ASIIN Seal & EUR-ACE® Label

Accreditation Report

Bachelor's Degree Programmes
Civil Engineering
Geodesy and Geoinformatics
Construction and Operation of Engineering Communications
Architecture

Provided by
Fergana State Technical University

Version: 27 March 2026

Table of Content

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
BA 60730300 – Qurilish muhandisligi: bino va inshootlar qurilishi	BA 60730300 – Civil Engineering: Construction of Buildings and Structures	ASIIN, EUR-ACE® Label	State Inspectorate for Quality Control of Education. State License: OT No. 5000017 18.12.2019, valid for five years.	TC 03
BA 60721500 – Geodeziya va geoinformatika	BA 60721500 – Geodesy and Geoinformatics	ASIIN, EUR-ACE® Label	State Inspectorate for Quality Control of Education. State License: OT No. 5000017 18.12.2019, valid for five years.	TC 03
BA 60730400 – "Muhandislik kommunikatsiyalari qurilish va eksplutatsiyasi"	BA 60730400 – Construction and Operation of Engineering Communications	ASIIN, EUR-ACE® Label	State Inspectorate for Quality Control of Education. State License: OT No. 5000017 18.12.2019, valid for five years.	TC 03

[1] ASIIN Seal for degree programmes; EUR-ACE® Label: European Label for Engineering Programmes
[2] TC: Technical Committee for the following subject area: TC 03 – Civil Engineering, Geodesy and Architecture.

BA 60730100 – Arxitektura (turlari bo‘yicha)	BA 60730100 – Architecture (by type)	ASIIN, EUR-ACE® Label	State Inspectorate for Quality Control of Education. State License: OT No. 5000017 18.12.2019, valid for five years.	TC 03
Date of the contract: 12.05.2025 **Submission of the final version of the self-assessment report:** 24.09.2025 **Date of the onsite visit:** 21./22.01.2026 **at:** Fergana State Technical University				
Expert panel: Univ.-Prof. Dr.-Ing. Tim Ricken – University of Stuttgart Prof. Dr.-Ing. Lutz Beckmann – Jade University of Applied Sciences Oldenburg Prof. Dr. Jasur Rashidov – Tashkent University of Architecture and Civil Engineering Prof. Elmira Orynbassarova, PhD – Satbayev University, Kazakhstan Dipl.-Forsting. Arthur Reinelt – Former Head of Geoinformation, Bavarian Forest National Park Administration Nurislam Baltabaev – Student at Tashkent University of Architecture and Civil Engineering				
Representative of the ASIIN headquarters: Tamina Renner				
Responsible decision-making committee: Accreditation Commission for Degree Programmes				
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of March 28, 2023 Subject-Specific Criteria of Technical Committee 03 – Civil Engineering, Geodesy and Architecture as of June 26, 2020				

B Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 27.03.2026.

Degree Programmes	ASIIN Seal	Accredited by German Engineers	Validity	EUR-ACE®
Ba Civil Engineering	Accredited with requirements	Accredited with requirements	27.03.2026 – 22.04.2027	Subject to the approval of the ENAEE Administrative Council
Ba Geodesy and Geoinformatics	Accredited with requirements	Accredited with requirements	27.03.2026 – 22.04.2027	Subject to the approval of the ENAEE Administrative Council
Ba Construction and Operation of Engineering Communications	Accredited with requirements	Accredited with requirements	27.03.2026 – 22.04.2027	Subject to the approval of the ENAEE Administrative Council
Ba Architecture	Accredited with requirements	Accredited with requirements	27.03.2026 – 22.04.2027	Subject to the approval of the ENAEE Administrative Council

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Civil Engineering	Ba Geodesy and Geoinformatics	Ba Construction and Operation of Engineering Communications	Ba Architecture
1 Degree Programme: Concept, Content & Implementation				
1.1 Objectives and learning outcomes (intended qualification profile)	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.2 Title of the degree programme	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.3 Curriculum	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.4 Admission requirements	Fulfilled	Fulfilled	Fulfilled	Fulfilled
1.5 Workload and credits	**Not fulfilled** **Requirement A1**	**Not fulfilled** **Requirement A1**	**Not fulfilled** **Requirement A1**	**Not fulfilled** **Requirement A1**
1.6 Didactics and teaching methodology	Fulfilled	Fulfilled	Fulfilled	Fulfilled
2 Exams: System, Concept and Organisation				
2 Exams: System, Concept and Organisation	Fulfilled	Fulfilled	Fulfilled	Fulfilled
3 Resources				
3.1 Staff and staff development	Fulfilled	Fulfilled	Fulfilled	Fulfilled
3.2 Student support and student services	Fulfilled	Fulfilled	Fulfilled	Fulfilled
3.2 Funds and equipment	Fulfilled	Fulfilled	Fulfilled	Fulfilled
4 Transparency and Documentation				

ASIIN General Criteria / Subject-Specific Criteria	Ba Civil Engineering	Ba Geodesy and Geoinformatics	Ba Construction and Operation of Engineering Communications	Ba Architecture
4.1 Module descriptions	**Not fulfilled** **Requirement A2**	**Not fulfilled** **Requirement A2**	**Not fulfilled** **Requirement A2**	**Not fulfilled** **Requirement A2**
4.2 Diploma and Diploma Supplement	**Not fulfilled** **Requirements A3, A4**	**Not fulfilled** **Requirements A3, A4**	**Not fulfilled** **Requirements A3, A4**	**Not fulfilled** **Requirements A3, A4**
4.3 Relevant rules	Fulfilled	Fulfilled	Fulfilled	Fulfilled
5 Quality Management: Quality Assessment and Development				
5 Quality Management: Quality Assessment and Development	**Not fulfilled** **Requirements A5, A6**	**Not fulfilled** **Requirements A5, A6**	**Not fulfilled** **Requirements A5, A6**	**Not fulfilled** **Requirements A5, A6**

Requirements

For all degree programmes

A 1. (ASIIN 1.5) Implement a systematic process to regularly monitor and evaluate student workload.

A 2. (ASIIN 4.1) Provide module descriptions for all modules.

A 3. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

A 4. (ASIIN 4.2) Ensure the consistent use of the correct English programme title in the Diploma Supplement.

A 5. (ASIIN 5) Revise the quality assurance system by clearly defining and formally documenting processes and responsibilities, making it binding for all stakeholders, and publishing it transparently.

A 6. (ASIIN 5) Ensure that regular surveys are conducted among all relevant stakeholders, including students, teaching staff, alumni and industry partners, and that the results are used in the internal quality assurance and improvement processes.

Accreditation History

The programmes have not been previously accredited by ASIIN.

C Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialisation	c) Corresponding level of the EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Ba Civil Engineering	Bachelor of Engineering (B.Eng.)	/	6	Full time	/	8 semesters	240 ECTS	Since 2017 / every year
Ba Geodesy and Geoinformatics	Bachelor of Engineering (B.Eng.)	/	6	Full time	/	8 semesters	240 ECTS	Since 2011 / every year
Ba Construction and Operation of Engineering Communications	Bachelor of Engineering (B.Eng.)	/	6	Full time	/	8 semesters	240 ECTS	Since 2005 / every year
Ba Architecture	Bachelor of Engineering (B.Eng.)	/	6	Full time	/	8 semesters	240 ECTS	Since 2009 / every year

Contextualisation

Fergana State Technical University (FSTU) is a public technical university with a strategic focus on engineering education, applied research, and innovation. The university was established in 2025 through the institutional merger of the Fergana Polytechnic Institute and the Fergana branch of Tashkent University of Information Technologies, which it understands as a structural reform aimed at strengthening higher education quality, scientific capacity, and technological development in the Fergana region.

The university defines its mission as the education of competitive, practice-oriented, and internationally employable graduates. From its own perspective, this requires a departure from purely traditional teaching models and the systematic integration of modern technologies, digitalisation, robotics, and artificial intelligence into teaching and learning. The university presents this strategic orientation as a response to global technological transformation and changing labour market requirements.

[3] EQF = The European Qualifications Framework for lifelong learning

In terms of size and scope, the FSTU has a total academic staff of more than 1,050 members, including professors and doctoral-level researchers. Teaching and research activities are organised across seven faculties. For the academic year 2024/2025, the university states that it offers 67 Bachelor's programmes, 42 Master's programmes, and 44 part-time study programmes.

As part of its quality and internationalisation strategy, the university emphasises the implementation of the European Credit Transfer and Accumulation System (ECTS), which, according to its self-assessment, facilitates student mobility, credit recognition, and cooperation with international partner institutions. Teaching is described as research- and practice-oriented, combining theoretical instruction with applied projects and student research activities.

Furthermore, FSTU highlights its research and innovation profile, referring to the establishment of 17 research and innovation centres and 11 spin-off enterprises. In its self-concept, these structures serve to strengthen the transfer of knowledge into practice and to support regional economic development. Overall, the university presents itself as a dynamically developing technical university that seeks to closely integrate education, research, and innovation within a clearly defined institutional strategy.

Brief Descriptions of the Study Programmes

For the Bachelor's degree programme Ba Civil Engineering, the university has presented the following profile in the Self-Assessment Report (SAR):

"the bachelor's degree programme in this field represents a branch of science and technology focused on the advancement and strategic development of the construction sector. The programme is designed to equip students with professional competencies and managerial skills essential for the modern construction industry."

For the Bachelor's degree programme Ba Geodesy and Geoinformatics, the university has presented the following profile in the SAR:

"The bachelor's degree programme in this field belongs to the sphere of production and processing. It encompasses the creation of digital maps, the establishment of a geodetic framework, the collection of geospatial data, the processing of remote sensing materials using GIS technologies, the updating of digital maps through remote sensing data, as well as a comprehensive set of methods, principles, and techniques for monitoring changes."

For the Bachelor's degree programme Ba Construction and Operation of Engineering Communications, the university has presented the following profile in the SAR:

“The bachelor's degree programme in housing and communal services covers a wide range of professional areas related to the design, construction, installation, reconstruction, and operation of heating, gas supply, ventilation and air conditioning, water supply, and wastewater disposal systems for industrial, public, and residential facilities. The programme also includes activities focused on the development of the sector and the identification of its future prospects.”

For the Bachelor’s degree programme Ba Architecture, the university has presented the following profile in the SAR:

“the bachelor’s degree programme in this field encompasses the development of design solutions for buildings and structures, urban planning, enhancement of transport infrastructure, landscape system design, restoration and reconstruction of architectural monuments, and the construction and operation of industrial and agricultural facilities. It also addresses a range of issues related to the methods of training specialists in this domain.“

Summary of the Experts’ Assessment

The expert panel concludes that the study programmes are characterised by a very positive learning environment, a high level of commitment among staff and students, and strong identification with the university. The leadership demonstrates a clear strategic vision, particularly with regard to academic development, internationalisation, and cooperation with industry and the public sector. The curricula are well established and broadly accepted by employers.

At the same time, the panel identifies a need for improvement in the transparent documentation and publication of intended learning outcomes, module descriptions, and study-related regulations, as well as in the consistency of Diploma Supplements. Further recommendations concern the academic depth of final theses, international mobility, English language competencies, examination load, staff qualification structure, and laboratory equipment. Addressing these aspects will further strengthen the quality and international visibility of the programmes.

D Expert Report for the ASIIN Seal[4]

1. The Degree Programme: Concept, Content & Implementation

Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)

Evidence:

- Self-Assessment Report
- Programme websites:
    - Civil Engineering: https://civil.fstu.uz/view/1
    - Geodesy and Geoinformatics: https://civil.fstu.uz/view/4
    - Construction and Operation of Engineering Communications: https://civil.fstu.uz/view/2
    - Architecture: https://civil.fstu.uz/view/5
- Sample Diploma Supplements
- Module handbooks
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the SAR, the objectives and intended learning outcomes of the four programmes under review are clearly defined and are aligned with Level 6 of the National Qualifications Framework of the Republic of Uzbekistan, the first cycle of the Qualifications Framework of the European Higher Education Area (QF-EHEA), as well as Level 6 of the European Qualifications Framework for Lifelong Learning (EQF-LLL).

According to the information provided by the university, the learning outcomes are coherently formulated and are based on a comprehensive analysis of labour market and industry needs. The university states that, in this process, the interests and expectations of potential employers and applicants have been taken into account, alongside the institution's

[4] This part of the report applies also for the assessment for the European subject-specific labels. After the conclusion of the procedure, the stated requirements and/or recommendations and the deadlines are equally valid for the ASIIN seal as well as for the sought subject-specific label.

academic and research capacity. Furthermore, the university indicates that the formulation of the learning outcomes considers relevant national regulations as well as the broader requirements of the state and society.

The university further reports that the objectives and learning outcomes are subject to regular review processes involving relevant stakeholders from higher education and the professional field. Educational programmes undergo external review by industrial enterprises prior to final approval and are systematically discussed and approved by the Academic Council of the university. According to the SAR, the objectives and learning outcomes are aligned with current labour market requirements and socio-economic needs and are reviewed at regular intervals in response to scientific, technological, economic, and social developments. Programme content and learning outcomes are updated at least once every five years on the basis of monitoring and evaluation results. In addition, employers, industry partners, and students are actively involved in the continuous improvement of the programmes, particularly through the annual review of elective modules in cooperation with relevant stakeholders. The objectives and intended learning outcomes are listed in the Appendix.

Overall, the expert panel expresses its satisfaction with the stated objectives and intended learning outcomes of the programmes under review. The experts confirm that the objectives and learning outcomes appropriately reflect the targeted academic qualification level, are feasible, and are equivalent to the exemplary learning outcomes specified in the relevant subject-specific criteria (SSC). Furthermore, they fulfil the requirements for the EUR-ACE® Label. Representatives of industry also confirmed during the discussions that the intended competence profile adequately prepares graduates for professional activities corresponding to the qualification level. In addition, industry representatives reported a strong labour market demand for graduates in the relevant fields, which increasingly also extends to graduates at Master's level.

However, the experts noted that the objectives and intended learning outcomes are not yet published in a transparent and easily accessible manner for external stakeholders (e.g. via the university website). As transparent publication is essential for both internal and external stakeholders, the experts identify a need for improvement in this area. While the programme coordinators explained that the website is still under development and that the publication of objectives and learning outcomes is therefore not yet complete, the experts emphasise that transparent and easily accessible publication is mandatory. The experts therefore require the university to ensure that the intended learning outcomes are clearly anchored and publicly published in an appropriate and consistent manner; publication solely within the Diploma Supplement is not considered sufficient.

In addition, it remained unclear in which binding documents the frequency and procedures for reviewing and revising the objectives and intended learning outcomes are formally defined. Although the university assured the experts that regular reviews involving relevant stakeholders, including industry representatives and students, are conducted and that revisions are made where necessary, the experts note that the corresponding regulations and documentation have not yet been clearly specified. The university is therefore asked to provide the relevant study-related documents in English that formally define the review procedures and responsibilities (see also Criterion 4.3).

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- State Educational Standard of Higher Education, Classification of Directions and Specialties of Higher Education (Appendix 3)
- Classifier of Main Positions of Employees and Professions of Workers (Appendix 8)
- Sample Diploma Supplements
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the SAR, the names of the four bachelor's degree programmes fully comply with the qualification requirements, curricula, and course syllabi established for the respective programmes. They are stated to reflect the intended objectives and learning outcomes, as well as the content of teaching and learning and, in principle, the language of instruction. Furthermore, the programme titles are aligned with the State Educational Standard of the Republic of Uzbekistan ("State Educational Standard of Higher Education, Classification of Directions and Specialties of Higher Education").

The experts confirm that, in general, the programme titles reflect the intended objectives and learning outcomes, as well as the teaching and learning content and the language of instruction of the programmes.

However, during the discussions with the university, the experts addressed inconsistencies in the naming of the programmes within the SAR and asked for clarification regarding the different designations and additional descriptors used. For example, the programme Geodesy and Geoinformatics is referred to in the SAR both as *BA 60721500 – Geodesy and Geoinformatics* and as *60722500 – Geodesy, Cartography and Cadastre (by function)*. Similarly, the Bachelor's programme in Architecture is occasionally supplemented by the

addition *(by type)*. The programme coordinators explained that the national classifier was revised in 2024 and that programme titles have since been adjusted accordingly.

As a result, at the time of the site visit, it was not entirely clear to the experts whether the programme titles are used consistently across all relevant documents, at least with regard to the SAR. In addition, the Diploma Supplements submitted still contain former programme titles. For reasons of transparency, the experts consider it essential that the programme titles are used consistently in all documents. The experts therefore ask the university to submit updated versions of the Diploma Supplements reflecting the current programme titles (see also Criterion 4.2).

With regard to the Bachelor's programme in Civil Engineering, the experts further note that the academic focus lies predominantly on building construction, while core areas typically associated with Civil Engineering, such as Transportation, are not covered. During the discussions, the university explained that Transportation is offered as a separate degree programme. While the experts acknowledge that the programme titles are defined by the Ministry of Education and that the university's scope for modification is therefore limited, they recommend improving transparency for international contexts. In particular, for the Bachelor's programme in Civil Engineering, it is recommended to specify the focus on building construction in the English Diploma Supplement, for example, by means of a subtitle, in order to enhance international recognition.

The experts also discussed the title of the Bachelor's programme Construction and Operation of Engineering Communications. They note that the term "Communications" appears unidiomatic in an international context and does not fully reflect the actual objectives and content of the programme, which primarily relate to building utility systems (e.g. mechanical, electrical, and plumbing systems). The programme coordinators explained that programme titles are prescribed by the Ministry of Education and selected from an official list, limiting the university's flexibility. Nevertheless, the experts recommend examining possibilities to improve international comparability and transparency by aligning the English programme title more closely with internationally established terminology. This could, for example, be achieved by specifying or supplementing the English title in the Diploma Supplement. Therefore, for the Bachelor's programme Construction and Operation of Engineering Communications, it is recommended to further specify the programme title in the Diploma Supplement in order to clearly reflect the specific profile of the programme and enhance international recognition.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report (incl. learning outcome matrices)
- Overview of the curricula of each study programme
- Module handbooks
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Content and Structure of the Programmes

According to the SAR, the content and structure of the study programmes are meticulously designed to enable students to achieve the intended learning outcomes of the respective disciplines. The theoretical foundations of the programmes are aligned with national educational standards. The curricula are developed following a competency-based approach and are organised within a coherent modular structure comprising compulsory and elective modules, which together serve to achieve the intended learning outcomes. The balance between compulsory and elective subjects reflects current developments and requirements in the respective fields of study.

The SAR further indicates that the structure of the educational programmes is based on the principle that each module is fully aligned with the curriculum and the defined educational blocks. For each module, the specific knowledge, skills, and competencies that students are expected to acquire are clearly defined. The sequencing and delivery of the modules are organised in such a way that the intended learning outcomes are achieved within the designated study period and all planned objectives are met.

In addition, the SAR states that all study programmes include three compulsory internships with a duration of two to three weeks in accordance with national regulations. The internships are conducted in direct cooperation with enterprises and organisations, based on agreements between the university and employers. Internship topics are assigned in line with students' scientific or professional interests and focus on solving real-world problems.

The SAR also reports that students present the results of their internships through oral presentations or written reports. Employers' feedback on students' performance is regularly collected and analysed, and the internship programmes are adjusted accordingly to ensure continuous improvement.

According to the SAR, the Bachelor's programme in Civil Engineering allocates approximately 70% of the curriculum to compulsory modules and 30% to elective modules. The

curriculum is structured into several subject blocks that together ensure a sound academic and professional qualification.

The programme includes a block of humanities and socio-economic sciences aimed at fostering social responsibility, ethical awareness, and a broader societal perspective. A block of mathematics and natural sciences provides the fundamental knowledge required to analyse and solve engineering problems using mathematical and scientific methods. The block of general professional subjects conveys essential civil engineering competencies, including construction materials, construction mechanics, architecture of industrial and civil buildings, engineering geodesy, building engineering communications, descriptive geometry, and engineering graphics. In addition, a block of specialised subjects focuses on advanced topics in the construction of buildings and structures, modern construction technologies, design methods, and construction management. Core subjects include reinforced concrete, metal and timber structures, soil mechanics, foundations and substructures, and construction organisation and management.

According to the curricular overview, the curriculum of the Civil Engineering programme further comprises professional and pre-graduation internships designed to consolidate theoretical knowledge and develop practical skills through work at construction sites and cooperation with industry professionals. The programme concludes with a final qualifying work, which serves as the culmination of the studies and aims to demonstrate students' ability to work independently, analyse problems, and develop appropriate solutions.

The curricular overview states that graduates are prepared for professional activities in design, construction, operation, and management. The curriculum integrates current developments and technologies in the construction sector, such as BIM, energy-efficient materials, and "green" construction, and places particular emphasis on the development of practical skills through internships, laboratory work, design projects, and seminars.

According to the SAR, the Bachelor's programme in Geodesy and Geoinformatics also allocates approximately 70% of the curriculum to compulsory modules and 30% to elective modules. The curriculum is structured into several subject blocks designed to provide a comprehensive academic and professional qualification in the fields of geodesy, geoinformatics, cartography, and cadastre.

The programme includes a block of humanities and socio-economic sciences aimed at fostering ethical awareness, social responsibility, cultural literacy, and a broader societal perspective. A block of mathematics and natural sciences strengthens students' fundamental knowledge and enables them to solve complex problems in geodesy, geoinformatics, cartography, and cadastre using mathematical and scientific methods. The block of general professional subjects provides students with in-depth foundational knowledge in the core

disciplines of the programme, including geodesy, cartography, higher geodesy, socio-economic cartography, state cadastre, geoinformatics and spatial analysis, photogrammetry, land law and cadastre, remote sensing data processing, and engineering and computer graphics. Building on this foundation, the block of specialised subjects addresses advanced and application-oriented topics such as practical geodesy, map design and compilation, mathematical processing of geodetic measurements, legal and regulatory aspects of geodetic and cartographic documentation, atlas cartography, automated design systems, modern geodetic instruments, and technologies for processing space imagery and remote sensing data.

According to the SAR, the curriculum of the Geodesy and Geoinformatics programme further includes professional and pre-graduation internships aimed at consolidating theoretical knowledge and developing practical skills. The internships should enable students to apply modern technologies and to gain experience in areas such as construction projects, land resource management, irrigation planning, and other fields requiring geodetic surveying and design. The programme concludes with a final qualifying work, which serves as the culmination of the studies and aims to demonstrate students' ability to conduct independent work, analyse problems, and develop innovative solutions.

The SAR states that the curriculum is designed to develop the full range of competencies required for professional activities and to prepare graduates for independent work in design, construction, remote sensing, and management. The programme incorporates current trends and innovative technologies, including digital elevation models, digitalisation, interpretation technologies, and aspects of "green" construction. Particular emphasis is placed on the development of practical skills through internships, laboratory work, project assignments, and seminars. In addition, the curriculum aims to qualify graduates for future professional activities within the State Geodetic Cadastre Agency and related fields, training highly qualified and competitive specialists in geodesy, geoinformatics, cartography, and cadastre.

According to the SAR, the Bachelor's programme in Construction and Operation of Engineering Communications allocates approximately 70% of the curriculum to compulsory modules and 30% to elective modules. In addition, the programme includes three compulsory internships with a duration of two to three weeks, in line with national regulations.

The eight-semester programme (240 ECTS) is structured progressively and combines mathematics and natural sciences, engineering fundamentals, specialised technical subjects, and practical training.

In the first and second semesters, the curriculum focuses primarily on mathematics, physics, and general chemistry, forming the scientific foundation of the programme. These

subjects are complemented by engineering and computer graphics, information technologies, foreign languages, and philosophy. Introductory modules in building architecture and basic engineering disciplines are also included.

In the third and fourth semesters, the emphasis shifts towards engineering fundamentals. Core subjects include theoretical mechanics, strength of materials, thermal engineering, metrology and standardisation, construction materials, and computer-aided design of engineering communications. Business-related modules such as economics, business process design, business analysis, and time management are introduced. The first qualified internship is integrated into this phase.

From the fifth semester onwards, specialised professional subjects form the core of the curriculum. These include fluid and gas mechanics, pumps and pumping stations, water supply and wastewater systems, heat generation equipment, ventilation systems, gas supply systems, water preparation and treatment technologies, and energy-efficient engineering communications. Modules on municipal engineering structures, installation of engineering communication systems, and organisation and management of construction processes are also part of this phase. Further qualified internships are scheduled in the middle and later semesters.

In the seventh and eighth semesters, the focus is on advanced design and operation of engineering communication systems, including the design of water supply, heating, ventilation, and industrial engineering systems, as well as gas and oil pipelines and storage facilities. Additional modules address life safety, ecology, and occupational health and safety. The programme concludes in the eighth semester with the preparation and defence of the graduation thesis.

According to the SAR, the Bachelor's programme in Architecture is designed to define the required level of academic preparation and the core knowledge to be acquired by graduates. The curriculum reflects the objectives set out in the National Program for Personnel Training and aims to educate competitive and professionally qualified graduates. It further provides information on the scope and timing of modules, including lectures, practicals, laboratory work, independent study, qualification practice, final state certification, and the graduation qualification work (diploma project).

The SAR states that approximately 63% of the curriculum consists of compulsory modules, while 37% is allocated to elective modules. In addition, the programme includes three compulsory internships with a duration of two to three weeks, in accordance with national regulations.

According to the curriculum provided in the SAR, the programme is structured progressively and combines humanities, scientific foundations, engineering subjects, and architectural design components. In the first and second semesters, the curriculum focuses primarily on mathematics and natural sciences (mathematics, physics, general chemistry) as well as introductory engineering subjects such as engineering and computer graphics and information technology. In parallel, students take humanities modules (philosophy, foreign languages) and introductory artistic and compositional courses (drawing and painting, theory of colours, fundamentals of architectural composition and design).

In the third and fourth semesters, the emphasis shifts towards engineering and construction-related subjects. These include strength of materials, theoretical mechanics, construction materials, electrical engineering, geodesy, and building structures. At the same time, architectural composition and graphics are continued and extended. Business and economic subjects are also introduced.

From the fifth semester onwards, architectural design and planning form the central component of the curriculum. Students complete modules in architectural design (residential and public buildings), interior design, and landscape architecture. Structural engineering subjects (reinforced concrete, metal, timber and masonry structures), building equipment (heating, ventilation, gas supply, water supply and sewerage systems), seismic resistance, energy-efficient building engineering, and construction management and cost estimation are integrated into this phase. Digital methodologies, including BIM technologies, computer-aided design, parametric modelling, and data-driven or AI-supported architectural design, are also addressed in the higher semesters.

Urban planning subjects, such as the design of city and territorial master plans, as well as restoration and reconstruction of architectural monuments, are located in the later stages of the programme. The curriculum includes several internships distributed across the study period (professional, qualification, and practical training). The programme concludes in the eighth semester with a final state examination and the defence of the graduation thesis. However, it is not entirely clear from the curriculum how the thesis component is structured within the final semester.

The experts confirm that the curricula of all four programmes are structured in a way that enables students to achieve the intended learning outcomes. Learning outcomes are defined at module level and, in their entirety, support the achievement of the overarching programme objectives.

The experts further confirm that each module constitutes a coherent and well-balanced unit of teaching and learning. For each module, it is clearly evident which knowledge, skills, and competencies students are expected to acquire. The sequencing of modules is

appropriate and ensures that the intended learning outcomes can be achieved and that the programmes can be completed within the standard period of study.

In addition, the experts note that the programmes are organised in a manner that allows students to pursue individual academic interests and profiles, as each programme includes a substantial proportion of elective modules, amounting to at least 30% of the curriculum.

With regard to the practical components, the experts positively note that all four programmes include substantial internship phases which enable students to apply theoretical knowledge in professional contexts and to develop relevant practical competencies. The university maintains a structured network of cooperation partners with whom formal agreements regulate the number of internship places available each year. This arrangement ensures that sufficient placements are provided and that the university retains responsibility for the quality of the internships in terms of content and structure. The university coordinates with the participating companies and supervises students during their placements. Students may also propose their own internship providers, subject to prior quality verification by the university.

During the discussions, it became apparent that the internship structure described in the SAR is no longer fully up to date. In the course of a curricular revision in 2024, which also included adjustments to programme titles, the duration of internships was modified. Instead of three shorter internships per programme, fewer but longer internship periods are now implemented. The experts explicitly welcome this development, as longer placements allow for more in-depth engagement with professional tasks and a more substantial learning experience.

At the same time, the precise curricular integration and formal structure of the revised internship model were not entirely clear. As the information provided in the SAR is outdated and the internships are not yet described in the module handbooks (see also Criterion 4.1), the experts ask the university to clarify in its statement how the internships are currently integrated into the curriculum.

The experts regard the Bachelor's programme in Civil Engineering as a well-structured and coherently designed study programme covering the essential core areas of civil engineering. The curriculum is logically organised and provides students with a solid academic and professional foundation in the discipline. Overall, the experts consider the content and structure suitable to achieve the intended learning outcomes and the defined programme objectives.

During the discussions, the experts addressed the limited coverage of certain subject areas typically associated with internationally recognised civil engineering programmes, in

particular specialised technical modules in transportation engineering (e.g. transport planning, route alignment, road and railway construction, and operational or capacity aspects). Furthermore, topics related to sustainability, such as circular economy, contaminated sites, waste management, and landfill engineering, are not prominently represented. While the experts emphasise that such subject areas are generally considered integral components of a comprehensive civil engineering curriculum at international level, they acknowledge that the programme under review presents a coherent and academically sound profile with a distinct focus on building construction.

The experts consider this specific orientation to be academically legitimate and internally consistent. In order to ensure transparency and appropriate international recognition, it would, however, be desirable for this particular focus to be clearly indicated in the English Diploma Supplement, as discussed under Criterion 1.2 Name of the Degree Programme. Subject to such transparent communication of the programme profile, the experts consider the content and structure of the programme to be adequate and aligned with the intended qualification objectives, the applicable ASIIN Subject-Specific Criteria (SSC), and the requirements of the EUR-ACE® label.

The experts regard the Bachelor's programme in Geodesy and Geoinformatics as a well-structured and coherently designed study programme covering the essential core areas of geodesy and geoinformatics. The curriculum provides a comprehensive academic foundation and reflects the intended qualification objectives in a consistent manner.

During the discussion, the experts addressed the comparatively high proportion of modules in mathematics and natural sciences, including subjects such as chemistry, and discussed with the programme representatives the extent to which all of these modules are directly relevant for future professionals in geodesy and geoinformatics. The university explained that the inclusion of certain foundational scientific modules is partly based on requirements defined by the Ministry of Education.

In addition, the necessity and scope of modules such as Theoretical Mechanics were discussed. The experts expressed some concern that an extensive range of general scientific modules might lead to a rather broad qualification profile, potentially limiting opportunities for deeper specialisation within the core areas of geodesy and geoinformatics. In response, the university emphasised its intention to educate graduates who possess both specialised expertise in their field and a solid foundation in related disciplines. The objective is not to achieve full mastery in all peripheral subjects, but to provide an appropriate and professionally relevant level of competence. The university also indicated its willingness to further review the curriculum and consider whether certain modules could be offered as electives rather than compulsory components.

Furthermore, the experts noted that the subject area of cadastre currently occupies a comparatively substantial proportion of the curriculum. This is partly attributable to the historical development of the programme, which was previously designated “Geodesy, Cartography and Cadastre (by function)” prior to its renaming in 2024 and remains institutionally embedded within the Department of Geodesy, Cartography and Cadastre. The programme representatives explained that the share of cadastre-related modules is being gradually reduced. However, students who commenced their studies under the previous programme designation must continue to be accommodated within the existing curricular framework. The experts consider this transitional arrangement understandable and appropriate. At the same time, they regard a continued, though proportionate, inclusion of cadastre-related content as academically reasonable within the current programme profile.

Overall, the curriculum appears comprehensive and wide-ranging in its thematic coverage. The experts consider that an additional structural differentiation within the programme—such as a common foundational phase followed by later specialisation tracks in geodesy or geoinformatics—could be a possible option for strengthening the academic profile of the programme in the future.

The experts further note that the university cooperates predominantly with public-sector institutions for internships and practical training, while private-sector partners are less represented. During the discussions, the programme representatives explained that this distribution reflects labour market demand, as the majority of graduates pursue careers in the public sector. The experts consider this explanation plausible and regard the current cooperation structure as aligned with the professional destinations of the graduates.

Overall, the experts consider the content and structure of the programme to be adequate and aligned with the intended qualification objectives, the applicable SSC, and the requirements of the EUR-ACE® label.

The experts consider the Bachelor’s programme in Construction and Operation of Engineering Communications to be a clearly structured and professionally oriented degree programme addressing the essential core areas of building services engineering. The curriculum demonstrates a coherent progression from scientific and engineering foundations to specialised technical subjects and practical applications. Overall, the programme provides a solid academic basis and supports the achievement of the intended qualification objectives in a consistent manner.

The integration of fundamental engineering sciences with application-oriented modules in water supply, heating, ventilation, gas systems, and related infrastructure is regarded as appropriate and aligned with the professional field. The sequencing of modules reflects a

logical development of competences, culminating in advanced design and operational subjects in the later semesters.

As already discussed under Criterion 1.2 Name of the Degree Programme, the experts see certain difficulties with regard to the English designation of the programme. While the content and structure clearly correspond to the field commonly referred to internationally as building services engineering or building utility systems (e.g. MEP), the current English title may not fully convey this profile in an international context. Subject to a clearer specification of the programme profile in the English Diploma Supplement, the experts consider the content and structure of the programme to be appropriate and in line with the intended qualification objectives, the applicable ASIIN SSC, and the requirements of the EUR-ACE® label.

The experts consider the Bachelor's programme in Architecture to be a comprehensively structured and academically sound degree programme combining architectural design, engineering fundamentals, and artistic components in a coherent and well-balanced manner. The curriculum demonstrates a clear progression from foundational scientific and technical subjects in the early semesters to increasingly complex architectural design and planning tasks in the later stages of the programme. Overall, the structure supports the development of creative, technical, and methodological competences and is aligned with the intended qualification objectives.

The integration of engineering sciences—such as structural engineering, building physics, building services, and construction management—into the architectural curriculum is regarded as appropriate and sufficiently substantial. From an engineering perspective, the programme therefore mostly fulfils the requirements relevant for the EUR-ACE® label.

At the same time, the experts would welcome a stronger international orientation within the programme. In particular, they encourage the department to further broaden the architectural design perspective beyond predominantly national or regional contexts and to integrate more international references, comparative approaches, and global architectural discourses into the design studios and project work. A broader international outlook could further strengthen the academic profile and enhance the competitiveness of graduates in an international environment.

Subject to such continued development, the experts consider the content and structure of the programme to be adequate and aligned with the intended qualification objectives, the applicable ASIIN SSC, and the requirements of the EUR-ACE® label.

Despite their overall satisfaction with the structure and organisation of the programmes, the experts would welcome the submission of the curricular overviews in the form

presented during the on-site visit. The experts therefore ask the university to provide updated and complete curricular overviews for all programmes in a clear and structured format, from which the actual duration and placement of the internships within the curriculum are clearly apparent.

Student Mobility

During the discussions with the rector, the experts learned that internationalisation plays a significant role in the university's strategic development. In this context, the present international accreditation procedure is regarded by the university as an important step towards strengthening its international profile and visibility.

The university has already established a number of cooperation agreements with higher education institutions abroad. These partnerships primarily involve neighbouring countries but also extend beyond the region, including cooperation with institutions in countries such as South Korea and Italy.

The SAR provides further information on international cooperation and mobility opportunities at programme level. For each of the study programmes under review, the university outlines existing academic partnerships, mobility arrangements, and forms of international collaboration.

For the Bachelor's programme in Civil Engineering, the SAR reports a number of academic mobility activities involving both faculty members and students over the past five years. These activities include participation in scientific seminars, guest lectures, academic exchanges, conferences, professional development programmes, and short-term research internships at partner institutions, primarily in neighbouring countries such as Kazakhstan, Kyrgyzstan, and Tajikistan, but also beyond the region (e.g. Russia, China, and Japan). In several cases, student participation accompanied staff mobility. While the cooperation has so far focused predominantly on regional partners, the number of mobility activities is reported to be increasing. For the academic year 2024–2025, the university indicates 17 incoming and 20 outgoing mobility cases within the Civil Engineering programme (see table below).

Summary of Student Mobility

BA 60730300 – Civil Engineering		
Year	**Incoming Students (Total)**	**Outgoing Students (Total)**
2020-2021	3	5
2021-2022	5	8
2022-2023	10	15
2023-2024	15	17
2024-2025	17	20

For the Bachelor's programme in Geodesy and Geoinformatics, the SAR reports a variety of academic mobility activities involving both students and staff over the past five years. These include short-term and semester-based exchanges, research internships, professional development programmes, and participation in international conferences. Mobility primarily takes place with partner institutions in neighbouring countries, particularly Kyrgyzstan and Kazakhstan, but also with universities in Italy, Spain, China, and Russia. The department maintains cooperation agreements with several international universities and research centres. According to the SAR, mobility activities have increased in recent years; for the academic year 2024–2025, 18 incoming and 22 outgoing mobility cases are reported (see table below).

Summary of Student Mobility

BA 60721500 – Geodesy and Geoinformatics		
Year	Incoming Students (Total)	Outgoing Students (Total)
2020-2021	4	6
2021-2022	8	10
2022-2023	12	14
2023-2024	16	20
2024-2025	18	22

For the Bachelor's programme in Construction and Operation of Engineering Communications, the SAR reports a range of academic mobility activities involving both students and academic staff over the past five years. Mobility activities include short-term and semester-based study visits, research internships, participation in academic mobility classes, and staff exchanges with partner institutions primarily in neighbouring countries, as well as in Turkey, China, Italy, South Korea, and Belarus. The department maintains cooperation agreements with several foreign universities and has established joint educational initiatives, including a "1+1" master's programme with Belarus National Technical University. Recognition of study achievements obtained abroad is regulated through formal procedures ensuring that equivalent modules are not retaken. According to the SAR, mobility figures are steadily increasing; for the academic year 2024–2025, 20 incoming and 23 outgoing mobility cases are reported (see table below).

Summary of Student Mobility

BA 60730400 - Construction and Operation of Engineering Communications		
Year	Incoming Students (Total)	Outgoing Students (Total)
2020-2021	2	3
2021-2022	10	8
2022-2023	15	17
2023-2024	19	21
2024-2025	20	23

For the Bachelor's programme in Architecture, the SAR reports a range of academic mobility activities involving both students and academic staff over the past five years. Mobility takes place through short-term and semester-based study visits, participation in scientific

seminars, guest lectures, research internships, and joint design initiatives with partner institutions, primarily in neighbouring countries, but also in China, Italy, Russia, and Japan. Staff members have undertaken research and teaching exchanges, including internships at institutions such as Politecnico di Torino and Chongqing University, while students have participated in organised academic mobility classes and international workshops. Recognition of mobility activities is regulated through formal rector's orders. According to the SAR, mobility activities have increased steadily; for the academic year 2024–2025, 20 incoming and 21 outgoing mobility cases are reported (see table below).

Summary of Student Mobility

BA 60730100 - Architecture		
Year	**Incoming Students (Total)**	**Outgoing Students (Total)**
2020-2021	4	5
2021-2022	9	12
2022-2023	14	16
2023-2024	15	19
2024-2025	20	21

The experts expressly welcome the university's efforts to strengthen its international cooperation and mobility activities. They note that considerable progress has been made in recent years and that the number of incoming and outgoing mobility cases has steadily increased across the programmes under review. During the discussions with students, it became evident that interest in international experience is high; several students indicated their intention to pursue Master's studies abroad. The experts regard this as a positive indicator of the university's growing international orientation.

At the same time, the experts addressed the recognition procedures for study achievements obtained abroad. While such procedures were outlined for some programmes, they were not consistently described for all study programmes in the SAR and its supporting documents. Moreover, it remained unclear in which formal regulations these recognition rules are bindingly defined (see also Criterion 4.3 Relevant Rules). The experts therefore consider it necessary to ensure that transparent and consistently documented recognition procedures are established and publicly accessible.

Although the university is clearly on a promising path with regard to internationalisation, the experts recommend further strengthening both outbound and inbound mobility of students and academic staff (see also Criterion 3.1 Staff and Development). They are of the opinion that broader participation in international exchange is highly beneficial, as it enables students to gain perspectives beyond the national context and enriches the academic environment.

To support these objectives, the experts further recommend strengthening English language competences among students. While the use of Russian facilitates regional

cooperation and additional foreign languages such as Chinese are offered, English remains the principal language of international academic exchange and is essential for further advancing mobility and internationalisation.

Periodic Review of the Curriculum

The SAR states that, with regard to achieving the objectives of the educational programmes, the curricula are regularly reviewed and updated where necessary. Any modifications to the curricula are formalised in accordance with established internal procedures.

According to the SAR, proposals for new modules or curricular changes may originate from industrial enterprises, organisations, or governmental bodies. The title, content, and academic workload of proposed modules are discussed at department level and evaluated by the responsible academic staff. Subsequent review takes place within the faculty's Academic-Methodological Council, which formulates recommendations for approval by the University Council.

The SAR provides documented examples of curricular adjustments and module developments. In 2025 for example, the module *Metal Structures* was added to the Civil Engineering programme in order to strengthen competences in the design and application of metal constructions. In the Geodesy and Geoinformatics programme, new modules such as *Geodetic Monitoring during Construction Processes* were introduced in response to the growing integration of geodesy and cadastre in infrastructure projects. The programme in Construction and Operation of Engineering Communications introduced the module *Organisation and Management of Engineering Communications Construction* in 2025 to enhance competences in the planning and management of technical building systems. In the Architecture programme, the module *Architectural Design in the Age of Artificial Intelligence* was introduced in 2025 to address the application of AI-based tools in contemporary design processes. Furthermore, the SAR indicates that, depending on the subject-specific requirements, the share of practical classes in the curricula has been increased by approximately 5–10%.

During the discussions with representatives of industry, the experts learned that external stakeholders consider themselves to be satisfactorily involved in these processes through regular exchange meetings. Student representatives likewise confirmed that student surveys are conducted on a regular basis and that feedback mechanisms are in place.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Law No. O‘RUZ-637 “About Education” (Appendix 11)
- Presidential Decree No. PF-68 dated January 28, 2022, “On the Organization of Admission to State Higher Education Institutions” (Appendix 12)
- Cabinet of Ministers Resolution No. PQ 393 “On the Approval of the Regulation on the Procedure for Admission, Transfer, and Reinstatement of Students to Higher Education Institutions” (Appendix 13)
- Resolution No. 169 of the Cabinet of Ministers of the Republic of Uzbekistan, dated August 4, 2008 (Appendix 16)
- Information website for foreign students: https://fstu.uz/view-page/211
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The SAR states that admission requirements and procedures are mandatory and transparent and are designed to ensure that admitted students are able to complete the programmes successfully.

Admission to higher education institutions is governed by national legislation, in particular Law No. O‘RUZ-637 “About Education”, Presidential Decree No. PF-68 of 28 January 2022, and Cabinet of Ministers Resolution No. PQ-393 regulating admission, transfer, and reinstatement procedures.

For admission to undergraduate programmes, a secondary school (gymnasium or lyceum) or college diploma is required. Practical or professional experience is not a prerequisite. Admission is based on the results of the national entrance examination conducted by the national agency. The number of study places is determined in line with labour market needs and quotas approved by the President or the Cabinet of Ministers. Additional parameters are set by the State Admissions Commission. Applicants may choose up to five undergraduate programmes during registration.

For the Bachelor’s programmes in Civil Engineering, Geodesy and Geoinformatics, and Construction and Operation of Engineering Communications, the national entrance examination comprises three compulsory subjects—History of Uzbekistan, the native language, and mathematics—as well as two specialised subjects corresponding to the chosen field of study, namely mathematics and physics.

For the Bachelor's programme in Architecture, the entrance examination likewise includes three compulsory subjects—native language and literature, mathematics, and History of Uzbekistan—together with two specialised subjects, namely mathematics and native language and literature.

Candidates with the highest scores are admitted to state-funded places within the allocated quotas, followed by contract-based admissions according to ranking (i.e. study places financed through tuition fees paid by the students). Applicants who achieve at least the minimum score set by the State Commission but fall short of the regular admission quota threshold by up to four points may be admitted on a differentiated contract basis in accordance with national regulations.

The SAR further indicates that special state-funded quotas are allocated for women, persons with disabilities, and children from low-income families on the basis of a presidential decision.

Admission and education of foreign citizens are regulated by Resolution No. 169 of the Cabinet of Ministers of the Republic of Uzbekistan. Foreign applicants are admitted on the basis of an interview procedure. Preparatory language courses are offered, and applicants are required to pass a language proficiency examination where applicable.

During the discussions, the experts addressed the significant reduction in the number of available study places in recent years for the Bachelor's programmes in Geodesy and Geoinformatics and in Construction and Operation of Engineering Communications. The programme representatives explained that the number of available seats is determined by the Ministry of Education and adjusted in accordance with national labour market demand. Changes in capacity at other higher education institutions offering similar programmes may therefore directly affect the allocated quotas. The experts take note of this explanation and acknowledge that the determination of admission numbers lies outside the university's direct responsibility.

The experts confirm that the admission regulations are binding and transparently defined within the national legal framework. They note that the procedures are largely determined by ministerial regulations and therefore lie predominantly outside the direct influence of the university. Nevertheless, the admission system is clearly structured and formally regulated.

The experts further conclude that the admission procedures are, in principle, suitable to ensure that admitted students are capable of successfully completing the programmes. In particular, they welcome the fact that subject-specific entrance examinations are used to assess the academic aptitude of applicants for the respective disciplines. This approach

appears to be effective, as reflected in the low dropout rates and the high proportion of students completing their studies within the standard period of study.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Resolution No. 824 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020, "On Measures to Improve the System of Organizing the Educational Process at Higher Education Institutions" (Appendix 9)
- Module handbooks
- Sample of the student survey
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The SAR states that, based on Resolution No. 824, the ECTS system has been introduced at the university. The University Academic Council has defined that one credit corresponds to 30 academic hours. The structure of the educational programmes is organised such that 60 credits correspond to one academic year and 30 credits to one semester.

All four Bachelor's programmes are designed as four-year degree courses comprising eight semesters, each consisting of 15 weeks of academic instruction. In order to graduate, students are required to complete a total of 240 credits. For the award of a Bachelor's degree, at least 240 credits must be accumulated over a minimum period of four years.

Advancement from one academic year to the next is based on the student's Grade Point Average (GPA). In accordance with national regulations, universities may determine the required minimum GPA within a specified range; the University Academic Council has set a minimum GPA of 2.4. Students who fail to meet this requirement must repeat the relevant academic year. The total duration of study for a Bachelor's degree may not exceed eight years from initial enrolment.

Credits are allocated to all components of the study programmes, including coursework, internships, and the final qualification work, and are reflected in the curricula. The workload of Bachelor's programmes is generally structured with approximately 40–50% classroom hours and 50–60% independent study (excluding internships and the final thesis). According to the SAR, surveys among students and academic staff are conducted at the end

of each semester and academic year to assess and monitor the effectiveness of the credit-module system.

The experts confirm that a credit system based on student workload is implemented in accordance with ECTS principles. The workload calculation includes both contact hours and independent study time, and credits are awarded for every module based on the respective workload. All compulsory components of the study programmes are included in the credit allocation. The Bachelor's programmes comprise 240 ECTS credits over eight semesters, which corresponds to international standards for first-cycle degrees.

Based on the documentation provided and the discussions held during the on-site visit, the experts gained the impression that the estimated workload is realistic and appropriately calibrated, enabling students to complete the programmes within the standard period of study. This assessment was confirmed in discussions with students, who reported that structural workload peaks are largely avoided and that the distribution of workload across semesters allows graduation within the intended timeframe.

While the SAR states that surveys are conducted to monitor the effectiveness of the credit-module system, the experts were not yet able to gain sufficient insight into how the actual student workload is systematically analysed and documented on the basis of these surveys. Although students reported during the discussions that the workload is generally manageable and appropriately distributed, it is essential that this assessment be supported by transparent and structured monitoring procedures.

The experts therefore ask the university to provide, within the framework of its statement, further information and statistical evidence demonstrating how student workload is regularly evaluated and how the results are taken into account in the further development of the programmes**.**

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Module handbooks
- Sample of the student survey
- Discussions during the audit

Preliminary assessment and analysis of the experts:

It is described in the SAR that that teaching and learning at the university are based on a student-centred approach. Both face-to-face and remote teaching formats are considered integral components of the educational process and are described as mutually complementary. The SAR indicates that the programmes are structured with the intention of achieving an appropriate balance between contact hours and independent study time. Introducing students to independent research forms an integral part of the curriculum. According to the SAR, the effectiveness of teaching and learning methods in achieving the objectives of the educational programmes is regularly evaluated.

Lectures are supported by presentations, video materials, and animated visualisations to illustrate technological processes and subject-specific content. Practical classes are conducted in groups of approximately 25 students, with assignments and calculations submitted to instructors for evaluation. Laboratory classes are organised in smaller subgroups of no more than 12 students to ensure effective use of equipment and materials prepared in advance by laboratory staff. Students prepare written reports based on their laboratory work and submit them for assessment.

Coursework topics and the allocation of academic supervisors are discussed and determined at departmental level at the beginning of the academic year and communicated to students in advance. Examination formats vary according to the nature of the subject: oral examinations are typically used in social sciences, written and test-based examinations in general education subjects, and written examinations in specialised courses. Teaching methods and forms of assessment are defined in the respective module descriptions.

During the discussions, the experts addressed the opportunities available for didactic training and professional development. They learned that academic staff participate in mandatory didactic training at state-recognised centres at least every three years. In addition, there are opportunities for international training and academic exchange aimed at enhancing teaching competences. The university has also introduced a semester-based rating system for academic staff; lecturers with high performance evaluations receive incentives in the form of financial bonuses.

The experts confirm that a variety of teaching methods and didactic approaches are employed to promote the achievement of the intended learning outcomes and to support student-centred learning and teaching. The programmes demonstrate a balanced combination of digital support tools and face-to-face instruction. In the experts' view, the

distribution of contact hours and independent study is appropriate and conducive to achieving the programme objectives.

Based on the information provided and the discussions with students, the experts gained the impression that the teaching methods are well received and that student satisfaction with the didactic approaches is high. According to the university, student surveys are conducted regularly to evaluate whether the applied teaching and learning methods support the achievement of programme objectives. The experts expressly welcome both the structured opportunities for didactic training and the incentives established by the university to promote high-quality teaching.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:

Criterion 1.1

In its statement, the FSTU indicates that the intended learning outcomes are published on the university's official website (on the respective programme pages), in the student handbook, and in the course syllabi, thereby ensuring transparency and accessibility for all relevant stakeholders.

Upon further review of the links provided by the institution, the experts were able to identify the intended learning outcomes on the programme websites. The experts therefore acknowledge that the intended learning outcomes are publicly available and accessible to relevant stakeholders through the university's online information. Against this background, the previously formulated requirement is withdrawn.

Criterion 1.2

With regard to the two recommendations concerning the adaptation of the English programme titles in the Diploma Supplement, the FSTU states in its response that changes have been initiated. For the BA Civil Engineering programme, the institution indicates that starting from the 2025–2026 academic year, graduates will be awarded a diploma with the qualification title "Construction Engineering (Building and Structures)", thereby reflecting the programme's focus on building construction.

For the programme Construction and Operation of Engineering Communications, the institution reports that the recommendation has been taken into account and that the relevant regulatory documents have been issued to change the programme profile for admission starting in the 2026–2027 academic year.

The expert panel welcomes these measures, as they contribute to a clearer and more accurate representation of the programmes' profiles in the Diploma Supplement. Until the changes have been fully implemented, the recommendations remain in place.

Criterion 1.3

In its statement, the FSTU outlines several measures aimed at strengthening academic mobility. These include the implementation of joint programmes, mechanisms for the recognition of credits obtained during mobility periods, the operation of language centres, the involvement of international academic staff, courses taught in English, and the promotion of participation in international exchange programmes.

The expert panel welcomes these initiatives as positive steps towards strengthening academic mobility. At the same time, the panel considers it important that the university continues to further develop and expand these activities. The recommendation therefore remains in place.

In its statement, the FSTU outlines several measures to strengthen students' English language proficiency. These include the encouragement of English-language presentations and theses, the activities of language centres, requirements for language certificates for admission to master's programmes, supplementary English courses and speaking clubs, access to online learning resources, and the involvement of international experts in teaching and research.

The expert panel acknowledges these measures as positive steps to support the development of students' English language skills. However, the panel considers it important that these efforts continue to be further strengthened and therefore maintains the recommendation.

Furthermore, the experts still consider it somewhat unfavourable that the programme Geodesy and Geoinformatics places a comparatively strong emphasis on Cadastre. Although the university explains this with reference to the historical orientation of the programme, the experts are concerned that this focus may come at the expense of the current specialisation in Geodesy and Geoinformatics. In the experts' view, the curriculum should more clearly reflect the programme's stated focus. The experts therefore provide the following additional recommendation and recommend placing a stronger emphasis on Geodesy and Geoinformatics within the programme curriculum.

Furthermore, within the framework of its response, the university submitted the document "On Measures to Improve the System of Organizing the Educational Process at Higher Education Institutions" (Appendix 7), which outlines procedures for academic mobility and the recognition of credits earned at other higher education institutions. The document

specifies the required documentation, the principles for credit transfer and recognition based on learning outcomes, and the procedures for integrating mobility periods and internships into the study programme. Based on this information, the expert panel confirms that binding regulations for the recognition of achievements obtained outside the university are in place.

Criterion 1.5

In its statement, the FSTU explains that student workload across all study programmes is systematically monitored and evaluated. According to the institution, anonymous surveys on the allocation of credit hours and the ratio between contact hours and independent study are conducted among students at the beginning of each academic year. The results are reportedly discussed and approved by the University Council.

However, the university did not provide any survey results or documentation demonstrating that such workload monitoring is currently carried out. The university therefore needs to provide evidence of the described procedure or establish it accordingly. For this reason, the requirement to implement a systematic process to regularly monitor and evaluate student workload remains in place.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation

Evidence:

- Self-Assessment Report
- Regulations on the system for assessing students' knowledge (Appendix 18)
- Study schedule (academic calendar)
- Module descriptions
- Sample project works and theses
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the SAR, examinations serve to assess the attainment of the defined programme objectives and intended learning outcomes. The types of examinations for each module, including possible alternative formats, are specified in the curriculum. Module requirements, such as coursework, mid-term assessments, and final examinations, are communicated to students at the beginning of each module.

The SAR indicates that transparent regulations are in place to address adverse circumstances. These include provisions for students who are not admitted to examinations, are absent due to valid reasons (e.g. illness, accidents, family circumstances), or have special needs, including pregnancy, childcare, or family care responsibilities.

Examination assessment is based on clear criteria reflected in the respective course documentation. The criteria for assessing students' knowledge are developed in accordance with standard assessment guidelines. According to the SAR, they are discussed at the university's Academic-Methodological Council and subsequently submitted to the office of academic affairs. Students are entitled to consult instructors regarding their examination results. The SAR further states that the achievement of learning outcomes, compliance with programme requirements, and the adequacy of preparation time for examinations are regularly monitored.

In individual modules, up to two mid-term assessments (referred to as *intermediate control*) may be conducted. These mid-term assessments may account for up to 50 out of 100 total points. In order to pass a course, students must achieve at least 60 points overall. Furthermore, each mid-term assessment must be passed individually (see table below).

<table>
<tr><th rowspan="2">1-Intermediate control (lecture)</th><th colspan="2">2-Intermediate control</th><th rowspan="2">Final control</th><th rowspan="2">Total points</th></tr>
<tr><th>Presentation project (lecture)</th><th>Independent learning (practical/laboratory)</th></tr>
<tr><td>10 points
(pass score 6 points)</td><td colspan="2">Total 40 points
(pass score 24 points)</td><td rowspan="2">50 points
(pass score 30 points)</td><td rowspan="2">100 points
(pass score 60 points)</td></tr>
<tr><td colspan="3">Total 50 points
(pass score 30 points)</td></tr>
</table>

Students who, without valid justification, miss 25% or more of the scheduled classroom hours in a course are excluded from that course, are not admitted to the final assessment, and cannot earn the corresponding credits. Students who are not admitted to the final assessment, do not participate in it, or receive an unsatisfactory grade are considered to have an academic debt in the respective subject.

Students with academic debt may retake the relevant course during vacation periods or subsequent semesters, subject to payment of additional tuition fees corresponding to the missed credits. In cases of valid reasons for absence or failure, permission to retake a subject may be granted by the academic-methodological office in coordination with the vice-rector for academic affairs.

The grading system ranges from 5 ("excellent", 90–100%) to 2 ("unsatisfactory", 0–59%). Promotion from one academic year to the next is based on the student's GPA. The minimum GPA for progression is determined by the university within the nationally defined

range; students who do not meet the required GPA must repeat the relevant academic year. Students with academic debt are not automatically expelled and may continue their studies within the maximum permitted study duration of eight years from initial enrolment.

With regard to final theses (referred to as *graduation qualification work*), the SAR states that research topics are assigned based on students' scientific interests. The departments maintain a "problem bank" derived from technological challenges faced by industrial enterprises. Students may select topics from this pool and complete their graduation thesis within the framework of a specific enterprise. Information on faculty members' research areas is provided to students, who may select their academic supervisors accordingly. The graduation qualification work is thus closely linked to practical and industry-related problem contexts.

During the on-site visit, the experts were provided with samples of project work and final theses. However, no written examination papers were made available. Based on the discussions held with students and academic staff, the experts confirm that examinations are module-related. Students reported that they receive feedback on their examination performance and expressed satisfaction with the regulations governing retakes and repetition procedures.

The experts further confirmed that students are informed about examination requirements and schedules at the beginning of each semester. Transparent rules exist for make-up examinations, non-attendance, illness, and compensation of disadvantages for students with disabilities or special needs. These regulations are defined within the national framework.

All four study programmes conclude with a final thesis (*graduation qualification work*), which demonstrates that students are able to work independently on a subject-specific task at the intended qualification level. Even where the thesis is conducted in cooperation with an external enterprise, academic responsibility remains with the university through the academic supervisor. The experts gained the impression that the quality of the theses reviewed is generally appropriate for the qualification level.

At the same time, the experts noted that individual modules may include several assessment components, including up to two mid-term examinations in addition to the final assessment. Consequently, the overall number of examinations per semester appears comparatively high. Although students did not raise concerns regarding examination workload, the experts consider it advisable to review the overall number of examinations with a view to reducing assessment density and allowing for greater academic depth. It is therefore recommended to reduce the total number of examinations.

Furthermore, as no written examination papers were made available during the visit, the experts were not in a position to assess directly the extent to which the defined learning outcomes are reflected in written examinations. The university is therefore requested to provide sample written examination papers for further review.

With regard to the final thesis, the experts initially sought clarification as to its position within the curriculum, as many modules are still scheduled in the final semester. During the discussions, it became clear that the programme does indeed include a final thesis. However, the thesis is currently allocated only four ECTS credits, which appears comparatively low in relation to its academic significance. While the experts consider the overall level of the theses reviewed to be appropriate, they are of the opinion that the final thesis could assume a more prominent role within the curriculum. In particular, greater emphasis could be placed on structured problem-solving and the application of scientific methods. The experts are convinced that allocating more time and credit weight to the thesis would further enhance its academic depth and overall quality. Since the current level is generally adequate, a recommendation is considered sufficient. It is therefore recommended to strengthen the role of the final thesis within the curriculum.

For the Bachelor's programme in Geodesy and Geoinformatics, the experts additionally observed that the formal structure and presentation of the theses appear somewhat inconsistent. In order to ensure greater coherence and comparability, it is recommended to provide students with standardised guidance for the preparation of final theses.

Finally, the experts noted that many of the theses in the Geodesy and Geoinformatics programme rely heavily on paper-based cartographic components. While this is not fundamentally problematic, the experts encourage the department to make greater use of digital tools and formats in thesis work, reflecting current professional practice and technological developments.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 2:

In its statement, the university explains that each course includes a mid-term and a final assessment in accordance with national regulations. The mid-term assessment often takes the form of project-oriented tasks and evaluates theoretical knowledge, practical skills, and students' independent work throughout the semester, while the final assessment aims to provide a comprehensive evaluation of the learning outcomes of the course.

The expert panel acknowledges the institution's explanation of its assessment system and welcomes the fact that mid-term assessments are often project-oriented and aimed at developing students' practical competencies and independent learning skills.

In the panel's view, modules should ideally conclude with one examination in order to assess the learning outcomes of the entire module in an integrated manner. A reduced number of examinations would also allow for a more in-depth assessment of students' knowledge and competencies, whereas a high number of individual assessments may encourage a more superficial coverage of content. At the same time, limiting the number of examinations helps to manage the overall assessment workload and supports the feasibility of the study programme. The recommendation is intended to encourage the university, within the framework of the national regulations, to identify possible areas where such an approach could be implemented. Even if not all assessments take the form of written examinations, the overall assessment workload for students nevertheless remains. The panel therefore maintains the recommendation.

In its statement regarding the role of the final thesis in the curriculum, the university explains that although the final thesis is formally allocated 4 ECTS credits in the curriculum, the work is developed step by step throughout the study programme. Students select their thesis topic already in the third year, subsequent course assignments are linked to this topic, and relevant data collection and research activities are carried out during the pre-diploma internship and practical phases in cooperation with partner organisations.

However, the experts are not yet fully convinced by the explanations provided. While the additional information clarifies how thesis-related activities are integrated into the study process, it does not fully address the concern regarding the academic weight and independent research character of the final thesis, particularly in view of the formal allocation of only 4 ECTS credits. From the experts' perspective, further measures may be necessary to ensure that the final thesis clearly reflects the level of independent academic work expected at the end of the programme. Therefore, the recommendation remains unchanged.

In addition, further examples of final theses were submitted with the statement. The experts acknowledge these additional materials; however, they still identify room for improvement regarding the scientific orientation of the theses. In particular, each thesis should be based on a clearly defined problem statement, embedded in an appropriate scientific context, and demonstrate the students' ability to apply analytical and methodological approaches independently. The scientific depth of the theses and their integration into current academic discourse should therefore be further enhanced. Therefore, the experts recommend further strengthening the academic and research-oriented character of the final thesis.

With regard to the recommendation on standardised guidance for the preparation of final theses in the Ba Geodesy and Geoinformatics programme, the university states in its

response that the standardised methodological guidelines for completing theses have been improved.

The expert panel welcomes this development. However, as the results of these improvements cannot yet be assessed, the panel maintains the recommendation.

Furthermore, within the framework of its response, the university submitted several examples of examination papers from all four study programmes. The expert panel considers the level of these examinations to be generally appropriate.

3. Resources

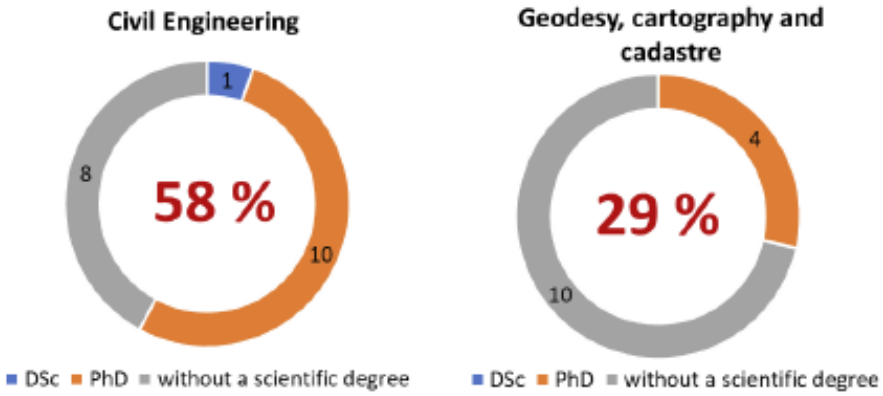
Criterion 3.1 Staff and Development

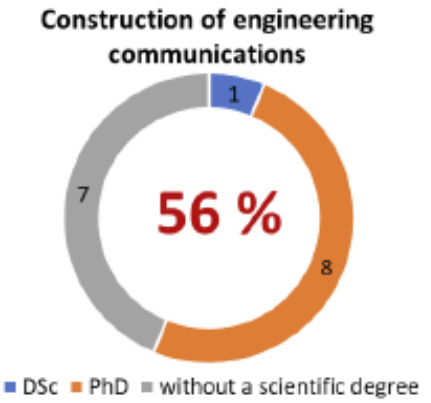
Evidence:

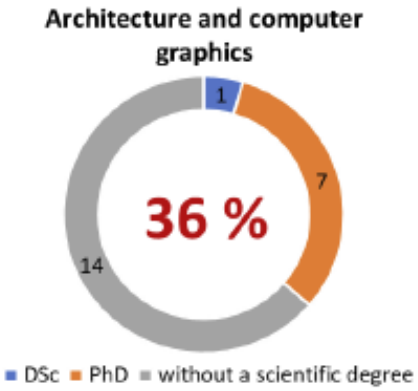
- Self-Assessment Report
- Order No. 53-2021 "Command of Education in Higher Education Institutions (Educational Aspects) on One Account, the Ratio of the Number of Teachers on Students Who Come on the Approval of Their Standards" (Appendix 21)
- "Decision on Approval of the Regulation on the Procedure for Recruiting Teaching Staff to Higher Educational Institutions on a Competitive Basis" (Appendix 20)
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The composition and qualification structure of the academic staff in the programmes under review are illustrated in the following figures, which present the proportion of Doctor of Science (DSc) and PhD holders within the respective study programmes. Within the national higher education system, the degree of Doctor of Science represents a higher doctoral qualification awarded beyond the PhD level.







The student-to-staff ratio is regulated at national level by Order No. 53-2021 of the Minister of Higher and Secondary Specialised Education. The prescribed ratios are:

- 1 teaching position per 16 students (full-time and evening study forms)
- 1 teaching position per 20 students (part-time study form)

According to the SAR, academic staff enhance their qualifications through various measures and are required to participate in professional development activities at least once every three years, as stipulated by rector's order. These activities include attendance at courses organised by national training centres (e.g. at the Tashkent Institute of Architecture and Construction and Tashkent State Technical University), enrolment in Master's and doctoral programmes, as well as internships and practical training at leading higher education institutions, research organisations, and industrial enterprises both domestically and abroad.

To evaluate professional and pedagogical performance, quality groups have been established within the faculties. These groups include experienced academic staff as well as qualified industry practitioners. They analyse classroom activities and monitor pedagogical performance. Evaluation results are discussed at faculty and University Council level. In addition, academic staff are assessed annually with regard to their teaching, research, methodological contributions, engagement with students, and community activities.

Recruitment procedures require candidates to deliver open lectures and present their teaching competences at department and faculty level. Recommendations are forwarded to a university working group chaired by the rector, which makes the final employment decision following interviews. Newly recruited academic staff are assigned experienced mentors and attend their classes in order to develop teaching competences.

With regard to research and internationalisation, the SAR states that academic staff actively participate in national and international conferences. Over the past five years, more than 1,000 publications (articles and conference papers) have been produced by

departmental staff. Conferences have taken place in numerous countries, including the USA, Canada, Germany, Russia, Belarus, Turkey, France, Kazakhstan, Azerbaijan, South Korea, and India. Research activities include publications in internationally indexed journals, monographs, conference contributions, and the implementation of scientific projects. The SAR provides examples of how research projects are integrated into specific modules within the curricula.

In order to enhance practice-oriented teaching, highly qualified industry specialists are regularly involved in the educational process. Their participation aims to strengthen practical training, provide insight into modern technologies, and support cooperation with sector enterprises. In addition, leading scientists and professors from foreign higher education institutions and research organisations are involved in teaching.

The experts confirm that the composition, professional orientation, and qualifications of the teaching staff are, overall, suitable for the successful delivery of the degree programmes under review.

The experts note that the continuous professional development of the teaching staff contributes positively to maintaining the academic standard and supporting the desired level of education. In this regard, they particularly welcome the structured opportunities for didactic training and professional development. These measures are regarded as an important instrument for safeguarding teaching quality and are perceived positively by the academic staff.

During the discussions, the teaching staff explained that their weekly teaching load amounts to approximately 8 to 11 academic hours. The remaining working time is allocated to research activities. Administrative tasks do not form part of the regular responsibilities of academic staff.

While the experts assess the overall staffing situation positively, they also identify certain areas for further development. In particular, they reflected on whether the current proportion of academic staff holding a PhD is sufficient to further enhance the academic depth and long-term development of the programmes.

During the discussions with the rector, the experts learned that the university has set the strategic objective of increasing the proportion of academic staff holding a PhD to 70% by 2030. The experts expressly support this objective and consider it a meaningful step towards consolidating the academic foundation of the programmes. In line with this strategic goal, the experts also recommend increasing the proportion of academic staff holding a PhD.

Furthermore, the experts are of the opinion that the programmes would benefit from an even stronger integration of international experience, not only with regard to student mobility (see Criterion 1.3 Curriculum), but also in relation to academic staff. While the university is clearly progressing in this regard, the experts consider that additional efforts could further enhance international exposure and academic exchange. It is therefore recommended to further strengthen the outgoing mobility of the teaching staff.

In this context, the experts also emphasise the importance of English language proficiency as a prerequisite for international cooperation, networking, and participation in global academic discourse. It is therefore also recommended to strengthen the English language proficiency of the teaching staff.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the SAR, the university provides sufficient personnel resources and organisational structures to offer individual academic and general consultation, monitoring, and support to students in both academic and administrative matters. Academic staff and designated advisors are available to assist students in subject-related issues, while institutional units support students in resolving administrative and procedural concerns.

The SAR further indicates that, in cases where difficulties arise during the course of studies, appropriate support mechanisms are in place to identify solutions and enable students to continue their studies successfully. For example, due to family circumstances, academic arrears, or health-related reasons, some students may not be able to accumulate the required credits within the standard timeframe. In such cases, the duration of study may be extended up to a maximum of eight years from initial enrolment in accordance with national regulations. On average, approximately 2–3% of students per academic year are unable to progress to the next year of study for such reasons. Data on non-progression over the past five years is collected and documented in order to enhance transparency and support the continuous improvement of the educational process.

In addition to formal support structures, departments organise academic circles (subject-related student clubs) in which students may engage in scientific and research-related

activities during their free time according to their interests. Faculty members are assigned as academic advisors to student groups and provide ongoing guidance.

Administrative student support is coordinated primarily through the Registrar's Office, which accompanies students throughout their academic journey from admission to graduation. Services include course registration advising, support in the implementation of the credit-module system, clarification of academic regulations (e.g. GPA calculation, retakes, academic debt), provision of examination information, processing of academic leave and reinstatement applications, management of student transfers, and issuance of official certificates and documentation.

For first-year students, a one-week orientation programme is organised at the beginning of their studies, including introductory sessions, information events, and meetings designed to familiarise them with university structures, regulations, and student life. At the beginning of each semester, a "Credit Week" is held to support students in selecting elective courses. Through these measures, students are introduced to the structure of the study programmes, their rights and responsibilities, and the functioning of the credit-module system. Updates and regulatory changes are communicated via the university's official website and social media channels.

The experts confirm that sufficient human resources and appropriate organisational structures are in place to provide individual subject-specific and general counselling, supervision, and support for students, as well as to handle administrative and technical matters effectively. The support structures described in the SAR were comprehensible during the on-site discussions and appear to function reliably in practice.

In discussions with the students, the experts gained the impression that the available support services are well known and accessible. The vast majority of students indicated that they are aware of where to obtain advice, counselling, and support for academic matters as well as for personal concerns. Students also expressed overall satisfaction with the support provided by teaching staff and administrative units.

Furthermore, students confirmed that there are sufficient opportunities for extracurricular engagement, including participation in student unions, academic circles, and clubs. The experts consider these opportunities to contribute positively to student life and to the development of social and personal competencies alongside academic studies.

Criterion 3.3 Funds and Equipment

Evidence:

- Self-Assessment Report
- Inspection of the facilities and laboratories
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the SAR, the campus of FSTU comprises 29 buildings, including educational and laboratory facilities, a technopark, an administrative building, information resource centres, sports halls, and seven student dormitories. In total, the university provides 340 classrooms, 89 lecture halls, 70 laboratories, 146 seminar and practical training rooms, and 35 computer rooms.

For the programmes under review, the SAR indicates that each department provides subject-specific laboratory facilities and technical equipment intended to support the practical and application-oriented elements of the curricula.

- The Civil Engineering programme is supported by laboratories for materials testing, soil mechanics, foundation analysis, reinforced concrete structures, and earthquake resistance studies.
- The Geodesy and Geoinformatics programme is equipped with surveying instruments (including total stations and GNSS equipment), software for digital mapping, and facilities for field and construction-related geodetic work.
- The Construction and Operation of Engineering Communications programme provides laboratory facilities for hydraulics, ventilation, heating systems, water supply and wastewater treatment, and heat technology.
- The Architecture programme offers specialised computer rooms for BIM and AI-based design, as well as workshop facilities for architectural modelling and design courses.

All departments maintain close cooperation with relevant industrial enterprises and public institutions, where students may conduct internships, research projects, and graduation theses. In several cases, department branches have been established within partner institutions to strengthen practical training and industry integration.

The university reports continuous investment in laboratory equipment and educational resources over recent years.

The Information Resource Center (IRC) was comprehensively modernised and provides extensive study facilities, including multiple reading rooms, electronic workstations, and round-the-clock access to selected study areas. The IRC offers access to electronic databases, e-books, and international information resources. It is fully equipped with modern IT infrastructure, Wi-Fi coverage, and high-speed internet connectivity.

During the on-site visit, the experts were able to inspect the facilities and laboratories of the programmes under review. Based on these observations, they confirm that the available infrastructure and technical equipment provide a solid basis for delivering the degree programmes. The general condition and functionality of the facilities appear appropriate to support the intended learning outcomes.

At the same time, the experts noted that in several of the laboratories key machines and experimental set-ups are available only once. They expressed concern that, under such conditions, experiments may primarily be demonstrated by teaching staff rather than carried out independently by students. In order to ensure sufficient hands-on experience and to allow students to conduct experiments in parallel, it is recommended to increase the number of laboratory workstations and relevant equipment.

Furthermore, the experts were not yet able to gain a comprehensive overview of how the long-term financial sustainability of the programmes is ensured. They therefore request the university to submit a general overview of the funding of the programmes over the past five years in order to better assess the financial framework conditions.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 3:

Criterion 3.1

In its statement regarding the recommendation to increase the proportion of teaching staff holding a PhD, the university explains that, in line with its development strategy, the share of academic staff with a PhD is planned to be gradually increased over the next five years. In recruitment procedures, holding a PhD or DSc degree is considered a priority criterion, and additional financial incentives are provided for academic staff with such qualifications. Furthermore, qualified specialists with academic degrees from both national and international higher education institutions are actively involved in teaching and research activities. The expert panel welcomes these measures and considers the university to be on the right track; however, as the intended developments will take time to materialise, the panel maintains the recommendation.

With regard to the recommendation to strengthen the outgoing mobility of teaching staff, the university states in its response that the experts' recommendation has been taken into account. According to the institution, the annual departmental plans to increase the international academic mobility of professors and teachers have been expanded and the funding mechanism has been simplified. The expert panel welcomes these measures; however, as their impact remains to be seen, the recommendation remains in place.

In its statement on the recommendation to strengthen the English language proficiency of the teaching staff, the FSTU explains that improving English skills forms part of the university's international development strategy. According to the institution, free English courses and intensive training are regularly organised for professors and teachers, the acquisition of international language certificates (e.g. IELTS, TOEFL) is encouraged, and joint lectures in English with professors from foreign universities are gradually being established. The expert panel welcomes these measures; however, as their long-term effects remain to be seen, the recommendation remains in place.

Criterion 3.3

In its response, the university explains that departments report their laboratory needs on an annual basis and that these requirements are considered in the university's cost planning. In addition, laboratory facilities have been established at partner enterprises, allowing students to use existing equipment at these locations. The expert panel acknowledges these measures. However, the panel remains of the view that increasing the number of laboratory workstations and equipment at the university could further improve learning conditions and enable more students to gain hands-on practical experience. For this reason, the panel maintains the recommendation.

In the subsequently submitted documents (Appendix 1), additional information on the financing of the FSTU is provided. According to these documents, the university's activities are financed through allocations from the state budget, tuition fees, revenues from economic activities and service contracts, sponsorship donations and grants, as well as other sources permitted by law. For 2025, financing is to be ensured through adjustments within the existing state budget allocations to the responsible ministries, while from 2026 onwards the funding is to be directly included in the parameters of the State Budget. The expert panel therefore considers the financial basis for the implementation of the study programmes to be ensured.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Self-Assessment Report
- Module handbooks
- Programme websites:
    - Civil Engineering: https://civil.fstu.uz/view/1
    - Geodesy and Geoinformatics: https://civil.fstu.uz/view/4
    - Construction and Operation of Engineering Communications: https://civil.fstu.uz/view/2
    - Architecture: https://civil.fstu.uz/view/5
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The university has submitted module descriptions for the study programmes under accreditation. These module descriptions include the required information, namely the module title, the responsible person(s), teaching methods, credits and workload, intended learning outcomes, module content, admission and examination requirements, forms of assessment including details on grade calculation, recommended literature, and the date of the last amendment.

The experts confirm that the submitted module descriptions generally contain the essential information and are structured in a transparent and comprehensible manner. They therefore provide an appropriate basis for understanding the content, intended learning outcomes, and assessment modalities of the individual modules.

However, the experts noted that module descriptions are not available for all curricular components. In particular, the final thesis and the internships are not consistently reflected in the module documentation. As these elements form an integral part of the curriculum and carry credits, complete and transparent documentation is required. The university is therefore required to provide module descriptions for all modules, including the final thesis and internships.

Furthermore, the experts observed that the module handbooks are currently only accessible internally and are not published on the university's website. In the interest of transparency and international visibility, it is recommended to make the module handbooks,

including the English-language versions, publicly available on the website once the ongoing website revision has been completed.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-Assessment Report
- Sample Diploma Supplements
- Discussions during the audit

Preliminary assessment and analysis of the experts:
The experts confirm that, upon graduation, students automatically receive a diploma together with a Diploma Supplement, which is issued in English. The Diploma Supplement provides comprehensive information on the qualification profile and individual academic performance of graduates and clearly situates the degree programme within the national and European higher education framework. Module grades and ECTS credits are documented, and the calculation of the final grade is explained in a transparent manner.

During the audit, the experts sought clarification regarding the automatic issuance of the Diploma Supplement, as the wording in the Self-Assessment Report could be understood as implying that an application might be required. The programme coordinators clarified that this is not the case and that all graduates receive a Diploma Supplement automatically. The experts explicitly welcome this practice, as the Diploma Supplement is a key instrument for transparency and international recognition, particularly for a university with a strong strategic focus on internationalisation.

However, the experts note that the Diploma Supplement does not include statistical data on the distribution of final grades, as required by the ECTS Users' Guide. The inclusion of such data is considered necessary to allow an appropriate interpretation of individual grades. The university is therefore required to ensure that the Diploma Supplement contains statistical information on grade distribution in line with the ECTS Users' Guide.

In addition, the experts ask the university to submit sample diplomas, transcripts of records, and Diploma Supplements for each study programme. These documents should reflect the current programme titles, as the versions provided during the evaluation still contained previous designations.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- Law No. O‘RUZ-637 “About Education” (Appendix 11)
- Resolution No. 824 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020, “On Measures to Improve the System of Organizing the Educational Process at Higher Education Institutions” (Appendix 9)
- Website for the Code of Conduct (Uzbek only): https://fstu.uz/view-page/198
- Programme websites:
    - Civil Engineering: https://civil.fstu.uz/view/1
    - Geodesy and Geoinformatics: https://civil.fstu.uz/view/4
    - Construction and Operation of Engineering Communications: https://civil.fstu.uz/view/2
    - Architecture: https://civil.fstu.uz/view/5
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the SAR, the internal regulatory framework of Fergana State Technical University is primarily defined by a comprehensive Code of Conduct. This document sets out ethical standards and rules of behaviour for professors, administrative staff, students, and doctoral candidates. It regulates mutual relations within the educational process, outlines the responsibilities of students, defines prohibited conduct, and establishes general principles governing interaction between university management, academic staff, and students.

In addition, the activities of the university are regulated by the University Charter, which constitutes the overarching institutional legal framework. The Charter defines the organisational structure, governance bodies, and the general rights and obligations of academic and administrative staff.

The SAR further indicates that students are systematically informed about relevant regulations and institutional procedures. First-year students participate in a one-week orientation programme introducing them to the university’s organisational structures, internal regulations, and student life. Additional regulatory updates and institutional information are communicated via the university’s official website and social media channels.

The Code of Conduct was developed in accordance with national legislation, including the Law “About Education” of the Republic of Uzbekistan and relevant presidential decrees and

governmental resolutions concerning professional ethics and anti-corruption measures. It defines the rights and obligations of professors, staff, students, and doctoral candidates and is based on principles such as the rule of law, protection of citizens' rights and freedoms, fairness, integrity, impartiality, and professional responsibility.

The experts note that the Code of Conduct is publicly available on the university's website. However, it was not provided in an English translation within the framework of the accreditation procedure. Consequently, the experts were not in a position to fully assess its content, including the specific regulation of the rights and obligations of the various university stakeholders.

Furthermore, the experts observed that several study programme-related regulations are not publicly accessible in a comprehensive and transparent manner in a consolidated format. While certain aspects are regulated at national level, for example general admission provisions within the Law "On Education" or related governmental resolutions, programme-specific regulations such as detailed study and examination rules, grading scales, regulations concerning internships and final certification, recognition and transfer of credits, as well as complaints and appeals procedures were not available in a clearly structured and publicly accessible form.

While the experts understand that the university's website is currently undergoing revision, they emphasise that all study programme-relevant regulations must be publicly available in the language of instruction of the respective programme. In view of the university's strategic objective of strengthening internationalisation, the publication of English-language versions of the relevant regulations is also considered advisable. The experts therefore conclude that it is necessary to ensure that all relevant study-related regulations are publicly available and accessible to all stakeholders in a consistent and transparent manner.

The experts furthermore request that the Code of Conduct and the University Charter be submitted in an English translation as part of the university's statement.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 4:

Criterion 4.1

In its statement regarding the module descriptions, the university refers to SAR Tables 1.3.4–1.3.7, stating that these contain all relevant information on the modules, including the final thesis and internships. The expert panel points out that the SAR is an internal document prepared for the accreditation procedure and cannot replace proper module descriptions accessible to students and other stakeholders. In addition, the tables still refer

to the former short internship formats, which, according to the discussions during the site visit, are no longer current. The requirement therefore remains in place.

The same applies to the recommendation to publish the revised module descriptions on the website. The curricular overview available on the programme websites only provides a very general overview of individual courses and their contents and therefore does not replace comprehensive module descriptions. The recommendation therefore remains in place.

Criterion 4.2

In its statement on the Diploma Supplement, the university indicates that revisions to the format have been planned in response to the requirement issued by the expert panel. According to the institution, starting from the 2025/2026 academic year, the percentage distribution of final grades for each study programme will be included. The expert panel welcomes this intention; however, as no updated Diploma Supplement documents have been provided, the requirement remains in place until the implementation can be verified.

Furthermore, no revised Diploma Supplements reflecting the current English programme titles were submitted. The university must therefore also ensure the consistent use of the correct English programme title in the Diploma Supplement.

Criterion 4.3

With regard to the requirement on accessibility and publication of all relevant study-related regulations, the FSTU states that all regulatory documents related to the educational process are published in a consistent and transparent manner on the university's official websites (civil.fstu.uz and fstu.uz) and are accessible to all interested parties. In addition, the university submitted a translated version of the FSTU Charter, which defines the relevant rules and responsibilities for students, teaching staff, and the institution. The Code of Conduct, contained in the student handbook, was also provided. Based on these documents, the expert panel considers the requirement to be fulfilled.

5. Quality Management: Quality Assessment and Development

Criterion 5 Quality Management: Quality Assessment and Development

Evidence:

- Self-Assessment Report
- Regulations of the Department of Education Quality Control (Appendix 25)
- Sample of the Student Survey (Appendix 26)
- Sample of the Lecturer Survey (Appendix 27)
- Sample of the Employer Survey (Appendix 28)
- Discussions during the audit

Preliminary assessment and analysis of the experts:
According to the SAR, the quality of education at the university is managed by the Department for Quality Control of Education. The activities of this department are regulated by an internal regulation approved by rector's order after discussion at the University Council. This regulation serves as the main governing document for the department's work.

The primary responsibilities of the department include monitoring students' knowledge in accordance with state educational standards, enhancing the quality of education, organising internal attestations, identifying factors that negatively affect educational quality, and developing measures to prevent and eliminate such shortcomings. The department regularly reviews student performance and formulates recommendations for improving the educational process. Based on the outcomes of internal attestations, measures are implemented to enhance teaching quality and further develop the qualifications of academic staff.

Student surveys are conducted on a regular basis to assess the quality of education, the effectiveness of the educational process, and the competitiveness of graduates in the labour market. In addition, surveys are carried out among academic staff to evaluate aspects such as scientific and practical activities, participation in curriculum development, the use of modern teaching methods, and perceptions of educational quality. The Department for Quality Control of Education analyses and summarises the results of these surveys. Analytical reports are submitted to the rector and the vice-rector for academic affairs, and the findings are discussed in the Academic-Methodological Council as well as in meetings of the university management, faculties, and departments.

The SAR further indicates that external stakeholders are involved in the continuous development of educational programmes. Specialists from industrial enterprises, research institutes, and foreign universities contribute to reviewing and updating curricula. Educational programmes and student activities are regularly evaluated in order to identify strengths and weaknesses and to introduce improvements where necessary. For example, a survey among 244 employers was conducted to assess the quality of education and the alignment of professional competencies with labour market needs. Employers evaluated graduates' theoretical knowledge, practical preparation, technological skills, and soft skills. While theoretical preparation was generally rated positively, employers identified a need for strengthening practical training, the application of modern technologies, and the development of soft skills such as teamwork, initiative, and communication abilities. The survey results are discussed within the university's academic bodies, and corresponding measures are derived. In addition, the university organises annual seminars and roundtable discussions with employers to discuss curricula, support graduate employment, and coordinate internship placements.

The experts confirm that a structured quality management system is in place at the university and that the study programmes are subject to regular review and further development. The involvement of external stakeholders, including representatives from industry, appears to be well established. During the discussions, industry representatives expressed a high level of satisfaction with their integration into curriculum development and quality assurance processes.

In discussions with the university management and students, the experts learned that student surveys are conducted twice per semester, following the intermediate and final assessments. The surveys include open comment sections and are carried out anonymously. According to the information provided, the results are published on an internal online platform accessible to students. Students confirmed that they are aware of this system, that they can express critical feedback freely, and that teaching staff react to suggestions, for example by providing additional materials or adapting teaching approaches. Students also confirmed that they are able to access the survey results online.

While the experts acknowledge that survey results are, in principle, accessible and that students are aware of this possibility, they consider that a more systematic discussion of survey outcomes within the respective modules could further strengthen the feedback loop. However, as transparency is ensured and students confirmed their awareness of the system, the experts do not regard a formal requirement as necessary. They therefore recommend discussing survey results with students in class in order to further enhance the effectiveness of the quality cycle.

With regard to the formal framework of the quality management system, the experts recognise that procedures for evaluation and programme development are in place. However, it remained unclear where the processes, responsibilities, and cycles of quality assurance activities are formally defined and documented. The university indicated that these aspects are regulated in the Charter of Fergana State Technical University. As this document was not available in English translation, the experts were not in a position to verify the formal allocation of responsibilities and procedures.

Furthermore, while templates of survey instruments were provided, the actual survey results were not submitted. The experts therefore request that the university provide the results of recent surveys as part of its statement. This request is particularly relevant in view of the monitoring of student workload, which, according to the information available, is not explicitly covered by the current survey instruments (see Criterion 1.5 Workload and Credits).

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 5:

In its statement, the university explains that at the end of each semester the results of student surveys are summarised and the identified problems and suggestions are discussed in meetings of the student council, the university council, and the student union. The summarised results are also published in the university's internal information system.

The expert panel welcomes the described survey practice and the discussion of the results within the university council. However, the measures described do not yet fully address the intention of the recommendation. In particular, discussing the results with students during the running semester within the respective courses would help close the feedback loop, enable dialogue between students and teaching staff, and provide lecturers with the opportunity to explain the design of their courses. Therefore, the expert panel maintains its recommendation.

Furthermore, within the framework of its response, the university submitted a translated version of the Charter, which also addresses aspects of quality monitoring. According to the document, public councils are tasked with monitoring the quality of education, reviewing the pedagogical performance of teaching staff, conducting student surveys, and preparing recommendations for the further development of the educational process to be discussed by the university council.

However, the submitted documents do not provide sufficient information on the detailed structure of the quality assurance system. In particular, it remains unclear how the system is organised in practice, how regularly surveys are conducted, which stakeholders are

involved, and how the results influence the definition of learning outcomes and the further development of the curriculum.

The previously submitted *Regulations of the Department of Education Quality Control* of the Fergana Polytechnic Institute (for the FSTU, no adapted document appears to have been provided) seem to be the only document that addresses aspects of the quality assurance system in more detail. The document lists, among others, the ongoing conduct of social surveys among students, parents, teaching staff, and employers in order to improve the social environment, personnel training, and the quality of education, as well as the development of recommendations based on the results of such surveys. However, these provisions are not specifically tailored to the FSTU and remain rather general in nature, providing limited information on how the processes are implemented in practice. Nor is there any description of how often learning outcomes and the curriculum are revised. The university is therefore required to revise the quality assurance system by clearly defining and formally documenting processes and responsibilities, making it binding for all stakeholders, and publishing it transparently.

In addition, no results of surveys regarding the satisfaction of relevant stakeholders (especially the students) with the programmes were provided. The expert panel is therefore not in a position to assess whether such surveys are in fact conducted on a regular basis and how their results are used for the further development of the programmes. The university is therefore required to ensure that regular surveys are conducted among all relevant stakeholders, including students, teaching staff, alumni and industry partners, and that the results are used in the internal quality assurance and improvement processes.

E Additional Documents

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

D 1. Information on the **validity** period of the **national accreditation**.
D 2. An anonymised **sample of Diploma, Transcript, and Diploma Supplement** (English), including ECTS/credit explanations and grading scale for each study programme.
D 3. A corrected version of **Appendix 6** (Curricular Overview for Communications).
D 4. The **curricular overview/syllabus** as provided with the final theses during the on-site visit.
D 5. The **FSTU Charter** in English.
D 6. The **Code of Conduct** in English.
D 7. The complete set of **programme-relevant regulations** (English), including admission regulations, language requirements, study and examination rules, grading scale, internships, thesis/final certification, recognition/transfer of credits, and complaints/appeals procedures.
D 8. **Student survey results** and data on **workload monitoring** (e.g. student workload survey results, pass rates by module, identification of problem modules) and related actions taken.
D 9. **Statistical data** on pass rates, grade distributions, repeat rates for key modules, and actions taken.
D 10. Evidence of systematic **didactic training** and measures for teaching quality evaluation.
D 11. An explanation of how the **quality** of **lecturers from industry** is assured (maybe included in the Charta?).
D 12. An overview of the **approximate funding** amounts over the past five years.
D 13. Examples of some **exams** from each study programme.

F Comment of the Higher Education Institution (10.03.2026)

The institution provided a detailed statement:

Regarding Criterion 1:

Publication of learning outcomes

“The intended learning outcomes (LOs) of the study programme have been formally developed, approved, and embedded in the official curricular documents.

The learning outcomes are aligned with the requirements of the State Educational Standard. They are reflected in the programme’s qualification framework and are formulated based on clear, measurable, and assessable criteria.

The learning outcomes are published on the University’s official website (on the programme page), in the student handbook, and in the course syllabi, ensuring transparency and accessibility for all relevant stakeholders.

Students are introduced to the learning outcomes at the beginning of their studies. For each course, the learning outcomes are explicitly stated and linked to the assessment criteria.

Furthermore, the learning outcomes are regularly reviewed and updated with the involvement of employers, industry experts, and academic staff to ensure continuous improvement.”

Ba Civil Engineering: Indicate the focus on building construction in the Diploma Supplement

“In accordance with Order No. 168 dated 20 May 2024 of the Minister of Higher Education, Science and Innovation, the ‘State Educational Standard for Higher Education: Classifier of Higher Education Study Programmes and Specializations’ (UzDSt 3557:2021) was approved.

Starting from the 2025–2026 academic year, graduates of the BA Civil Engineering programme will be awarded a diploma with the qualification title ‘Construction Engineering (Building and Structures)’.”

Ba Construction and Operation of Engineering Communications: Indicate the specific profile of the programme in the Diploma Supplement

"This recommendation was taken into account and, accordingly, the relevant regulatory documents were issued to change the profile of the course for admission to the new 2026-2027 academic year."

Strengthening of outbound and inbound student mobility

"The University considers academic mobility (inbound and outbound) as a key factor in ensuring the quality of education and is implementing the following measures:

- Joint programs such as 2+2 (bachelor's) and 1+1 (master's) have been established in selected study programmes;
- A mechanism for the mutual recognition of credits earned at local and foreign universities during students' academic mobility has been implemented;
- Three language centers (English, Japanese, and Chinese) operate at the University, providing opportunities for both teaching staff and students to learn foreign languages;
- Foreign professors and academic staff are actively involved in the University's educational and research processes;
- Special groups for courses taught in English have been organized across all study programmes;
- The participation of teaching staff and students in international exchange programs, including Erasmus+, NSP, and Fulbright, is actively promoted."

Strengthening the English language proficiency of the students

"Lecturers and students who conduct course presentations, final qualification projects, master's dissertations, design projects, and independent learning activities in English are systematically encouraged and recognized.

The existence of language teaching centers at the University, along with the requirement for language certificates for students intending to pursue master's studies, significantly contributes to improving students' English proficiency. For young students who obtain language certificates, the state provides coverage of examination fees.

In addition, free supplementary English courses and speaking clubs have been established to further enhance language skills.

The University's online distance learning platform offers students free access to resources and practice examinations for independent learning.

Furthermore, foreign experts are actively engaged in the University's educational and research activities within the framework of international cooperation."

Student workload evaluation

„In accordance with Resolution No. 824, one credit corresponds to 25–30 hours of student workload, with the distribution between contact hours and independent study set at 40–60% or 50–50%, depending on the course.

Student workload across all study programmes is systematically monitored and evaluated by the University. At the beginning of each academic year, an anonymous survey is conducted among students regarding the allocation of credit hours and the ratio between contact and independent study hours.

The results of the survey are discussed and approved by the University Council."

Regarding Criterion 2:

Number of examinations

"In accordance with Resolution No. 3069 of the Cabinet of Ministers of the Republic of Uzbekistan, the student assessment system for each course includes two types of evaluation: one mid-term assessment and one final assessment.

Based on a decision approved by the University Council, a step-by-step assessment system is applied throughout the semester to develop students' independent learning skills and to foster practical competencies. The first (mid-term) assessment is aimed at evaluating students' theoretical knowledge and practical skills, while the second assessment focuses on a comprehensive evaluation of class activities, laboratory work, projects, and independent learning assignments (not an exam). The final assessment evaluates the overall learning outcomes for the module.

Mid-term assessments are often project-oriented, depending on the nature of the course. Independent work, practical assignments, laboratory reports, course works, and projects completed by students are accepted as evidence of learning.

The final assessment is conducted in accordance with the curriculum and course programmes and is designed to provide a comprehensive evaluation of the student's knowledge, skills, and competencies acquired in the course."

Final theses

“According to the curriculum, although 4 credits are allocated for the completion of the diploma (final qualification) project, the academic and professional significance of the work extends well beyond the credit volume indicated in the study plan.

Due to the specific characteristics of the study programme, the diploma project is developed by students in a step-by-step manner throughout their studies. At the beginning of the 3rd year, students are provided with a bank of diploma project topics and select their preferred topic based on their interests. In subsequent semesters, assignments within specialized courses are integrated with the selected diploma project topics.

During the pre-diploma internship planned for 4th-year students, students collect necessary data, conduct experimental research, and carry out laboratory tests as part of their diploma projects.

The study programmes include a dual-education component, where, based on agreements with partner organizations (design and construction companies, design institutes, and innovation centers), at least one course per semester is conducted directly at production enterprises. These practical activities support students in defining the research direction of their diploma projects.”

For the Ba Geodesy and Geoinformatics: Standardised guidance for the preparation of final theses

“The standardized methodological guidelines for completing theses have been improved.”

Regarding Criterion 3:

Staff development

„In line with the University’s development strategy, the proportion of academic staff holding a PhD degree is planned to be gradually increased over the next five years.

In recruitment competitions for vacant positions, holding a PhD or DSc degree is considered a priority criterion. Professors and lecturers with a PhD or DSc degree are eligible for additional financial incentives of 30–60% provided by the state. Additionally, the scientific supervisors of researchers are also encouraged.

Qualified specialists with academic degrees from both local and foreign higher education institutions are actively involved in the University’s teaching and research activities.“

Strengthening the outgoing mobility of the teaching staff

“The recommendations of experts were taken into account, and the annual plan for departments to increase the international academic mobility of professors and teachers was increased, and the funding mechanism was simplified.”

Strengthening the English language proficiency of the teaching staff

“The recommendations of experts are fully consistent with the university's international development strategy. Systematic work is being carried out to improve the English language proficiency of professors and teachers. The university regularly organizes free English language courses and intensive training for professors and teachers. Obtaining IELTS, TOEFL and other international certificates is encouraged. Joint lectures on specialized subjects in English with professors from foreign universities are gradually being established.”

Increase the number of laboratory workstations and equipment

“Each year, a survey is taken from departments regarding laboratory needs and is included in the university's annual cost estimate.

In the department branches created in collaboration with manufacturing enterprises, laboratory rooms have been established at the enterprise and the opportunity to use existing equipment has been created.”

Regarding Criterion 4:

Module descriptions

“According to the SAR table 1.3.4-1.3.7 given all information about modules including the final thesis and internships.”

Diploma Supplement

“In accordance with the experts’ recommendations, revisions to the Diploma Supplement format have been planned. As of the 2025/2026 academic year, the percentage distribution of final grades for each study programme will be included.”

Accessibility and publication of all relevant study-related regulations

“All relevant regulatory documents related to the educational process are published in a consistent and transparent manner on the university’s official website civil.fstu.uz and fstu.uz. Access to and use of the site is open to all interested parties.”

Regarding Criterion 5:

Discuss the survey results with the students

“At the end of each semester, the results of the student survey are summarized. The problems and suggestions identified based on the survey results are discussed at meetings of the student council, university council, and student union. The summarized results are published in the university's internal information system.”

Furthermore, the university handed in the following additional documents:

- Appendix 1 Appendix 1 ON MEASURES FOR FURTHER IMPROVEMENT OF THE ACTIVITIES OF HIGHER EDUCATIONAL ORGANIZATION.pdf
- Appendix 2 Akkreditatsiya sertifikati 2019.pdf
- Appendix 3 An overview of the bachelor's curriculum BA 60730400 - COEC.pdf
- Appendix 4 [Final state examination and project report samples]
- Appendix 5 Charter FSTU.pdf
- Appendix 6 Student Handbook FSTU.pdf
- Appendix 7 On organizing the educational process en.pdf
- Appendix 8 Didactic training.pdf
- Appendix 9 MODEL PROCEDURE.pdf
- Appendix 10 [Examinations]

G Summary: Expert Recommendations (16.03.2025)

Taking into account the additional information and the comments given by the FSTU the experts summarise their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Accredited by German Engineers	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Civil Engineering	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council
Ba Geodesy and Geoinformatics	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council
Ba Construction and Operation of Engineering Communications	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council
Ba Architecture	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council

Requirements

For all degree programmes

A 1. (ASIIN 1.5) Implement a systematic process to regularly monitor and evaluate student workload.

A 2. (ASIIN 4.1) Provide module descriptions for all modules.

A 3. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.

A 4. (ASIIN 4.2) Ensure the consistent use of the correct English programme title in the Diploma Supplement.

A 5. (ASIIN 5) Revise the quality assurance system by clearly defining and formally documenting processes and responsibilities, making it binding for all stakeholders, and publishing it transparently.
A 6. (ASIIN 5) Ensure that regular surveys are conducted among all relevant stakeholders, including students, teaching staff, alumni and industry partners, and that the results are used in the internal quality assurance and improvement processes.

Recommendations

For all degree programmes

E 1. (ASIIN 1.3) It is recommended to further strengthen outbound and inbound student mobility.
E 2. (ASIIN 1.3) It is recommended to strengthen the English language proficiency of the students.
E 3. (ASIIN 2) It is recommended to reduce the total number of examinations.
E 4. (ASIIN 2) It is recommended to strengthen the role of the final thesis within the curriculum.
E 5. (ASIIN 2) It is recommended to further strengthen the academic and research-oriented character of the final thesis.
E 6. (ASIIN 3.1) It is recommended to increase the proportion of academic staff holding a PhD in line with the university's stated objective.
E 7. (ASIIN 3.1) It is recommended to further strengthen the outgoing mobility of the teaching staff.
E 8. (ASIIN 3.1) It is recommended to strengthen the English language proficiency of the teaching staff.
E 9. (ASIIN 3.3) It is recommended to increase the number of laboratory workstations and equipment to enable students to conduct experiments in parallel.
E 10. (ASIIN 4.1) It is recommended to publish the module handbooks on the website.
E 11. (ASIIN 5) It is recommended to discuss the survey results with the students in class.

For the Ba Civil Engineering

E 12. (ASIIN 1.2) It is recommended to clearly indicate the programme's focus on building construction in the Diploma Supplement.

For the Ba Construction and Operation of Engineering Communications

E 13. (ASIIN 1.2) It is recommended to clearly indicate the specific profile of the programme in the Diploma Supplement.

For the Ba Geodesy and Geoinformatics

E 14. (ASIIN 1.3) It is recommended to place a stronger emphasis on Geodesy and Geoinformatics within the programme curriculum.

E 15. (ASIIN 2) It is recommended to provide students with standardised guidance for the preparation of final theses.

H Comment of the Technical Committee 03 – Civil Engineering, Geodesy and Architecture (20.03.2026)

Assessment and analysis for the award of the ASIIN seal:

The TC discusses the procedure and follows the assessment of the experts without any changes.

Assessment and analysis for the award of the EUR-ACE® Label:

The Technical Committee deems that the intended learning outcomes of the degree programmes do comply with the engineering specific parts of the Subject-Specific Criteria of the Technical Committee 03 – Civil Engineering, Geodesy and Architecture. The TC also notes an above-average proportion of engineering-specific courses, and therefore recommends that the EUR-ACE seal be awarded to the Ba Architecture.

The Technical Committee 03 – Civil Engineering, Geodesy and Architecture recommends the award of the seals as follows:

Degree Programme	**ASIIN Seal**	**Accredited by German Engineers**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Ba Civil Engineering	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council
Ba Geodesy and Geoinformatics	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council
Ba Construction and Operation of Engineering Communications	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council

Degree Programme	ASIIN Seal	Accredited by German Engineers	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Architecture	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council

I Decision of the Accreditation Commission (27.03.2026)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The AC discusses the procedure and follows the assessment of the experts and the TC without any changes.

Assessment and analysis for the award of the EUR-ACE® Label:

The Accreditation Commission deems that the intended learning outcomes of the degree programmes do comply with the engineering specific parts of Subject-Specific Criteria of the Technical Committee 03 – Civil Engineering, Geodesy and Architecture.

The Accreditation Commission decides to award the following seals:

Degree Programme	**ASIIN Seal**	**Accredited by German Engineers**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Ba Civil Engineering	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council
Ba Geodesy and Geoinformatics	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council
Ba Construction and Operation of Engineering Communications	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council
Ba Architecture	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	Subject to the approval of the ENAEE Administrative Council

Requirements

For all degree programmes

A 1. (ASIIN 1.5) Implement a systematic process to regularly monitor and evaluate student workload.
A 2. (ASIIN 4.1) Provide module descriptions for all modules.
A 3. (ASIIN 4.2) Ensure that the Diploma Supplement provides statistical data on the distribution of final grades, as set out in the ECTS Users' Guide.
A 4. (ASIIN 4.2) Ensure the consistent use of the correct English programme title in the Diploma Supplement.
A 5. (ASIIN 5) Revise the quality assurance system by clearly defining and formally documenting processes and responsibilities, making it binding for all stakeholders, and publishing it transparently.
A 6. (ASIIN 5) Ensure that regular surveys are conducted among all relevant stakeholders, including students, teaching staff, alumni and industry partners, and that the results are used in the internal quality assurance and improvement processes.

Recommendations

For all degree programmes

E 1. (ASIIN 1.3) It is recommended to further strengthen outbound and inbound student mobility.
E 2. (ASIIN 1.3) It is recommended to strengthen the English language proficiency of the students.
E 3. (ASIIN 2) It is recommended to reduce the total number of examinations.
E 4. (ASIIN 2) It is recommended to strengthen the role of the final thesis within the curriculum.
E 5. (ASIIN 2) It is recommended to further strengthen the academic and research-oriented character of the final thesis.
E 6. (ASIIN 3.1) It is recommended to increase the proportion of academic staff holding a PhD in line with the university's stated objective.
E 7. (ASIIN 3.1) It is recommended to further strengthen the outgoing mobility of the teaching staff.
E 8. (ASIIN 3.1) It is recommended to strengthen the English language proficiency of the teaching staff.
E 9. (ASIIN 3.3) It is recommended to increase the number of laboratory workstations and equipment to enable students to conduct experiments in parallel.

E 10. (ASIIN 4.1) It is recommended to publish the module handbooks on the website.
E 11. (ASIIN 5) It is recommended to discuss the survey results with the students in class.

For the Ba Civil Engineering

E 12. (ASIIN 1.2) It is recommended to clearly indicate the programme's focus on building construction in the Diploma Supplement.

For the Ba Construction and Operation of Engineering Communications

E 13. (ASIIN 1.2) It is recommended to clearly indicate the specific profile of the programme in the Diploma Supplement.

For the Ba Geodesy and Geoinformatics

E 14. (ASIIN 1.3) It is recommended to place a stronger emphasis on Geodesy and Geoinformatics within the programme curriculum.
E 15. (ASIIN 2) It is recommended to provide students with standardised guidance for the preparation of final theses.

Appendix: Programme Learning Outcomes and Curricula

According to the SAR, the following objectives and learning outcomes (intended qualifications profile) shall be achieved by the Ba Civil Engineering:

"The objective of the Bachelor's degree programme […] Civil Engineering is to provide students with comprehensive theoretical knowledge and practical skills in the field of civil engineering, enabling them to design, construct, operate, maintain, and rehabilitate residential, public, and industrial buildings and structures. The programme aims to prepare graduates as highly qualified and competitive specialists capable of applying modern engineering solutions, innovative construction technologies, and sustainable practices, as well as managing construction processes, ensuring safety, quality, and energy efficiency in the built environment."

- LO 1 Demonstrates the ability to use knowledge of natural and mathematical sciences to select effective materials and designs, as well as to perform calculations for engineering systems, technologies, and equipment.
- LO 2 Is capable of developing calculations and design solutions for functional, safe, and cost-effective buildings and structures, based on normative requirements and a deep understanding of industrial and civil building architecture, design principles, and structural systems.
- LO 3 Skilled in designing building heating and gas supply, ventilation, water supply, and wastewater systems in accordance with standards; analyzing their operating principles; developing solutions for the effective integration of engineering networks; and designing buildings and structures that efficiently utilize green energy.
- LO 4 Students can use information technologies and computer software to automate the design of building structures and facilities, and is prepared to create project calculations and design solutions efficiently and in compliance with standards.
- LO 5 Has the capacity to communicate in Uzbek (Russian) and foreign languages, and has the capability to conduct business correspondence and documentation using specialized professional and scientific terminology.
- LO 6 Demonstrates an active civic position and self-awareness based on national identity and cultural values.
- LO 7 Understands the operating principles of electrical circuits, measurement methods, the structure of electrical machines and devices, and their safe operation; and is prepared to calculate and analyze electrical systems as well as solve practical engineering problems.

- LO 8 Is capable of performing calculations related to load-carrying capacity, strength, and stability; determining stress–strain states, stresses, and displacements; and developing analytical models while taking into account the types of construction materials and their physical properties.
- LO 9 Has the ability to apply global green building trends during the design and construction process, taking into account requirements for regulating and improving the energy efficiency of buildings and structures.
- LO 10 Can assess soil and rock properties based on geodetic, geological, and geotechnical investigation methods; conduct measurements and tests in the field and laboratory; prepare GPS topographic maps, geodetic plans and schemes, and geological/safety recommendations; and carry out design and research work for construction and infrastructure projects, taking geological and geodetic conditions into account.
- LO 11 Can design, perform calculations, and produce project results in the form of technical documentation using Building Information Modeling (BIM) when developing volumetric planning and design solutions in the construction industry.
- LO 12 Has the capacity to develop and implement construction projects while taking economic feasibility into account.
- LO 13 Can perform engineering analysis of construction materials and design solutions based on reliability, cost, and energy efficiency criteria.
- LO 14 Understands the composition, construction, and operating principles of construction machinery, transport equipment, and technological complexes used in construction and industrial processes; and is prepared to use them safely and efficiently, provide maintenance, manage operations, and design and implement integrated production construction processes.
- LO 15 Demonstrates knowledge in organizing and managing production processes during the construction of buildings and structures for various purposes.
- LO 16 Is prepared to assess earthquake loads and seismic risks, and to calculate, reinforce, model, and develop safe design solutions for the structural systems of buildings and facilities in accordance with seismic requirements.
- LO 17 Is capable of developing work production plans, construction organization plans, and other technical documentation for construction and installation works.
- LO 18 Is equipped to make project modifications and prepare cost estimates by selecting innovative design and technological solutions in accordance with regulatory documents.

- LO 19 Selects scientific research and analysis methods, and participates in the development, preparation, and implementation of design and technical documentation in accordance with current regulations and standards.

The following **curriculum** is presented:

Curriculum for the Bachelor's Degree in BA 60730300 – Civil Engineering

1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
Math1M16 – Mathematics 2 lectures, 3 practice sessions 6 ECTS	Phys2M26 – Physics 2 lectures, 1 practice session, 1 lab 6 ECTS	Math3M36 – Mathematics 2 lectures, 3 practice sessions 6 ECTS	MatResM46 – Strength of Materials 1 lecture, 2 practice sessions, 2 labs 6 ECTS	AICB1M56 – Architecture of Industrial and Civil Buildings 2 lectures, 3 practice sessions 6 ECTS	AICB2M66 – Architecture of Industrial and Civil Buildings 2 lectures, 3 practice sessions 6 ECTS	AICB3M76 – Architecture of Industrial and Civil Buildings 1 lecture, 4 practice sessions 6 ECTS	RCSS2M84 – Reinforced Concrete and Stone Structures 1 lecture, 3 practice sessions 4 ECTS
Phys1M16 - Physics 2 lec., 3 prac, 6 ECTS	Math2M26 - Mathematics 2 lec., 2 prac. 6 ECTS	Phys3M36 Physics 1 lec., 2 prac., 2 lab. 6 ECTS	HeatEngineerM44 Thermal engineering 1 lec., 1 prac., 1 lab. 4 ECTS	MechG1M56 - Soil mechanics, foundations and bases 2 lec., 2 prac., 1 lab. 6 ECTS	CM2M66 - Construction mechanics 2 lec., 3 prac. 6 ECTS	RCSS1M76 Reinforced concrete and stone structures 1 lec., 3 prac., 1 lab. 6 ECTS	ERBSM84 **Seismic Resistance of Buildings and Structures** 1 lec., 3 prac. 4 ECTS
ICG1M14 - Engineering and Computer Graphics 1 lec., 2 prac. 4 ECTS	ICG2M24 - Engineering and Computer Graphics 3 prac. 4 ECTS	ElectrM36 - Electrical equipment 1 lec., 2 prac. 6 ECTS	MS and PQMM44 - "Metrology, standardization and product quality management" 2 lec., 1 prac., 1 lab. 4 ECTS	CM1M56 - Construction mechanics 2 lec., 3 prac. 6 ECTS	MechG2M66 Soil Mechanics, Ground and Foundations 2 lec., 2 prac. 1 lab. 6 ECTS	EEBM76 - Energy-efficient buildings 1 lec., 4 prac. 6 ECTS	CPMET86 – Construction Planning, Management and Economics / OPCT86 – Organization and Planning of Construction / TCSST86 – Technology of Erecting Special Structures 2 lectures, 4 practice sessions 6 ECTS
GChemM16 - General Chemistry 2 lec., 2 prac., 2 lab. 6 ECTS	ITM25 - Information technologies 2 lec., 2 prac. 5 ECTS	ApplMechM34 - Theoretical Mechanics 2 prac. 4 ECTS	PBPT46 Designing business processes / BAT46 - Biznes tahlil 2 lec., 2 prac. 6 ECTS	TCPT56 – Construction Process Technology / WCT56 – wooden Structures / BPEEBET56 – Building Physics. Energy Efficient Building	TCBST66 – Technology of Construction and Installation of Buildings and Structures / DPST66 – Structural Dynamics and Stability / CST66 – Building Structures 2 lectures, 3	CTDBST76 – Computer Technologies in the Design of Building Structures / OPCT76 – Automation of the design of buildings and structures / BIMTT76 –	RBST84 – Reconstruction of buildings and structures / ATCBST84 – Assessment of the technical condition of buildings and structures / TOBST84 – Technical Operation of

				Engineering 2 lectures, 3 practice sessions 6 ECTS	practice sessions6 ECTS	BIM Technologies 5 practice sessions6 ECTS	Buildings and Structures 4 practice sessions 4 ECTS
FLET18 – English Language / FLGT18 – German Language 6 practice sessions 8 ECTS	RLM24/ULM24 – Russian/Uzbek Language 2 lectures, 2 practice sessions 4 ECTS	EGT34 – Engineering Geodesy / EGT34 – Engineering Geology / EEWCT34 – Engineering Survey Work at the Construction Site 1 lecture, 2 practice sessions 4 ECTS	MatResT43 – Construction materials and products / MBMT43 – Modern building materials / MBMST43 – Modern building materials and structures 1 lecture, 1 practice session 3 ECTS	HGSVT56 – Fundamentals of heat, gas supply and ventilation / WSST56 – Water supply and sewerage systems / ECBT56 – Engineering networks of buildings 2 lectures, 3 practice sessions 6 ECTS		MST76 – Metal structures / DCBST76 – Design and construction of buildings and structures / AEPSBST76 – Active earthquake protection systems for buildings and structures 1 lecture, 4 practice sessions 6 ECTS	MEST84 – Urban engineering structures / OCT84 – Estimation work in construction / SRDCIT84 – System of regulatory documents in the field of construction 4 practice sessions 4 ECTS
	PhylM25 – Philosophy 2 lectures, 2 practice sessions 5 ECTS	CBDT34 – Application of computers in building design (Auto CAD) / CBDT34 – Application of computers in building design (Revit) / ICET34 – Introduction to Civil Engineering 1 lecture, 2 practice sessions 4 ECTS	CMT43 – Construction machines / METTM43 – Machines and equipment for technological transportation of materials / TCP43 – Technological complexes in production 1 lecture, 1 practice session 3 ECTS				
			QPM46 – Internship 4 ECTS		QPM66 – Internship 6 ECTS		QPM84 – Practicum 4 ECTS
							FWM84 – Final state attestation / Graduation qualification work 4 ECTS
7 lec. + 16 prac. + 2 lab. = 25 h./week	10 lec. + 12 prac. + 1 lab. = 23 h./week	8 lec. + 13 prac. + 2 lab. = 23 h./week	8 lec. + 8 prac. + 4 lab. = 20h./week	10 lec. + 14 prac. + 1 lab. = 25 h./week	8 lec. + 11 prac. + 1 lab. = 20 h./week	4 lec. + 20 prac. + 1 lab. = 25 h./week	4 lec. + 18 prac. = 22 h./week

5 exam	6 exam	6 exam	6 exam 1 practic report	5 exam 1 course work 1 course project	4 exam 2 course project 1 practic report	5 exam 1 course project	5 exam 2 course project 1 practic report State attestation
30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS
Total							
Component by selection 8 ECTS (26,67%)	Component by selection 0 ECTS (0%)	Component by selection 8 ECTS (26,67%)	Component by selection 12 ECTS (40%)	Component by selection 12 ECTS (40%)	Component by selection 6 ECTS (20%)	Component by selection 12 ECTS (40%)	Component by selection 14 ECTS (46.67%)

According to the SAR, the following objectives and learning outcomes (intended qualifications profile) shall be achieved by the Ba Geodesy and Geoinformatics:

"The objective of the Bachelor's degree programme […] Geodesy and Geoinformatics is to provide students with fundamental knowledge and practical skills in the field of geodesy, cartography, and geoinformation technologies. The programme is aimed at training specialists capable of creating and updating digital maps, establishing geodetic bases, compiling and analyzing geospatial data, and processing remote sensing materials using GIS technologies. It also focuses on developing students' competencies in monitoring environmental and territorial changes, applying modern methods and technologies in geodetic and geoinformation production, and preparing highly qualified professionals who can effectively contribute to the development of geospatial sciences and their practical applications."

- LO 1 Has a solid knowledge and understanding of mathematical and scientific fundamentals, including mathematics, physics, and information processing sciences.
- LO 2 Understands the mechanical properties of matter and materials, the equilibrium and motion of liquids and gases, the resistance of materials, the calculation of deformations, the basics of measurement accuracy and quality control, and the mathematical modeling and analysis of mechanical systems.
- LO 3 Has in-depth knowledge and understanding of the subject-specific foundations of geodesy and geoinformation, such as information systems and spatial reference, geodata collection and geodetic measurement technology, data analysis, data accuracy assessment, statistics, and spatial data modeling and presentation.
- LO 4 Understands the structure, composition, and properties of substances, chemical reactions, and their analysis, conducts laboratory experiments, and is able to apply the laws of thermodynamics and heat transfer processes in practice.

- LO 5 Can read, understand, translate texts in Russian, English and German, and conduct formal and scientific communication.
- LO 6 Able to think philosophically and critically, analyze human and societal development, make moral and ethical decisions, and understand social processes.
- LO 7 Knows the practical application of land-related legal norms, the legal status, boundaries, value and use of land plots and cadastral objects.
- LO 8 It performs geodetic work on determining the shape and size of the land, compiling maps, conducting geodetic measurements and leveling state geodetic networks, as well as mining, hydraulic and engineering structures.
- LO 9 Analyzes and optimizes business processes, manages resources, assesses economic indicators and risks, makes strategic decisions based on data, and uses modern information systems and business intelligence tools.
- LO 10 Based on geography, GIS, and remote sensing technologies, it maps the natural, socio-economic, and ecological characteristics of regions, performs comprehensive analysis of spatial data, and creates atlases and modern thematic web maps.
- LO 11 Performs measurements, 3D modeling and mapping, analysis of remote sensing data, and cadastral and topographic work using modern geodetic and satellite instruments based on digital images of spatial objects and aerospace imagery.
- LO 12 Plans and economically justifies the work of a geodetic and cartographic enterprise, organizes the sequence of production processes, and works with legal regulatory documents on land ownership and land use.
- LO 13 Designs buildings aesthetically and functionally, prepares drawings and design documents, analyzes structural solutions, and creates ecological and sustainable design projects in AutoCAD.
- LO 14 Learns to search for construction, design, obtain cadastral information, and register rights to real estate objects, Understands and analyzes production processes, the main stages of production, and the technical characteristics of technological equipment used in the enterprise.
- LO 15 Students will acquire the skills to solve economic problems using theoretical and practical knowledge acquired during the educational process.

The following **curriculum** is presented:

Curriculum for the Bachelor's Degree in BA 60721500 - Geodesy and Geoinformatics

1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
Math1M16-Mathematics 2 lec., 3 prac. 6 ECTS	Phys2M26-Physics 2 lec., 1 prac., 1 lab. 6 ECTS	Math3M36-Mathematics 2 lec., 3 prac. 6 ECTS	MatResM46 - Strength of Materials 1 lec., 2 prac. 2 lab 6 ECTS	High-Geo1M56-Higher geodesy 2 lec., 3 prac. 6 ECTS	HighGeo2M66-Higher geodesy 2 lec., 3 prac. 6 ECTS	GeoinSAM76 - Geoinformatics and spetial analysis 2 lec., 3 prac. 6 ECTS	MZF2M86-Remote sensing and photogrammetry 2 lec., 3 prac. 6 ECTS
Phys1M16-Physics 2 lec., 3 prac. 6 ECTS	Math2M26-Mathematics 2 lec., 4 prac. 6 ECTS	Phys3M36-Physics 1 lec., 2 prac. 2 lab. 6 ECTS	HeatEngineerM44-Thermal engineering 1 lec., 1 prac. 1 lab. 4 ECTS	ABSM56- Architecture of buildings and structures 2 lec., 3 prac. 6 ECTS	MPGM2M66-Mathematical processing of geodetic measurments 2 lec., 3 prac. 6 ECTS	GKICHRTQIBUI 1M76- Planning, organization, management and economics of production in geodesy and cartography 2 lec., 3 prac. 6 ECTS	CG2M84-Construction geodesy 2 lec., 2 prac. 4 ECTS
ICG1M14-Engineering and computer graphics 1 lec., 2 prac. 4 ECTS	ICG2M24-Engineering and computer graphics 2 lec., 2 prac. 4 ECTS	ElectrM36 - Electrotechnics 2 lec., 2 prac. 2 lab 6 ECTS	MS and PQMM44-Metrology, standardization and product quality management 2 lec., 1 prac. 1 lab. 4 ECTS	KARM54-Cartography 2 lec., 2 prac. 4 ECTS	QP2M66- Qualification Internship 6 ECTS	MZF1M76- Remote sensing and photogrammetry 2 lec., 2 prac. 6 ECTS	GKICHRTQIBUI2M84-Planning, organization, management and economics of production in geodesy and cartography 2 lec., 2 prac. 4 ECTS
GChemM16 - General chemistry 1 lec., 2 prac. 2 lab. 6 ECTS	ITM25 - Information technology 2 lec., 2 prac. 2 lab. 5 ECTS	ThMM34 - Theoretical mechanics 2 lec., 2 prac. 4 ECTS	QP1M46-Qualification Internship 6 ECTS	MPGM1M56-Mathematical processing of geodetic measurments 2 lec., 3 prac. 6 ECTS	GAM64- Geodetic astronomy/ RKAM64-Fundamentals of digital cartography/ RFM64-Digital photogrammetry 2 lec., 2 prac. 4 ECTS	CG1M74- Construction geodesy 2 lec., 2 prac. 4 ECTS	QP3M84 - Qualification Internship 4 ECTS
FLEM18-English / FLGM18-Deutch 0 lec., 6 prac. 8 ECTS	RLM24- Russian language/ ULM24- Uzbek language 2 lec., 2 prac. 4 ECTS	EHKAM34-Basics of Land Law and Cadastre 2 lec., 2 prac. 4 ECTS	PBPM46-Business Process Design/ EconM46-Economics/ BAM46 Business Analysis	ADSCM54 - Automated Design Systems in the Cadastre Field/ SIPTM54-Space image	FSCM64 - Fundamentals of State Cadastre/ CEM64 - Benchmark Engineering (Benchmarking) / YGIM64-Large hydraulic structures	GWCS1M74-Geodetic Works in Cadastre Services/ LCMM74-Land cadastre and monitoring/	FWM84 - Final State Examination /FWM84-Graduation Qualification Thesis 4 ECTS

			2 lec., 2 prac. 6 ECTS	processing technology/ ADSGCM54-Automated design systems in geodesy and cartography 2 lec., 2 prac. 4 ECTS	2 lec., 2 prac. 4 ECTS	LPD1M74-Land Management Design 2 lec., 2 prac. 4 ECTS	
	PhylM25 Philosophy 2 lec., 2 prac. 5 ECTS	Geod1M34 Geodesy / MZMQITTM34 - Remote Sensing Data Processing Technology/ LRFGCDTM34-Legal and Regulatory Foundations of the Land Cadastre Sector Documents 2 lec., 2 prac. 4 ECTS	ApplGeogM44- Applied Geography/ AKM44-Atlas Cartography/Geod2M44-Geodesy** 2 lec., 2 prac. 4 ECTS	GCBM54 - Basics of Land Cadastre/ MGIM54-Modern Geodetic Instruments/ GILTM54-Geodetic Instrumentation and Laser Technologies 2 lec., 2 prac. 4 ECTS	KLTM64 - Map Design and Compilation **/ SECM64-Socio-economic cartography/ DFGRM64-Design and Documentation of Geodetic Results 2 lec., 2 prac. 4 ECTS	CSM74 - Cadastre of Settlements/ STM74-Satellite Technologies/ SGM74 - Satellite Geodesy 2 lec., 2 prac. 4 ECTS	GWCS2M84 Geodetic Works in Cadastre Services / FMWM84-Basics of Surveying / LPD2M84-Land Management Design 2 lec., 2 prac. 4 ECTS
							RECM84-Real estate cadastre/ CCM84-Urban cadastre/ GSDCM84-Geodetic Monitoring Works During Construction 2 lec., 2 prac. 4 ECTS
6 lec. + 16 prac. + 2 lab. = 25h./week	12 lec. +14 prac. + 3 lab.= 28 h./week	11 lec. + 13 prac. + 4 lab. = 28 h./week	8 lec. + 8 prac. + 4 lab.= 20 h./week	12 lec. + 15 prac.= 27 h./week	12 lec. + 15 prac.= 27 h./week	12 lec. + 14 prac.= 26 h./week	12 lec. + 15 prac. = 27 h./week
5 exam	6 exam	6 exam	6 exam 1 course work 1 practic report	6 exam	6 exam 2 course works 1 practic report	6 exam	5 exam 3 course projects 1 practic report State attestation
30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS
Total							
Component by selection 8 ECTS (26.67%)	Component by selection 0 ECTS (0%)	Component by selection 4 ECTS (13.33%)	Component by selection 10 ECTS (33.3 %)	Component by selection 8 ECTS (26.67%)	Component by selection 12 ECTS (40%)	Component by selection 8 ECTS (26.67%)	Component by selection 8 ECTS (26.67%)

According to the SAR, the following objectives and learning outcomes (intended qualifications profile) shall be achieved by the Ba Construction and Operation of Engineering Communications:

"The purpose of the […] Construction and Operation of Engineering Communications degree programme is to study the design, construction, installation, restoration, operation, development and outlook of heat supply, gas supply, ventilation and air conditioning, water supply and wastewater disposal systems for industrial, public and residential facilities."

- LO 1 Be able to select efficient materials and designs using knowledge of natural and mathematical sciences, as well as perform calculations for engineering systems, technologies, and equipment.
- LO 2 To recognize current information technologies and computer software to design and automate building engineering networks, and to create project calculations and design solutions effectively and in compliance with standards.
- LO 3 Understanding communications in Uzbek (Russian) and foreign languages, and to conduct business correspondence and documentation using specialized professional and scientific terminology.
- LO 4 To demonstrate an active civic position and self-awareness based on national identity and cultural characteristics.
- LO 5 Support students' health, physical development, and strengthening; develop hygienic skills and foster a habit of regular physical education and sports to promote comprehensive physical growth.
- LO 6 Comprehend the operating principles of electrical circuits, measurement methods, the structure of electrical machines and devices, and their safe operation; be prepared to calculate and analyze electrical systems and solve practical problems.
- LO 7 To be aware of perform load-bearing capacity, strength, and stability calculations; determine stress–strain states, stresses, and displacements; and develop calculation models considering types of construction materials and their physical properties.
- LO 8 Apply global green construction trends in the design and installation of engineering networks, taking into account requirements for regulating and improving the energy efficiency of engineering structures.
- LO 9 Conduct engineering analysis of construction materials and design solutions based on criteria of reliability, cost, and energy efficiency.

- LO 10 Be capable to develop and implement engineering network projects considering economic feasibility.
- LO 11 Preparation to design water supply, sewerage systems, and pumping stations for public and industrial buildings in accordance with standards; analyze their operating principles; and develop solutions for the effective integration of engineering networks using green energy technologies.
- LO 12 Be assembled to design heating and gas supply systems, as well as ventilation systems for public and industrial buildings in accordance with standards; analyze their operating principles; and develop solutions for the effective integration of engineering networks using green energy technologies.
- LO 13 Making design, calculate, install, and efficiently operate ventilation systems, and technically analyze air exchange processes correctly.
- LO 14 Identify and assess industrial hazards, ensure safe working conditions, and be prepared to correctly apply principles of environmental responsibility and sustainable development in practice.
- LO 15 Learn the norms, design, calculation, management, and installation of engineering communications; select, evaluate, and effectively apply energy-efficient systems using modern software tools.
- LO 16 Become proficient in the design, construction, and operation of gas and oil pipelines, apply safe technologies, assess system reliability, and independently solve emerging problems.
- LO 17 Master the design, calculation, and management of water supply and wastewater treatment systems in accordance with standards; analyze the operating principles of facilities and use water resources efficiently.
- LO 18 Select scientific research and analysis methods, and participate in developing, preparing, and implementing design and technical documentation in accordance with applicable rules and standards.

The following **curriculum** is presented:

Curriculum for the Bachelor's Degree in BA 60730400 – Construction and Operation of Engineering Communications

1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
Math1M16 – Mathematics 1 lectures, 1.5 practice sessions 6 ECTS	Phys2M26 – Physics 1 lecture, 0.5 practice sessions, 0.5 lab 6 ECTS	Math3M36 – Mathematics 1 lecture, 1.5 practice session 6 ECTS	StrMat46 – Strength of Materials 1 lecture, 1 practice session, 0.5 lab 6 ECTS	FGMM56 – Fluid and gas mechanics 0.5 lecture, 1.5 practice sessions, 0.5 lab 6 ECTS	PPSM66 – Pumps and Pumping Stations 2 1 lecture, 1.5 prac sessions, 0.5	GOPGOSFM74 – Gas and oil pipelines and gas and oil storage facilities 0.5 lecture,	ACSM86 – Air Conditioning Systems 1 lecture, 1.5 practice sessions 6 ECTS

					lab 6 ECTS	1 practice session 4 ECTS	
Phys1M16 – Physics 1 lectures, 1.5 practice sessions 6 ECTS	Math2M26 – Mathematics 1 lecture, 1.5 practice session 6 ECTS	Phys3M36 – Physics 0.5 lecture, 1 practice session, 1 lab 6 ECTS	HeatEngineerM44 – Thermal Engineering 0.5 lecture, 0.5 practice session, 0.5 lab 4 ECTS	ABSM56 – Architecture of buildings and structures 1 lecture, 1.5 practice sessions 6 ECTS	FGMM66 – Fluid and Gas Mechanics 2 0.5 lecture, 1.5 practice sessions, 0.5 lab 6 ECTS	WPTM76 – Water preparation technology 1 lecture, 1.5 practice sessions 6 ECTS	HSSM86 – Heat Supply Systems 1 lecture, 1.5 practice sessions, 0.5 lab 6 ECTS
ECG1M14 Engineering and Computer Graphics 0.5 lec., 1 prac 4 ECTS	ECG2M24 Engineering and Computer Graphics 1.5 prac 4 ECTS	ApplMechM34 – Theoretical Mechanics 1 lecture, 1 practice session 0.5 lab 6 ECTS	MSPQMM44 – Metrology, standardization and product quality management 1 lecture, 0.5 practice session 0.5 lab 4 ECTS	PPSM54 - Pumps and pumping stations1 0.5 lecture 1 practice 4 ECTS	QIM66 Qualified internship 6 ECTS	VSCh76 Ventilation systems 1 lecture, 1.5 practice sessions 0.5 lab 6 ECTS	GSSCh86 Gas supply systems 1 lecture, 1.5 practice 6 ECTS
GChemM16 – General Chemistry 1 lecture, 1 practice session, 0.5 lab 6 ECTS	ITM25 – Information Technologies 1 lecture, 1 lab 5 ECTS	TheoMechM34 Theoretical mechanics 1 lecture, 1 practice session 4 ECTS	QIM66 Qualified internship 6 ECTS	WSSM56 – Water Supply Systems 1 lecture, 1.5 practice sessions 6 ECTS			QIM684 Qualified internship 4 ECTS
	RLM24/ULM24 – Russian language / Uzbek language 1.5 practice sessions 4 ECTS						GThM84 Graduation thesis 4 ECTS
	PhylM25 – Philosophy 1 lecture, 1 practice session 5 ECTS						
Elective subjects							
EngCh18 English Ger18 German 3 prac. 8 ECTS		MBMCh34 Modern Building Materials CMPCh34 Construction Materials and Products MBMSCh34	BPDCH46 Business process design EconCh46 Economy BACh46 Business analysis	HGECh54 Heat generation equipment1 EEBECCh54 Energy-efficient building engineering	WISCh64 Water intake structures HDECh64 Heat generation equipment2	OMCECCh74 Organization and management of the construction of engineering communications	LSCH84 – Life safety EcoCh84 – Ecology OHSCh84 – Occupational health

		Modern Building Materials and Structures 0.5 lec., 1 lab 4 ECTS	TMCh46 Time Management 1.5 lec., 1.5 prac. 6 ECTS	communications TTFWAWCh54 Techniques and technology of fabrication, welding, and assembly work 0,5 lec., 1 prac 4 ECTS	WTWIFCh64 Water treatment and water intake facilities 0.5 lec, 1 prac. 4 ECTS	IECSCh74 Installation of engineering communications systems IVACSCh74 Installation of ventilation and air conditioning systems 1 lec., 1 prac. 4 ECTS	and safety 0.5 lecture, 0.5 practice session, 0.5 lab 4 ECTS
		CADECCH34C Computer-aided design of engineering communications CADHGVNCH34V Computer-aided design of heating, gas, and ventilation networks CADWSSSCH34S Computer-aided design of water supply and sewerage systems 1.5 prac. 4 ECTS	MESCh44 Municipal engineering structures BWSSCHT44 Basics of water supply and sewage IECSCh44 Installation of engineering communications and systems 0.5 lec, 1 prac. 4 ECTS	WSCh54 Wastewater systems MHWSCH54 Modern hot water supply systems ENERACH54 Engineering networks and equipment of residential areas 0.5 lec, 1 prac. 4 ECTS	WSCh64 Wastewater systems NTHSCh64 Non-traditional heat sources DHSIECh64 Design of heating systems for industrial enterprises 0.5 lec, 1 prac. 4 ECTS	DWSSCh76 Design of water supply systems HSCh76 Heating systems FIWSSCh76 Fundamentals of industrial water supply and sewage 1 lec, 1.5 prac. 6 ECTS	
					WTTCh64 Wastewater treatment technology BHGVCh64 Basics of heating, gas supply and ventilation DVSIECh64 Design of ventilation systems for industrial enterprises 0.5 lec, 1 prac. 4 ECTS	BSCh74 Building structures RCSCh74 Reinforced concrete structures MSCh74 Metal structures 0.5 lec, 1 prac. 4 ECTS	

3.5 lec. + 8 prac. + 0,5 lab . = 12 h./week	4 lec. + 6 prac. + 1,5 lab.= 11.5 h./week	4 lec. + 6 prac. + 2,5 lab. =12,5 h./week	4.5 lec. + 4.5 prac. + 1.5 lab. = 11.5 h./week	4 lec. + 7,5 prac. + 0,5 lab. = 12 h./week	3 lec. + 6 prac. +1 lab. = 10 h./week	5 lec. + 7,5 prac. + 0,5 lab. = 13 h./week	3.5 lec. + 5 prac. + 1 lab. = 9,5 h./week
5 exam	6 exam	6 exam	6 exam	6 exam	6 exam	6 exam 2 course project	6 exam 2 course project
30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS
Total							
Component by selection 8 ECTS (27 %)	Component by selection 0 ECTS (0%)	Component by selection 8 ECTS (27%)	Component by selection 10 ECTS (33 %)	Component by selection 8 ECTS (27 %)	Component by selection 12 ECTS (40 %)	Component by selection 14 ECTS (47 %)	Component by selection 4 ECTS (13 %)

According to the SAR, the following objectives and learning outcomes (intended qualifications profile) shall be achieved by the Ba Architecture:

"Bachelor's degree programme […] Architecture aims to equip students with fundamental theoretical knowledge, creative abilities, and professional competencies required for developing architectural and structural design solutions, creating models of buildings and facilities, and engaging in urban planning, transport infrastructure, landscaping systems, and small architectural forms with sculptural elements. The programme also prepares specialists capable of conserving and restoring architectural monuments, as well as designing, constructing, and operating industrial and agricultural enterprises. Furthermore, it emphasizes the application of modern methods and innovative approaches in training highly qualified professionals in the field of architecture and construction."

- LO 1 Thorough mastery of the mathematical and physical principles required in architecture, along with the ability to apply them in real design processes.
- LO 2 Competence in conceptualizing spatial forms, their projections, and constructive-geometric relationships, and representing them through accurate graphical models.
- LO 3 Advanced oral and written communication skills in Uzbek/Russian, English, and German, enabling coherent expression of professional and academic information.
- LO 4 The ability to interpret aesthetic, ethical, and social principles of architectural practice through philosophical knowledge, with an understanding of the interrelation between the individual, society, and culture.
- LO 5 Mastery of the fundamental principles of physical development and the skills required to maintain a healthy lifestyle as a continuous professional competence.

- LO 6 The ability to calculate the strength, elasticity, and deformation of structural elements and to assess their safety based on essential engineering principles in architectural design and construction.
- LO 7 Competence in efficiently utilizing raw and construction materials, considering chemical composition, physical-mechanical properties, environmental safety, and applying energy-efficient composite materials.
- LO 8 The ability to make aesthetic decisions in the artistic representation of architectural objects and landscapes, demonstrating capability to develop innovative solutions integrating sustainability, functionality, and aesthetics.
- LO 9 Application of economic concepts and analytical tools in architecture, including the ability to analyze business processes, identify problems, make strategic decisions, and apply them in practical projects.
- LO 10 In-depth understanding of historical stages of architectural development, architectural styles and theories across cultures, and the ability to design reconstruction, restoration, or conservation solutions based on the cultural and aesthetic significance of historical elements.
- LO 11 Competence in analyzing structural elements and systems of buildings, selecting appropriate structural solutions through calculation, design, and accurate representation in accordance with normative requirements.
- LO 12 The ability to calculate vibrations, stresses, and deformations of buildings and structures under dynamic loads to ensure seismic resistance and performance safety.
- LO 13 Competence in analyzing architectural form and spatial principles and developing volumetric-compositional solutions that meet aesthetic, functional, and structural requirements.
- LO 14 The capability to develop aesthetic and efficient architectural solutions for industrial and agricultural buildings using modern technologies, advanced practices, and regional design considerations.
- LO 15 Skills in preparing physical models of buildings and modeling small architectural elements, ensuring accurate visual and three-dimensional expression of design concepts.
- LO 16 Proficiency in creating, integrating, and analyzing complex architectural forms using BIM, parametric and digital modeling, artificial intelligence, and GIS technologies, enabling interactive and contextual design.
- LO 17 The ability to design interior spaces in residential and public buildings based on architectural, artistic, and functional principles, integrating historical and national values while considering user psychology.

- LO 18 Competence in developing master plans for cities and districts, territorial planning, functional zoning, and analyzing infrastructure and transportation systems, along with the ability to create landscape and urban solutions reflecting harmony between humans and nature.

The following **curriculum** is presented:

Curriculum for the Bachelor's Degree in BA 60730100 – Architecture

1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
Math1M16 – Mathematics 2.5 lectures, 2.5 practice sessions 6 ECTS	Phys2M26 – Physics 2 lectures, 1.5 practice sessions, 1.5 labs 6 ECTS	Math3M36 – Mathematics 2.5 lectures, 2.5 practice sessions 6 ECTS	MatResM46 – Strength of Materials 2 lectures, 2 practice sessions, 1 lab 6 ECTS	AD1M56 – Architectural Design (Residential Buildings) 5 practice sessions 6 ECTS	AD2M66 – Architectural Design (Public Buildings) 5 practice sessions 6 ECTS	RRAMM76 – Restoration and Reconstruction of Architectural Monuments 0.5 lecture, 4.5 practice sessions 6 ECTS	LA2M86 – Landscape Architecture (Multifunctional Parks) 0.5 lecture, 4.5 practice sessions 6 ECTS
Phys1M16 – Physics 2 lectures, 3 practice sessions 6 ECTS 6 ECTS	Math2M26 – Mathematics 2.5 lectures, 2.5 practice sessions 6 ECTS	Phys3M36 – Physics 0.5 lecture, 4 practice sessions, 0.5 lab 6 ECTS	GeodM44 – Geodesy 0.5 lecture, 2.5 practice sessions 4 ECTS	HTA1M56 – History and Theory of Architecture (World Architecture) 2 lectures, 3 practice sessions 6 ECTS	HTA2M66 – History and Theory of Architecture (Central Asian Architecture) 2 lectures, 3 practice sessions 6 ECTS	LA1M76 – Landscape Architecture (Thematic Parks) 0.5 lecture, 4.5 practice sessions 6 ECTS	ELSIM86 – Engineering Landscaping and Street Interior 1 lecture, 4 practice sessions 6 ECTS
DGIG1M14 – Engineering and Computer Graphics 1 lecture, 2 practice sessions 4 ECTS	DGIG2M24 – Engineering and Computer Graphics 3 practice sessions 4 ECTS	ElectrM36 – Electrical Engineering 2 lectures, 1.5 practice sessions, 1.5 labs 6 ECTS	BMM44 – Construction Materials and Products 0.5 lecture, 1.5 practice sessions, 1 lab 4 ECTS	ACM56 – Architectural Structures / CAMM56 – Construction of Architectural Monuments / WCTM56 – Wooden Structures 5 practice sessions 6 ECTS	6 ECTS TBSM64 – Typology of Buildings and Structures / ABM64 – Architectural Bionics / DPSTM64 – Dynamics and Stability of Structures 0.5 lecture, 2.5 practice sessions 4 ECTS	ERBSSSM74 – Seismic Resistance and Earthquake Resilience of Buildings and Structures 0.5 lecture, 2.5 practice sessions 4 ECTS	AMM86 – Architectural Modeling / ADSMM86 – Architectural Details and Structural Modeling / MLEEM86 – Modeling of Landscape and Environmental Elements 5 practice sessions 6 ECTS

GChemM16 – General Chemistry 2 lectures, 2 practice sessions, 1 lab 6 ECTS 6 ECTS	ITM25 – Information Technology 2 lectures, 2 labs 5 ECTS 5 ECTS	ApplMechM34 – Theoretical Mechanics 1.5 lectures, 1.5 practice sessions 4 ECTS 4 ECTS	PBPM46 – Business Process Design / EconM46 – Economics / BAM46 – Business Analysis 2.5 lectures, 3.5 practice sessions 6 ECTS 6 ECTS	BIMTDM54 – BIM Technologies in Design / CPDM54 – Computer Software in Design / DAPMM54 – Digital Architecture and Parametric Modeling 3 practice sessions 4 ECTS	DIBM64 – Design of Industrial Buildings / DABM64 – Design of Agricultural Buildings / EEBEM64 – Energy-Efficient Building Engineering 3 practice sessions 4 ECTS	EEBM74 – Engineering Equipment of Buildings / WSSSM74 – Water Supply and Sewerage Systems / BHGSVM74 – Fundamentals of Heating, Gas Supply, and Ventilation 0.5 lecture, 2.5 practice sessions 4 ECTS	EWCM84 – Construction Cost Estimation / CPOM84 – Construction Management and Planning / TCPTM84 – Construction Process Technology 0.5 lecture, 2.5 practice sessions 4 ECTS
FLEM18 – English / FLGM18 – German 6 practice sessions 8 ECTS	RLM24/ULM24 – Russian Language/Uzbek Language 3 practice sessions 4 ECTS	FACD1M34 – Fundamentals of Architectural Composition and Design / AFVSA1M34 – Analysis of Architectural Forms and Spatial Volumes / CATUP1M34 – Compositional Approaches in Urban Planning 3 practice sessions 4 ECTS	FACD2M44 – Fundamentals of Architectural Composition and Design / AFVSA2M44 – Analysis of Architectural Forms and Spatial Volumes / CATUP2M44 – Compositional Approaches in Urban Planning 3 practice sessions 4 ECTS	IDM54 – Interior and Design / EPDM54 – Environmental Psychology for Designers / HIDM54 – Cultural Heritage Interior Design 0.5 lecture, 2.5 practice sessions 4 ECTS	BCM64 – Building Structures / RCSSM64 – Reinforced Concrete and Masonry Structures / MSTM64 – Metal Structures 0.5 lecture, 2.5 practice sessions 4 ECTS	DCDMBM74 DCDMBM74 – Design of City and District Master Plans / DRMPM74 – Development of Territorial Master Plans / TMRCCM74 – Transformation and Modern Reconstruction of City Centers 3 practice sessions 4 ECTS	
	PhylM25 – Philosophy 2 lectures, 2 practice sessions 5 ECTS	DPAM34 – Drawing and Painting in Architecture / DUAMM34 – Ornaments Used in Architectural Monuments / CThM34 – Theory of Colors 3 practice sessions 4 ECTS		AGM54 – Architectural Graphics / ADDPGM54 – Drawing Decoration and Presentation Graphics in Architecture / DACAM54 – Drawing and Composition in Architecture 3 practice sessions 4 ECTS		ADEAIM76 – Architectural Design in the Age of Artificial Intelligence / DDADM76 – Data-Driven Architectural Design / IAADM76 – Interactive Architecture and Adaptive Design 5 practice sessions 6 ECTS	

			QP1M46 – Professional Internship 6 ECTS		QP2M66 – Qualification Internship 6 ECTS		QP3M84 – Practical Training (Internship) 4 ECTS
							FWM84 – Final State Examination / Defense of Graduation Thesis 4 ECTS
7.5 lec. + 15.5 prac. + 1 lab = 24 h./week	8.5 lec. + 13 prac. + 3.5 lab. =25 h./week	6.5 lec. + 15,5 prac. + 2 lab. = 24 h./week	5.5 lec. + 12.5 prac. + 2 lab. = 20 h./week	2.5 lec. + 21.5 prac. = 24 h./week	3 lec. + 16 prac. = 19 h./week	2 lec. + 22 prac. = 24 h./week	2 lec. + 16 prac. = 18 h./week
5 exam	6 exam	6 exam	5 exam 1 practic report	6 exam	5 exam 1 practic report	6 exam	4 exam 1 practic report State attestation
30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS	30 ECTS
Total							
Component by selection 8 ECTS (26,67%)	Component by selection 0 ECTS (0%)	Component by selection 8 ECTS (26,67%)	Component by selection 12 ECTS (40%)	Component by selection 12 ECTS (40 %)	Component by selection 6 ECTS (20%)	Component by selection 12 ECTS (40%)	Component by selection 14 ECTS (46.67%)

According to the SAR, the following overarching objectives are to be achieved by graduates of all degree programmes:

“Personal competencies include: a sense of responsibility, the ability to engage in self-development and continuous learning, strong communication and social interaction skills, the capacity to work effectively in a team, and the ability to make sound decisions in uncertain or changing conditions.”