base Salary	Academic degree	Academic title	Total
Professor	1,200	100	120	1420
Associate Professor	1080	100	100	1280
Senior Lecturer	960	60		1020
Instructor	840	60		900
Salary levels for 2024 (AZN)				
Position	Base Salary	Degree	Degree	Total
Professor	1,440	100	120	1660
Associate Professor	1296	100	100	1496
Senior Lecturer	1150	60		1210
Instructor	1006	60		1066
Salary levels for 2025 (manats)				
Position	Base Salary	Academic degree	Academic degree	Total
Professor	1,440	100	120	1660
Associate Professor	1296	100	100	1496
Senior Lecturer	1150	60		1210
Instructor	1006	60		1066

However, the expert group notes the need to further increase the international research activity of faculty members.

Best practice:

The faculty of the educational program consists of specialists in psychology and related disciplines who possess the appropriate qualifications and research potential.

The expert group notes the faculty's participation in scientific activities, publication output, and the development of the university's research culture.

Areas for improvement:

1. Continue to develop international scientific cooperation among faculty members.
2. Encourage publications in international scientific journals and participation in international research projects.

Level of compliance with Standard 5 - Full compliance

Standard 6. Learning Resources and Student Support

Evidence and Analysis

BSU fosters an educational environment that promotes the academic and personal development of students, faculty, and researchers, while encouraging creativity, scientific research, and innovative thinking. The educational infrastructure includes lecture halls, classrooms, technical equipment, informational and methodological resources, academic buildings, and communication systems that meet national standards. The Faculty of Social Sciences and Psychology has 31 classrooms of various capacities, equipped with projectors, computers, and sound systems, which facilitate interactive classes.

For students' scientific, cultural, and social activities, there is a large auditorium (549 seats), a Round Hall (300 seats), lecture halls, and specialized rooms in the Scientific Library. The Research Laboratory of Experimental Psychology (RLEP) facilitates the integration of the educational process with practical research and the training of highly qualified specialists.

BSU is funded through the state budget, tuition fees, grants, research contracts, and revenue from innovative projects, which ensures the modernization of infrastructure and the development of human capital. The university's financial reports are publicly available in accordance with the law.

The BSU Scientific Library is the largest in the country, with over 2.1 million items, including scientific, educational, and literary works, dissertations, and author's abstracts. The digital library provides access to 4,500 electronic resources, over 13,000 journals, and 8,000 e-books. The university collaborates with the international platforms EBSCOhost and EIFL.net, including the EBSCO Discovery

Service and EBSCO AI Insights, providing access to modern academic databases and artificial intelligence tools.

Additionally, the “Book House” is available to students and staff, providing access to textbooks, teaching materials, and specialized literature for the educational process. This infrastructure ensures comprehensive academic, research, and cultural support for the educational process, improving the quality of professional training and expanding opportunities for scientific and professional activities.

The university’s material and technical resources include:

- classrooms
- computer labs
- a library
- access to electronic resources

The university library provides access to academic literature and electronic databases.

Information and communication technology services at BSU are provided by the Information Technology Center. In total, BSU has over 1,500 computers distributed across academic, administrative, and faculty facilities, of which approximately 500 are located in lecture halls and teaching laboratories. There are 25 computer labs operating in the faculties. All computers have Internet access. In most lecture halls and labs, lectures, seminars, and lab sessions can be viewed via a centralized video surveillance system.

One of the entities complementing BSU’s activities in the field of information technology is the Azerbaijan-Korea Information Support Center, which was established on December 17, 2008, with the direct support of the Government of the Republic of Korea and the assistance of KADO (Korea Agency for Digital Opportunity and Promotion) with the aim of providing comprehensive support for internal and external digital systems. The Azerbaijan-Korea Information Support Center consists of three rooms, including a seminar room, an IT training lab, and an internet room. The IT training lab is equipped with 80 computers and two projectors with large screens. The center provides all the necessary conditions for students to acquire advanced computer skills and achieve a high level of proficiency in programming languages. The internet room, in turn, facilitates access to necessary information via the internet for students and researchers.

In addition to BSU’s academic and educational infrastructure, the university manages the Guba Training, Practical Training, and Recreation Center, as well as the training and practical training base in Altayadzh, with the aim of developing students’ practical skills and providing learning opportunities. Located in the village of 2nd Nugadi in the Guban District, BSU’s Educational, Practical Training, and Recreation Center in Guba covers an area of 9 hectares, surrounded by mountains and a river, and has a total built-up area of 7,500 square meters. The center includes a four-story main building and auxiliary facilities, a stadium, as well as extensive grounds designed for students’ practical training. The building contains 136 rooms with a total capacity of 350 beds. All necessary conditions have been created for students to live there during their practical training. The center also features a 150-

seat dining hall equipped with modern facilities and equipment in accordance with current standards.

The BSU “Altiahazh” Training and Practical Training Center, located in the village of Altiahazh in the Khizsky District, covers an area of 6 hectares. The complex includes 15 cottages, one main building, one auditorium, and a dining hall to accommodate students during their training. The infrastructure is designed to accommodate up to 90 students simultaneously for both lodging and practical training.

To improve the quality of food services provided to staff and students, renovation work was carried out in the BSU student dining halls in 2019. The dining halls, located in the academic buildings, underwent major renovations and were equipped with modern food service equipment in accordance with current standards. Taking into account the size of the student body, cafeterias were also set up on some floors. All cafeterias meet sanitary and hygiene standards and food safety requirements. The operation and equipment of the cafeterias, renovated as part of a public-private partnership, are organized in accordance with the “Unified Standards for the Construction and Material and Technical Support of Educational Institutions, General Sanitary and Hygiene Requirements, and Standards for Student Accommodation,” approved by Resolution No. 171 of the Cabinet of Ministers of the Republic of Azerbaijan dated August 3, 2012. The student cafeteria in the main building (Café “19&19”) is equipped with tables and seating designed to serve 350 people simultaneously. The staff cafeteria seats 140 people. In addition, there are dedicated rooms for events with a capacity of 25–35 participants. The student cafeteria in Academic Building No. 3 (“Alfa Café”) seats 135 people at a time, the student cafeteria in Academic Building No. 1 (“Beta Café”) seats 125 people, and the student cafeteria in Academic Building No. 2 (“Gamma Café”) seats 140 people. All cafeterias are equipped with ventilation and air conditioning systems to ensure proper ventilation, as well as video surveillance cameras to monitor daily operations. In accordance with an agreement concluded between BSU and the Azerbaijan Institute of Food Safety under the Food Safety Agency of the Republic of Azerbaijan, strict control is exercised over the safety, processing, packaging, storage, and other aspects of food products and meals prepared in BSU cafeterias.

Since 1990, City Polyclinic No. 5 has been operating at BSU, providing medical services to students and faculty. The polyclinic employs 16 doctors and 13 nurses. It includes departments of laboratory diagnostics, therapy, ophthalmology, physical therapy, surgery, dentistry, neurology, rheumatology, otorhinolaryngology, ultrasound diagnostics, and cardiology. All departments are equipped with the necessary medical equipment. The laboratory conducts biochemical and clinical tests. The clinic’s medical office also operates at the “Young Talents” Lyceum, which is affiliated with BSU, where a doctor and nurse conduct regular medical examinations of students. The clinic is supplied with medications and necessary medical supplies by the Baku Main Health Center.

Another structural unit providing opportunities for the social and physical development of students is the BSU Sports and Health Center, established in 2020

on the basis of the Sports Club. The Center's primary mission is to foster high moral, volitional, and physical qualities, as well as national and ethical values, among university staff and students; to promote the effective organization of leisure activities; to prepare them for work and the defense of the Motherland; and to support their development as healthy, modern, and well-rounded individuals. A healthy lifestyle and sports play an important role in training active and competent professionals in the modern era. With this in mind, BSU has created all the necessary conditions so that staff and students can engage in sports regularly, organize their leisure time effectively, and ensure regular training for athletes.

Areas for improvement:

1. Continue expanding students' access to international scientific databases and specialized professional literature.
2. Develop modern digital educational resources to support the learning process.

Level of compliance with Standard 6 - Full compliance

Standard 7. Public Information

Evidence and Analysis

The official website serves as the primary source of information about university life for BSU staff and students. It provides timely coverage of BSU's educational, research, and community activities, as well as its international connections. The website offers comprehensive and detailed information about BSU's rich history, its mission, the University Development Strategy (SDP), international organizations of which BSU is a member, distinguished alumni, honorary doctors, faculties, departments, available majors, student life, and community activities.

The site is integrated with the websites of the faculties, research institutes, and the Scientific Library, providing direct access to the web pages of the respective departments. Additionally, the BSU electronic library is accessible through the official website.

Technical support for the website is provided by the Center for Information Technology (CIT), while content management is handled by the Department of Public Relations and Information.

The information published on the official BSU website is prepared based on accurate data, verified facts, and reliable sources, and is regularly updated. The materials presented are relevant to prospective students, current students, and the general public. The news section promptly covers announcements and news related to BSU's scientific, educational, and public activities, as well as its international cooperation. "BSU TV" and the newspaper "Baku University" actively contribute to this process.

The Public Relations and Communications Office publishes news and updates on the official BSU website and on the university's social media channels, including

- LinkedIn
- Telegram
- Facebook
- Twitter
- YouTube.

In addition, the department distributes press releases and maintains cooperation with news agencies and the media to ensure the timely provision of information. It also organizes press conferences, media tours, media coverage of BSU activities, and interviews with prominent BSU scientists, faculty members, and experts. To ensure public oversight of BSU's activities, measures are taken in collaboration with the Public Oversight Council to provide the public with more comprehensive and timely information about university life. Tours for media representatives at BSU are regularly organized with the participation of members of the Public Oversight Council and media representatives.

To raise public awareness, expand cooperation with public organizations and associations, and implement joint initiatives, BSU has developed a public engagement action plan, in accordance with which relevant events are held. In cooperation with civil society organizations, joint projects are implemented aimed at increasing students' civic engagement, ensuring their active participation in nationwide social initiatives, promoting the principles of Azerbaijani identity, national and moral values, and patriotism, encouraging a healthy lifestyle, and stimulating interest in science and knowledge.

Information about the university's activities and educational programs is available on the university's official website.

One of the key areas of BSU's communication policy in the field of public relations is the cooperation agreements concluded with television channels (Khazar TV, ARB TV, and others). These agreements are aimed at disseminating information about BSU's scientific, academic, and public activities to a wider audience. As part of the partnership with TV channels, BSU experts are invited to appear on educational programs covering current topics, presentations of scientific research are organized, and special airtime is provided to promote student projects to the public. In addition, television coverage of BSU events and conferences increases the transparency of the university's activities and more clearly demonstrates its role in the national educational and scientific community. Such agreements also allow BSU to systematically utilize media resources, thereby enhancing the effectiveness of its communication policy.

However, information about specific educational programs could be presented in greater detail.

Best practices:

The expert group notes the university's active use of various channels to inform the public about its activities, including the university's official website, online resources, and the media.



The university's public presence contributes to increasing its visibility and strengthening its academic reputation.

Comments:

However, information about the specific “Clinical (Medical) Psychology” program is presented in less detail on public resources compared to general university information.

Areas for improvement:

1. Expand the information about the educational program on the university's official website.
2. Increase the transparency of data on learning outcomes, graduate career opportunities, and the program's features.

Level of compliance with Standard 7 - Significant compliance

CHAPTER 3

CONCLUSION

Comments and areas for improvement identified by the expert group following the audit:

Standard 1. Policy on educational program quality assurance and academic integrity – significant compliance

Comments:

3. Procedures for monitoring academic integrity are not described in sufficient detail.
4. Limited information on the use of digital anti-plagiarism systems.

Areas for improvement:

4. Strengthen mechanisms for monitoring academic integrity.
5. Implement regular monitoring of students' academic integrity.
6. Expand the use of digital tools for verifying academic work.

Level of compliance with Standard 1

Standard 2. Curriculum development and approval, information management – full compliance

Areas for improvement

4. Expand the involvement of employers and practicing professionals in curriculum development.
5. Implement a systematic mechanism for regularly reviewing the curriculum.

Standard 3. Student-centered learning, teaching, and assessment – full compliance

Areas for improvement

1. Implement regular student surveys (outside of student organizations)
2. Use feedback results to improve the program

Standard 4. Student admission, academic performance, recognition, and certification – full compliance

Areas for improvement:

2. Continue to improve analytical tools for monitoring student academic performance to enhance the effectiveness of the educational process.

Standard 5. Faculty – Full Compliance

Areas for improvement:

1. Continue to develop international scientific collaboration among faculty members.
2. Encourage publications in international scientific journals and participation in international research projects.

Standard 6. Learning Resources and Student Support – Full Compliance

Areas for improvement:

1. Continue to expand students' access to international academic databases and specialized professional literature.
2. Develop modern digital educational resources to support the learning process.

Standard 7. Public Information - Significant Compliance

Comments:

However, information about the specific “Clinical (Medical) Psychology” program is presented in less detail on public resources compared to general university information.

Areas for improvement:

1. Expand the information about the educational program on the university's official website.
2. Increase the transparency of data on learning outcomes, graduate career opportunities, and the program's features.

Appendix 1

PROGRAM
of the external audit by the IQAA expert group
at Baku State University for program accreditation
March 12-13, 2026

Time	Event	Participants	Location
<i>Day 1: March 12, 2026</i>			
8:45	Arrival at the university	L, EG, C	EG office
9:00-10:00	Briefing, discussion of organizational issues	L, EG, C	EG office Conference link
10:00-10:45	Interview with the University Rector	L, EG, C, Rector	Rector's Office Conference link
10:45-11:00	Exchange of views among members of the external expert group	L, EG, C	EG Office Conference link
11:00-11:45	Interview with the Vice-Rectors of the University	L, EG, C, Vice-Rectors	Rector's Office Link for the conference
11:45-12:00	Exchange of views among members of the external expert group	L, EG, C	EG office Conference link
12:00-12:45	Interviews with heads of structural divisions	L, EG, C, RSP	EG office Conference link
12:45-13:00	Exchange of views among members of the external expert group	L, EG, C	EG Office Conference link
13:00-14:00	Lunch	L, EG, C	
14:00-14:45	Interview with deans, department heads	L, EG, C, Dean of the faculty, Head of the department	EG office Link for the conference
14:45-15:00	Exchange of views among members of the external expert group	L, EG, C	EG Office Conference link
15:00-15:45	Interview with faculty members of the department on the accredited educational program	L, EG, C, teaching staff of the department	EG office Link for the conference
15:45-16:00	Exchange of views among members of the external expert group	L, EG, C	EG office Link for the conference
16:00-16:45	Interview with employers	L, EG, C, Employers	EG Office Conference link
16:45-17:00	Exchange of views among members of the external expert group	L, EG, C	EG Office Conference link
17:00-18:30	Visual inspection of material, technical, and educational laboratory facilities	L, EG, Heads departments	Academic building Conference link

18:30-18:45	Exchange of views among members of the external expert group	L, EG, C	EG office Conference link
<i>Day 2: March 13, 2026</i>			
8:45	Arrival at the University	L, EG, C	Academic Building
9:00-11:00	Academic and scientific support for master's students. Selective attendance at academic exams and practical training bases	L, EG	Academic building Practical training bases
11:00-11:45	Interviews with students	L, EG, C, Students	EG office Conference link
11:45-12:00	Exchange of views among members of the external expert group	L, EG, C	EG Office Conference link
12:00-13:00	Invitation to department heads at the request of experts.	L, EG, C, department heads	EG Office
13:00-14:00	Lunch	L, EG, C	
14:00-16:00	Preparation of external audit reports. Review of documentation on the accredited educational program. Invitation of individual representatives of the department and structural units at the request of experts.	L, EG, Head of Department, HSU	EG office Link for the conference
16:00-17:00	Exchange of views among members of the external expert group. Preliminary results of the external audit	L, EG, C	EG office Link for the conference
17:00-17:30	Meeting with management to present preliminary results of the external audit	L, EG, C	Rector's Office Conference link

Note: L – Leader of EG, EG – Expert Group, C – Group Coordinator, HSU – Heads of Structural Units

**LIST OF DOCUMENTS
ADDITIONALLY REVIEWED AT THE UNIVERSITY**

1. Educational Program
2. Working curriculum of the educational program
3. Course syllabi
4. Policy and system for internal quality assurance in education
5. Materials from collegial bodies governing the educational program
6. Materials on the system for monitoring student progress
7. Student Theses