



ASIIN Seal & European Labels

Accreditation Report

National Engineering Diploma Programmes

Business Computing

Computer Science

Master's Degree Programme

Big Data and Data Science

DevOps & Site Reliability Engineering

Software Engineering & DevOps

Provided by

HORIZON University (Sousse, Tunisia)

Table of Content

A About the Accreditation Process.....	3
B Characteristics of the Degree Programmes	5
C Expert Report for the ASIIN Seal	7
1. The Degree Programme: Concept, Content & Implementation	7
2. Exams: System, Concept and Organisation.....	26
3. Resources	30
4. Transparency and Documentation.....	37
5. Quality management: quality assessment and development	42
D Additional Documents	45
E Comment of the Higher Education Institution (31.05.2026)	46
F Summary: Expert recommendations (15.06.2026)	47
G Comment of the Technical Committees	49
Technical Committee 04 – Informatics/Computer Science (18.06.2026).....	49
Technical Committee 07 – Business Informatics/Information Systems (11.06.2026)	50
H Decision of the Accreditation Commission (26.06.2026)	51
I Appendix: Programme Learning Outcomes and Curricula	53

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
Engineer in Business Computing Ingénieur en Informatique de Gestion	Engineer in Business Computing	ASIIN, Euro-Inf® Label	Ministry of High Education and Scientific Research - Tunisie	04, 07
Engineer in Computing Science Ingénieur en Informatique	Engineer in Computer Science	ASIIN, Euro-Inf® Label	See above	04
Master in Big Data and Data Science Master en Big Data et Data Science	Master in Big Data and Data Science	ASIIN, Euro-Inf® Label	See above	04, 07
Master in DevOps & Site Reliability Engineering Master en DevOps & Site Reliability Engineering	Master in DevOps & Site Reliability	ASIIN, Euro-Inf® Label	See above	04
Master in Software Engineering and DevOps Master en Ingénierie Logicielle et DevOps	Master in Software Engineering and DevOps	ASIIN, Euro-Inf® Label	See above	04

¹ ASIIN Seal for degree programmes; Euro-Inf®: Label European

² TC: Technical Committee for the following subject areas: TC 04 - Informatics/Computer Science; TC 07 - Business Informatics/Information Systems

Date of the contract: 25.11.2025 Submission of the final version of the self-assessment report: xx.xx.20xx Date of the onsite visit: 28./29.04.2026 at: HORIZON University, Sousse	
Expert panel: Prof. Dr. Michael Amberg, University of Nuernberg-Erlangen; Prof. Dr. Isabel John, University of Applied Sciences Wuerzburg-Schweinfurth; Dr. Burkhard Petin, privacy/design GmbH Datenschutzberatung & -management; Prof. Dr. Naouel Ben Salem Grati, École Nationale des Sciences de l'Informatique; Ines Talbi, PhD student in Computer Science, École Nationale des Sciences de l'Informatique	
Representative of the ASIIN headquarter: Dr. Siegfried Hermes	
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 04 – Informatics/Computer Science as of March 29, 2018 Subject-Specific Criteria of Technical Committee 07 – Business Informatics/Information Systems as of December 8, 2017	

B Characteristics of the Degree Programmes

Name (English translation)	Final degree (original/English translation)	Areas of Specialisation (if compulsory)	Corresponding level of the EQF ³	Mode of Study	Double/Joint Degree	Duration	Credit points/unit	First time of offer
Engineer in Business Computing	Engineer in Business Computing / Ingénieur en Informatique de Gestion	Computer Science	7	Full time		6 semesters	180 ECTS	2010 and then 2025
Master in Big Data and Data Science	Master in Big Data and Data Science / Master en Big Data et Data Science	Computer Science	7	Full time		4 semesters	120 ECTS	2021
Engineer in Computer Science	Engineer in Computer Computing / Ingénieur en Informatique	Computer Science	7	Full time		6 semesters	180 ECTS	2010 and then 2025
Master in DevOps & Site Reliability Engineering	Master in DevOps & Site Reliability Engineering / Master en DevOps & Site Reliability Engineering	Computer Science	7	Full time		4 semesters	120 ECTS	2021
Master in Software Engineering and DevOps	Master in Software Engineering and DevOps / Master en Ingénierie Logicielle et DevOps	Computer Science	7	Full time		4 semesters	120 ECTS	2021

B Characteristics of the Degree Programmes

Name	Intake rhythm	Intake Capacity per cohort	Average starting cohort size	Average number of graduates per cohort	Average time required to complete studies
Engineer in Business Computing	Annually	Max 15 students	7 students	7 students (expected)	6 semesters
Master in Big Data and Data Science	Annually	Max 30 students	21 students	21 students	4 semesters
Engineer in Computer Science	Annually	Max 30 students	27 students	27 students (expected)	6 semesters
Master in DevOps & Site Reliability Engineering	Annually	Max 15 students	14 students	14 students	4 semesters
Master in Software Engineering and DevOps	Annually	Max 15 students	6 students	6 students	4 semesters

C Expert Report for the ASIIN Seal³

1. The Degree Programme: Concept, Content & Implementation

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

Evidence:

- Respective chapter of the SAR
- Annex 05 Objectives and Learning Outcomes
- Annex 07 Objective-Module Matrices
- Annex Euro-Inf_SCD_Programme_Outcomes_Mapping
- Audit discussions

Preliminary assessment and analysis of the experts:

The SAR presents all five programmes as EQF level 7 programmes. The two National Engineering Diploma programmes, Business Computing Engineering and Computer Science Engineering, are described as six-semester programmes with 180 ECTS, while the three Professional Master programmes, Big Data and Data Science, DevOps & Site Reliability Engineering, and Software Engineering & DevOps, are described as four-semester programmes with 120 ECTS. The SAR states that the programmes follow a common institutional approach, according to which graduates should combine advanced technical expertise with ethical, managerial, communicative and innovation-related competences. The learning outcomes (LO) are grouped into knowledge, skills and attitudes/competences and are related by the university to the Dublin Descriptors, the Tunisian National Qualifications Framework and EQF level 7.

For the Business Computing (BC) programme, the documentation defines a profile at the interface of big data, artificial intelligence, cloud-based analytics and business-oriented digital transformation. Graduates are expected to design, develop and deploy intelligent data-driven and AI-based business solutions, covering the data value chain from data acquisition

³ 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.

and processing to analytics, visualisation and decision-making. The learning outcomes also refer to data engineering, MLOps, machine learning, cloud platforms, business intelligence, digital management, software engineering principles, communication, teamwork and ethical judgement in the handling of data and AI systems. The experts note that this profile is broader than a traditional business computing profile and has strong overlaps with data science and AI. At the same time, the documentary evidence shows a specific combination of big data/AI, software engineering and business-management competences. The objective-module matrix also describes this programme as integrating these three domains and as preparing graduates for data-driven business roles requiring both technical expertise and business understanding. On this basis, the experts consider the intended competence profile of Business Computing Engineering to be plausible and adequately described.

For the Computer Science (CS) programme, the documentation describes an advanced computer science profile with software engineering and systems security orientations. The software engineering profile includes software architecture, distributed systems, micro-services, REST APIs, containerisation, orchestration, software quality, CI/CD, DevOps/SRE principles and database technologies. The security-related outcomes include cryptography, network and system security, access control, DevSecOps, security audits, incident response and professional responsibility in the handling of sensitive information. The experts consider that the stated learning outcomes correspond to an advanced qualification profile in computer science and are suitable for a National Engineering Diploma positioned at EQF level 7. The documentation also shows that the learning outcomes are mapped to concrete modules and include technical, methodological and professional competences.

For the Big Data and Data Science (BDDS) programme, the programme objectives focus on statistical modelling, mathematical foundations, machine learning, AI, distributed computing, cloud platforms, scalable data infrastructures, data protection, cybersecurity and ethical data practices. Graduates are expected to design and implement machine learning pipelines, develop scalable data architectures, analyse complex data, visualise results and communicate findings to different stakeholders. The experts see a coherent Master-level profile, which combines scientific foundations, technical implementation skills and professional responsibility in data science and AI. The Euro-Inf SCD mapping also shows that the programme is related to second-cycle outcomes in conceptual foundations, analysis, design and implementation, professional and ethical context, informatics practice and professional competences.

For the DevOps & Site Reliability Engineering (SRE) programme, the objectives and learning outcomes focus on DevOps methods, SRE practices, scalable and resilient architectures, CI/CD automation, observability, service-level objectives, incident management, post-incident analysis, security and quality integration, and operation of production systems. Grad-

uates are expected to design and implement scalable software architectures, establish automated delivery pipelines, implement full-stack observability and manage production systems according to SRE principles. The experts note that the programme profile is directed towards the reliability and operation of large-scale distributed and cloud-based systems. The Euro-Inf mapping shows that the programme is related to second-cycle informatics outcomes in conceptual foundations, analysis, design and implementation, informatics practice, ethical and professional context, and other professional competences. On this basis, the experts consider the intended competence profile to be suitable for a Master-level programme in DevOps and SRE.

For the Software Engineering & DevOps (SEDO) programme, the documentation defines a Master-level profile that combines software engineering with DevOps-oriented delivery and operation. The general objective is to train computer scientists who can design, develop, integrate, test, deploy, deliver and operate large-scale distributed applications in web, mobile and cloud environments. The specific objectives include containerisation, cloud computing, CI/CD pipelines, virtualisation, SRE principles, microservices, distributed systems, service-oriented architecture, orchestration technologies, full-stack development, relational and NoSQL databases, software testing, agile methodologies and IT project management. The learning outcomes refer to DevOps and Agile principles, software architecture patterns, automation frameworks, CI/CD implementation, microservices and API design, full-stack development, project management, collaboration, leadership and lifelong learning. The experts note that SEDO has some overlap with SRE, especially in cloud, automation and DevOps-related content. However, according to the documented objectives, this programme is more strongly oriented towards software development, software architecture and full software lifecycle competences, whereas DevOps & Site Reliability Engineering places stronger emphasis on operational reliability, observability and production systems. The experts therefore consider the profile of Software Engineering & DevOps sufficiently distinct and adequate for the intended EQF level 7 qualification.

Additionally, the experts considered curriculum-related features of the programmes as supporting contextual evidence (see below section 1.3). In the discussion with programme coordinators on curriculum and programme structure, the university explained that Business Computing and Computer Science already differ in the second and third semesters and become more distinct in semesters four and five. Similarly, the university related the distinction between the DevOps-related programmes to specific labour-market requirements and to the different role of SRE. In the discussion with industry representatives, representatives referred to the demand for SRE competences, understood not only as deployment but also as running systems and keeping them reliable.

The objective-module matrices show that the programme learning outcomes are mapped to concrete modules. They include knowledge, skills and professional competences and state that every learning outcome is covered by modules, with several outcomes addressed by more than one module and the final project serving as an integrative element. The Euro-Inf SCD mapping further relates the programmes to the Euro-Inf second-cycle outcome areas, including conceptual foundations, analysis, design and implementation, economic/legal/social/ethical context, informatics practice and other professional competences. From the experts' point of view, these mappings support the conclusion that the intended competence profiles are not only formulated at programme level but are also systematically connected to the curriculum (see below section 1.3).

Regarding stakeholder involvement, the experts noticed that learning outcomes are developed by academic staff, industry partners, alumni and students and are reviewed annually through the Quality Assurance Committee and external advisory boards. The university provided evidence mainly in relation to curriculum development and curriculum review, not necessarily to a separate formal discussion of the wording of learning outcomes. The experts therefore cautioned that the available evidence indicates that programme development and curriculum review involve relevant stakeholders, and this makes the university's statement on stakeholder involvement in the development and review of objectives and learning outcomes also plausible.

Overall, the experts conclude that the objectives and learning outcomes are defined in a sufficiently clear, transparent and programme-specific way. They reflect the intended EQF level 7 qualification and are aligned with relevant second-cycle expectations in informatics. The intended competence profiles allow graduates to take up professional activities corresponding to the respective qualification level. The available evidence also supports that the objectives and learning outcomes are embedded in programme development and reviewed with stakeholder input. The experts therefore assess the criterion as fully complied with for all five programmes.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Relevant chapter of the SAR
- 06 Official Programme Names

Preliminary assessment and analysis of the experts:

Horizon University explains that the programme names are intended to communicate the content, learning outcomes and professional orientation of each programme. The official English titles listed in Annex 06 are Master of Software Engineering & DevOps, Master of

DevOps & Site Reliability Engineering, Master in Big Data and Data Science, Engineer in Computer Science with the specialisations Software Engineering and Systems Security, and Engineer in Business Computing. The same document states that the programmes are recognised by the Tunisian Ministry of Higher Education and Scientific Research and that the “Master” designation follows the national LMD structure.

The experts consider that the programme titles generally reflect the intended content and learning outcomes of the programmes. Engineer in Computer Science refers to a broad computer science engineering qualification, with the specialisations indicating the more specific software engineering or systems security orientation. Engineer in Business Computing reflects the intended combination of computing, data-related competences and business/management aspects, even though the documentation also makes clear that the programme is technically broader than many traditional business computing programmes. Master in Big Data and Data Science directly reflects the data engineering, data science, machine learning and analytics profile. Master of Software Engineering & DevOps indicates the combination of software development, software architecture, quality assurance and DevOps-related delivery practices. Master of DevOps & Site Reliability Engineering indicates the stronger focus on automation, observability, reliability, SLOs, incident management and operation of production systems. In its documentation, the university also explicitly explains the distinction between the two DevOps-related Master programmes, namely that SEDO focuses more on application development with DevOps practices, while SRE emphasises operational reliability and production systems.

The experts also note that the university presents English as the primary language of instruction and uses English programme names as the main reference. Annex 06 states that, for French-language contexts, translations such as “Master en Génie Logiciel et DevOps” and “Ingénieur en Informatique” are used, while technical terms such as DevOps, SRE and Big Data may remain in English. The document also describes quality control measures for consistent designation, including an official style guide, document review, website management, translation protocols, staff training and standardised templates.

However, the experts found that the actual use of the programme titles in the submitted documentation is not yet fully consistent. The SAR cover page uses, for example, Computer Science Engineering, Business Computing Engineering, Master Software Engineering & DevOps, Master DevOps & SRE and Master Big Data & Data Science, while the official names later listed in the SAR and in Annex 06 differ from these formulations. In the SAR table on seals applied for, the English translation of the computer science engineering programme is also given as Engineer in Computer Computing, which appears to be a mistake and does not correspond to the official title Engineer in Computer Science used elsewhere. Further examples of variation appear in the supporting documents: the objective-module

matrix uses Master of DevOps & Site Reliability Engineering and Master of Software Engineering & DevOps, while other documents use Master in DevOps & Site Reliability Engineering or Master in Software Engineering and DevOps. These differences do not fundamentally call into question the fit between the titles and the programme profiles, but they reduce transparency and may cause confusion for students, applicants, employers and external readers.

The experts therefore conclude that the programme titles are, in substance, appropriate and sufficiently aligned with the intended objectives, learning outcomes, curriculum content and English-language orientation of the programmes. At the same time, the university has not yet demonstrated consistent use of the titles in all relevant documents and publications, in both English and the original language. To this regard, the university only partially complies with the criterion.

Criterion 1.3 Curriculum

Evidence:

- Relevant chapter of the SAR
- Annex 01 Student Handbook, particularly “Student Handbook – Master's Programs Academic Regulations”
- Annex 07 Objective-Module Matrix
- Complement to Annex 08: study plan for each programme (submitted during the site visit)
- Annex 09 Module Descriptions
- Annex 10 Statistics on Student Mobility
- Annex 16 Statistics on Academic Success
- Audit discussions

Preliminary assessment and analysis of the experts:

Curricula and connection with programme learning outcomes

The SAR describes a common curricular architecture for the cluster. The three Master programmes are structured as four-semester programmes with 120 ECTS, including three taught semesters and a final semester with a 30 ECTS final project/internship. The two Engineering programmes are structured as six-semester programmes with 180 ECTS, including three semesters of common core, two semesters of specialisation and a final semester with a 30 ECTS graduation project. The SAR also states that the programmes use common core modules, specialisation clusters, flexible pathways and unified standards for assess-

ment and progression. The programme learning outcomes are mapped to concrete modules and the matrices cover knowledge, skills and professional competences, with the final project acting as an integrative element.

For the BC programme, the individual curriculum shows a broad common computer science core in semesters 1–3, including mathematics and statistics, Python and AI, algorithms, object-oriented programming, networks, operating systems, databases, web technologies, NoSQL databases, object-oriented design, software quality and testing, DevOps/SRE principles, cloud/container technologies, design patterns, software architecture, micro-services, big data, CI/CD, information systems security, ERP, management, communication and entrepreneurship. Semesters 4 and 5 then focus on AI and data science, including big data, NLP with deep learning, computer vision, security and privacy, operations research and optimisation, cloud services for machine learning, agile project management, business process management, e-commerce, big data 2, visualisation, business intelligence, data mining, generative AI, time series analysis, advanced machine learning, technology watch, quality management and digital transformation. The experts consider that this curriculum broadly supports the stated profile of a technically strong business computing programme with a focus on data-driven business applications. The objective-module matrix also confirms that the intended outcomes in big data, AI, cloud, business intelligence, software engineering, management, teamwork and communication are linked to modules.

For the CS programme – Software Engineering specialisation, the curriculum contains the same common core in the first three semesters and then a software engineering specialisation in semesters 4 and 5. The specialisation includes front-end frameworks, backend frameworks, AI applied to software engineering, deep learning, application security/DevSecOps, software quality and test automation, cloud architecture, project work, digital marketing, e-commerce, big data 2, reactive and concurrent programming, infrastructure and cloud security, non-functional testing, generative AI, seminars and technology watch, service-level objectives, observability of distributed systems, blockchain and digital transformation. The experts consider the curriculum appropriate for the intended software engineering profile. It covers software development, architecture, quality assurance, security, cloud, DevOps/SRE-related topics and professional competences. The Euro-Inf mapping also shows that the software engineering specialisation covers second-cycle outcomes in conceptual foundations, analysis, design and implementation, ethical context, informatics practice and professional competences.

For the CS programme – Systems Security specialisation, the first three semesters provide the same computer science foundation. The specialisation phase then includes operating systems administration, network administration, cryptography and data security, network and system security, software security norms, access control and identity management,

secure programming, DevSecOps, IoT systems security, infrastructure and cloud security, technical audit of information systems security, AI applied to security, non-functional testing, service-level objectives, observability, blockchain and digital transformation. The experts consider that these modules are well aligned with the intended cybersecurity and systems security profile. The curriculum covers both foundational security knowledge and applied security competences, and it is also linked to professional and ethical aspects through modules such as IT law, data protection and ethics and security-related project work.

For the BDDS programme, the Master curriculum starts with a common core in semester 1, including mathematics, statistics, Python and AI, algorithms, programming, networks, operating systems, databases, web technologies, English and transversal competences. Semesters 2 and 3 focus on big data and data science. The modules include big data, NLP with deep learning, computer vision, security and privacy, operations research and optimisation, cloud services for machine learning, agile project management, NoSQL databases, AWS Practitioner, big data 2, visualisation of massive data, business intelligence, data mining, generative AI, time series analysis, advanced machine learning, an integrator project, entrepreneurship, company management and certification preparation. The experts see a coherent curriculum for the intended data science profile. The Euro-Inf mapping links the programme to advanced data processing, analysis, design and implementation, ethical and legal context and professional competences.

For the SRE programme, the curriculum contains a broad common core in semesters 1 and 2 and then a third semester focused on service-level objectives, observability of distributed systems, microservices and orchestration, software architecture, big data, integrator project, CI/CD, information systems security, cloud architecture, entrepreneurship, English, business management and certification preparation. These modules relate to the intended DevOps and SRE profile. The module descriptions for DevOps and SRE principles, CI/CD, microservices, observability and SLOs show that students are introduced to relevant professional practices, such as pipelines, containerisation, Kubernetes, monitoring, logging, tracing, incident management and service-level objectives. However, the experts note that the programme remains relatively close to the common software/cloud curriculum and that the speciality-specific SRE profile could be broader and deeper. This concerns, for example, a stronger and more systematic coverage of production operations, reliability engineering, capacity planning, incident response, resilience testing, security in production environments and advanced platform engineering. The experts therefore see a need to strengthen the qualification profile of the DevOps-related programmes by broadening the speciality-related skills and competences.

For the SEDO programme, the curriculum also consists of two semesters of common core and one taught semester before the final project. The third semester includes design patterns, mobile programming, microservices and orchestration, software architecture, big data, integrator project, CI/CD, information systems security, cloud architecture, entrepreneurship, English, business management and certification preparation. The objective-module matrix links the learning outcomes to DevOps and Agile principles, distributed systems architecture, CI/CD and infrastructure, cloud and container management, microservices design, full-stack development, agile project management, teamwork and communication. The experts consider that these elements support the intended software engineering and DevOps profile. At the same time, the curriculum is very close to the curriculum of DevOps & SRE and to common modules used in other programmes. The experts therefore consider that the programme should broaden and sharpen its own speciality-related competences, in particular advanced software engineering, larger-scale software design, advanced testing, DevSecOps, platform engineering and software lifecycle management beyond the common DevOps/cloud elements.

Across all five programmes, the experts note positively that Horizon University integrates opportunities for students to acquire industry-related certificates alongside the academic curriculum. The module descriptions show several examples where modules prepare students for professional or vendor-related certifications, such as AWS Practitioner, CloudBees Jenkins Engineer, IBM Big Data Engineer, CKAD/Kubernetes-related preparation, LPIC-related Linux preparation, TOEIC preparation in the English modules, and NVIDIA DLI-related deep learning certification. The SAR also refers to institutional partnerships and resources that support such certification pathways, including AWS Education Academy, Coursera for Campus with professional certificate options, NVIDIA AI Hub training and certification opportunities, GitHub Education and JetBrains educational licensing.

The experts welcome this approach, as the certificates strengthen the practical and industry-facing profile of the programmes and give students additional evidence of tool-related and technology-related competences. This was also supported in the discussion with industry representatives, who stated that certifications are important for companies and for the career perspectives of graduates, including in areas such as AI and NVIDIA-related qualifications. The experts underline, however, that these certificates are understood as an additional qualification element. They cannot replace the academic curriculum or compensate for missing subject-related depth in the degree programmes. Rather, they complement the modules and support the programmes' intended professional orientation, especially in cloud computing, DevOps, data science, AI, software development and security.

The experts also considered the obligatory English I module. The module description presents English I as a 1 ECTS compulsory module, with A1–A2 level recommended and a focus

on reading, writing, speaking, listening and TOEIC preparation. In the discussion on didactics, students explained that English I supports reading, writing, multiple-choice exam preparation and technical-language training. The experts understand the need for language support in English-taught programmes. Nevertheless, as the programmes are positioned at Master level, the English I course should generally be designed and documented in a way that matches the qualification level of the programmes, for example through academic and professional IT English, technical communication and assessment tasks suitable for EQF level 7.

Internships

The SAR describes a two-phase internship model for the Master programmes and a three-year progressive internship model for the Engineering programmes. For the Master programmes, the summer internship after the first year is optional and does not carry credits, while the fourth semester is a mandatory final year project internship of around 20 weeks, awarded with 30 ECTS and assessed through technical implementation, written thesis and oral defence. For the Engineering programmes, the documentation describes a minimum one-month observation internship after year 1, a minimum one-month technical internship after year 2 and a 30 ECTS final-year engineering project in semester 6.

The experts consider the final project/internship structure generally well integrated. The final project modules for both Master and Engineering programmes are described as compulsory capstone elements, include academic and company supervision, and require a thesis, technical work and oral defence. The Engineering graduation project is documented as a 30 ECTS module with 810 hours of workload and a full-semester project in a company or research laboratory. The SAR further states that Horizon uses a dual supervision model, with an academic supervisor and an industrial supervisor, and that the Internship Office supports placement, agreements, monitoring and evaluation. The university management also explained that internship and thesis monitoring is supported by an information system and that academic supervisors are required to ensure the level of end-of-study project topics.

At the same time, the experts see a formal weakness in the Engineering programmes. The year 1 observation internship and the year 2 technical internship are compulsory for progression, but the module descriptions state that they are validated/not validated and have no ECTS credit allocation, although both require substantial full-time workload of roughly one month plus report writing. Since ASIIN expects compulsory components to be included in the workload and awarded credits, this is not sufficient. The experts therefore see the need for the university to make sure that all mandatory internships in the Engineering programmes are awarded credits reflecting the workload invested by students.

Student mobility

The SAR states that Horizon University promotes international mobility through partnerships and through mobility windows. For the Master programmes, semesters 2 or 3 are described as suitable for mobility, while semester 4 is reserved for the final project. For the Engineering programmes, semesters 4 or 5 are described as the main mobility window, while the first three semesters form the common core and semester 6 is used for the graduation project. The SAR also describes learning agreements, ECTS equivalence, academic committee review of non-European coursework, transcript integration and support before, during and after mobility.

The supporting documentation lists partnerships with Collège de Paris International, Guizhou Vocational College, Beijing Polytechnic, Shaanxi University of Science and Technology and Binzhou Polytechnic. These include semester mobility, dual degree or joint education models, Chinese language courses, professional courses and, in some cases, scholarships or tuition reductions. The mobility statistics show that actual outgoing mobility has so far mainly taken place in the BDDS programme, with 6 outgoing students in 2024–2025 and one each in 2023–2024 and 2022–2023, and in the SRE programme, with 2 outgoing students in 2024–2025. No incoming mobility is reported, and no outgoing mobility is reported so far for SEDO programme or for the two Engineering programmes; for the Engineering programmes, the listed mobility opportunities are marked as available from 2025–2026.

The experts therefore consider that a framework for mobility exists and that the university has taken steps to develop international opportunities. In the audit discussions, students showed interest in mobility opportunities in China and France. However, actual use is still limited and uneven across the programmes, which is understandable for the newly integrated Engineering programmes but should be monitored.

Curriculum review

The SAR describes annual review mechanisms, including student evaluations, analysis of student performance, programme coordinator review, year-level coordinators, theme coordinators and programme coordinators. It also states that curriculum modifications are documented in an annual programme retrospective report. For the Engineering programmes, the SAR explains that Horizon's quality assurance practices are being extended after the acquisition of the Engineering School in May 2025, including pedagogical surveys, faculty development and harmonisation of standards. The statistics on academic success show average graduation times of 4.1 semesters for BDDS, 4 semesters for SEDO, 4 semesters for SRE, and 6.2 semesters for CS; for BC, the current cohort is still enrolled and no average graduation time is available yet.

In the audit meetings, the university reported feedback from industry and students leading to module changes and changes in module order. The existence of two industry advisory boards was also mentioned, as was regular exchange with industry and curriculum review twice a year, with examples shown during the discussion. The experts consider this as supporting evidence that curriculum development is not only described on paper but is also discussed with relevant stakeholders. Still, the Engineering programmes are in a transition phase after the acquisition, and the systematic application of Horizon's review processes to these programmes will need to prove itself over time.

Overall, the experts conclude that the curricula are mostly coherent and generally allow students to achieve the intended learning outcomes. The module structure, the objective-module matrices, the final projects and the mobility framework provide a sound basis. However, the non-credit-bearing compulsory internships in the Engineering programmes do not meet the criterion, and the two DevOps-related Master programmes need a clearer and broader speciality-related qualification profile.

The experts assess the criterion as partially complied with.

Criterion 1.4 Admission Requirements

Evidence:

- Relevant chapter of the SAR
- Annex 11 Admission Regulation
- Annex 12 Admission Rate Statistics
- Annex 04 University Development Plan
- Audit discussions

Preliminary assessment and analysis of the experts:

The Admission Regulations apply to all academic programmes of Horizon University and refer to the relevant Tunisian legal framework and institutional quality standards. They define general admission requirements, programme-specific requirements, application procedures, decisions, appeals, transfer admission, international students, students with special needs, academic integrity and quality assurance of the admission process. The general requirements include recognised prior educational qualifications, official transcripts and administrative documents. For English-language programmes, applicants must demonstrate English language proficiency through prior English-medium education, a university language assessment or recognised English certificates; language support and reinforcement courses are available where needed.

For the two Engineering programmes, the Admission Regulations define two entry routes. Applicants may be admitted after a two-year preparatory programme in Mathematics and Physics, Physics and Chemistry, Physics and Technology, or Technology and Industrial Sciences, or equivalent preparatory studies, normally through competitive examination or ranking-based selection. Alternatively, applicants may enter with a Bachelor's degree in a related field such as Computer Science, Electrical Engineering, Software Engineering, Applied Mathematics or Information Systems, with a minimum GPA of 10/20 or equivalent. For the Master programmes, applicants must hold a Bachelor's degree or equivalent in a related field and must meet the minimum academic standard of 10/20 or equivalent. For the technical Master programmes, the relevant fields include Computer Science, Electrical Engineering, Software Engineering, Information Technology and Applied Mathematics.

The experts consider that these requirements are appropriate for the intended qualification level of the programmes. For the Engineering programmes, the two routes reflect the Tunisian higher education context and offer access both through preparatory studies and through relevant Bachelor-level prior education. For the Professional Master programmes, the requirement of a related Bachelor's degree is in line with the subject-specific demands of the programmes. The stated minimum grade, the relevance check of the prior studies and the possibility of placement examinations provide a basis for checking whether applicants have sufficient prior knowledge.

The admission procedure is described as an online pre-registration process, followed by document verification and review by programme directors and the admission committee. The review is based on transcripts, relevance of previous studies and language proficiency. Where necessary, especially for international applicants, the Academic Affairs Office may administer placement examinations before the admission decision to confirm academic preparedness and programme fit. The possible admission decisions are "accepted," "conditionally accepted," "waitlisted" or "denied". Conditional acceptance may be used where applicants still have to fulfil specific conditions, for example language improvement or additional coursework. An appeals process is also defined. The experts view these procedures as sufficiently transparent and binding.

The regulations also contain provisions for transfer students and the recognition of externally acquired credits. Transfer students must be in good academic standing, provide official transcripts and course descriptions or syllabi, and meet the standard admission requirements. Transfer credits are evaluated by the programme director and the academic committee; courses must align with Horizon's curriculum and learning outcomes and require at least 10/20 or equivalent. Decisions on transfer credit are communicated within 20 working days. The experts consider this an adequate framework for recognition, as it links external

qualifications to the achievement of the programme learning outcomes and does not simply recognise credits automatically.

The admission statistics show increasing demand, but still rather small cohorts. For all five programmes together, the number of applicants increased from 24 in 2021/2022 to 86 in 2025/2026; in 2025/2026, 68 students were admitted for 105 available seats, corresponding to an admission rate of 79.1%. For the same year, the figures are 7 admitted students out of 11 applicants in the BC programme, 27 out of 32 in the CS programme, 23 out of 29 in the BDDS programme, 3 out of 4 in SEDO programme, and 8 out of 10 in SRE programme. The experts note that admission rates have often been high in previous years, which is partly connected to the small applicant numbers and available capacity. The statistics do not indicate a structural mismatch between admission practice and study capacity.

During the site visit, the experts discussed prior knowledge and language preparation. They learned that English and French are accepted and that students may change language tracks, while English is becoming increasingly important as language of instruction. The university also explained that student backgrounds can differ, especially in the BDDS programme, and that if missing knowledge is identified students can be advised on how to catch up. They were also informed about four-week catch-up courses before the start of studies, and students confirmed that missing knowledge is also repeated or worked through in courses where necessary. Regarding English, students reported that lecturers may support students flexibly in French where English is not yet sufficient. The experts understand these measures as support mechanisms and not as a lowering of the programme level. They nevertheless consider it important that such compensation remains clearly linked to the required entry competences and does not replace the expected Master-level achievement in the programmes.

The Admission Regulations further define quality assurance of the admission process. The process is to be regularly reviewed towards alignment with the institutional mission, regulatory compliance, fairness, transparency, effectiveness in selecting qualified students and stakeholder feedback. Monitoring indicators include application numbers, acceptance rates, diversity, retention and progression, graduate employment outcomes and student satisfaction with the admission process. The SAR also describes pre-admission assessment through transcripts, placement examinations, transfer credit evaluation and language assessment, and post-admission monitoring through retention and progression analysis, first-year performance, faculty observation and student feedback.

Overall, the experts conclude that the admission requirements and procedures are sufficiently transparent, binding and appropriate for the five programmes. They provide programme-specific entry routes, define language and academic requirements, allow condi-

tional admission and support where prior knowledge is missing, and include rules for transfer and recognition of externally acquired credits. The experts also see mechanisms for monitoring whether admitted students have sufficient prior knowledge. The criterion is therefore assessed as complied with for all five programmes.

Criterion 1.5 Workload and Credits

Evidence:

- Relevant chapter of the SAR
- Annex 09 Module descriptions
- Annex 14 Workload Verification
- Audit discussions

Preliminary assessment and analysis of the experts:

The experts learned that Horizon University uses the ECTS system directly and does not apply a separate national credit-point system requiring conversion. Consequently, the credit points used by the university are equivalent to ECTS credits by definition, and the programmes are designed, delivered and evaluated according to ECTS standards. The Engineering programmes are described as 180 ECTS programmes over six semesters, with 30 ECTS per semester. The three Master programmes are described as 120 ECTS programmes over four semesters, again with 30 ECTS per semester. The SAR also explains that the 120 ECTS Master programmes, following a Bachelor degree of 180 ECTS, lead to the usual total of 300 ECTS by the time of the Master qualification. Horizon University uses a fixed calculation basis of 1 ECTS = 27 hours of student workload. This is visible across the module descriptions, for example in modules with 3.5 ECTS corresponding to 94.5 hours, 1.5 ECTS corresponding to 40.5 hours, 3 ECTS corresponding to 81 hours, or 1 ECTS corresponding to 27 hours. The experts consider this fixed relation transparent and within the ECTS range of 25 to 30 hours per credit.

The module descriptions normally specify the total workload, contact hours, practical hours where applicable, self-study hours and the awarded ECTS credits. This applies to technical modules, transversal modules and project modules. The final projects are also credit-bearing and described with a specific workload. The Master final year project/thesis and the Engineering graduation project are each documented as 30 ECTS modules with a workload of 810 hours. The experts consider the credit allocation for the final projects plausible in view of their full-semester character and their role as integrative capstone elements.

The experts also reviewed the workload verification data submitted in Annex 14. This document covers the three Master programmes SEDO, SRE, and BDDS. It explicitly states that

comparable workload data for the BC and CS Engineering programmes were not available, as these programmes had previously been run by the Engineering School before its acquisition by Horizon University. Horizon University states that the same workload survey methodology will be extended to the Engineering programmes after the acquisition.

For the Master programmes, the data show that the average workload remained within the ECTS corridor of 25 – 30 hours per credit in the three years analysed. The calculated values were 26.1 hours per ECTS in 2022/2023, 28.0 hours in 2023/2024 and 28.9 hours in 2024/2025. The total weekly workload increased from 56 to 60 and then to 62 hours, while self-study increased from 26 to 32 hours per week. The university interprets this as increasing student engagement and a stronger role of self-directed learning, while still remaining within the accepted ECTS range.

The experts regard these findings as useful evidence that the overall workload of the Master programmes is realistic and that the university has started to monitor student workload systematically. At the same time, they note that these figures are aggregated mean values across semesters and programmes. Such data can show whether the overall workload is plausible, but it is less suitable for identifying significant discrepancies in individual teaching units. Since the university formally allocates credits with 27 hours per ECTS, the monitoring system should also be able to check whether individual modules substantially deviate from this calculation, either upwards or downwards. Annex 14 itself points in this direction, as it recommends workload audits for high-effort courses, monitoring of project scope, effort benchmarking in syllabi and longitudinal tracking per course.

The experts therefore do not question the compliance of the credit system, but they consider it important that Horizon University further develops its workload monitoring from aggregated programme-level averages towards a more module-specific instrument. This should allow the university to identify individual modules where the real workload no longer corresponds to the awarded credits and to document any resulting adjustments. The experts also note that the workload of the Engineering programmes must be monitored in the same way once the Horizon quality assurance processes are fully applied to these programmes.

During the site visit, the students described the workload as manageable. There were also indications that the university should move from a mainly reactive handling of workload issues towards a more proactive approach. The experts see the existing workload surveys and the planned extension of the system as a suitable basis for this. The upward trend towards 28.9 hours per ECTS should continue to be monitored, as it leaves only limited space before reaching the upper ECTS limit.

Overall, the experts conclude that Horizon University applies a transparent ECTS-based credit system. The total credit volume of the programmes is adequate, the workload is documented in the module descriptions, and the available survey data show that the actual average workload in the Master programmes remains within the ECTS corridor. The experts see room for further development in the precision of workload monitoring, especially at the level of individual teaching units, and for the Engineering programmes. In this context, they encourage a more proactive monitoring approach. Notwithstanding this, they consider the criterion to be complied with for all five programmes.

Criterion 1.6 Didactic and Teaching Methodology
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Evidence:

- Respective chapter of the SAR
- Annex 09 Module descriptions
- Annex 01 Student Handbook
- Audit discussions

Preliminary assessment and analysis of the experts:

The SAR describes Horizon University's teaching approach as student-centred and outcome-oriented. It refers to a Teaching Excellence Support Framework and states that teaching should foster critical thinking, problem-solving, technical competence, professional communication, ethical awareness and lifelong learning. The SAR also states that teaching decisions are informed by student learning data and evaluation results, and that teaching improvement is understood as a developmental process. The Student Handbook confirms that the university uses a range of pedagogical methods, including lectures and class discussions, small group discussions, flipped classroom elements, project-based learning, problem-based learning, case studies, design-based learning and inquiry-based learning. It also refers to a Centre for Innovative Learning and Teaching, which supports faculty in the use of innovative pedagogical methods, provides training and develops tools and resources, including MOOCs.

The module descriptions show that this range of teaching methods is not only described at institutional level but is also reflected in the modules. Technical modules commonly combine lectures with practical laboratories, coding exercises, workshops, assignments, mini-projects or larger projects. For example, programming and web modules use weekly laboratory tasks, GitHub submissions, progressive mini-projects, code review, peer assessment and project presentations. Security-related and systems-related modules include practical labs, collaborative activities, case studies, workshops and peer assessment. Data science and AI modules include practical model development, data processing, project work, de-

ployment tasks and final project presentations. The experts therefore consider that the teaching methods are suitably adapted to the technical and professional learning outcomes of the programmes.

The experts also note positively the strong practical and project-oriented character of the programmes. The curricula include integrator projects, practical assignments, laboratory work, case studies, certification-related learning activities and final projects. These formats support students in applying theoretical concepts to real tasks and in developing problem-solving, teamwork and communication competences. The experts consider this especially relevant for programmes in software engineering, DevOps, SRE, data science, AI, business computing and cybersecurity, where graduates must be able to work with changing technologies and practical constraints.

Digital teaching and learning infrastructure plays an important role at Horizon University. The SAR refers to recorded lectures, digital submission systems, online quizzes, cloud development environments, communication platforms and the use of learning platforms. It also describes the interaction between digital and face-to-face formats, for example through flipped classroom elements, digital preparation, face-to-face discussion and online communication outside class. The Student Handbook also mentions access to the LMS, course catalogues, Mattermost, software licences, cloud computing resources and campus-wide internet access. During the site visit, students confirmed that many courses are offered in hybrid formats, that recordings are available, and that online sessions are appreciated, especially as a reinforcement option. Students also did not see a negative effect of online learning options on the learning progress, while confirming that lecturers are usually available on campus.

The experts are aware that the university's understanding of e-learning usually means synchronous participation rather than fully asynchronous distance learning. This was also discussed during the site visit. The university explained that Moodle and recordings are used to support almost all courses in hybrid form. The experts consider this approach suitable for the current programmes, because it combines flexibility with regular interaction. The discussions with lecturers also indicated that the activation of online participants is a relevant didactic challenge. Lecturers described the use of agile and activating teaching methods, and they did not report a systematic performance difference between online and on-campus students.

The balance between contact hours and self-study is addressed through the ECTS-based workload model and the module descriptions. As already assessed under Criterion 1.5, the module descriptions normally specify contact hours and self-study time, and the workload surveys for the Master programmes indicate that the overall workload remains within the

ECTS corridor. The experts consider that the teaching formats also support this balance: lectures and demonstrations are combined with independent preparation, laboratory practice, project work, assignments and self-directed use of digital learning resources.

The introduction to independent scientific and professional work is mainly achieved through project-based modules, integrator projects, internships and final projects. Students are required to analyse problems, design solutions, implement and test them, document their work and present or defend results. The module descriptions for project-based modules and final projects show that students are expected to work independently and to integrate knowledge from several areas. This is adequate for the intended qualification level, even if the research dimension of some projects appears to be more applied and professional than strongly academic. The experts consider this acceptable for the profile of the programmes, which are strongly practice-oriented.

The site visit supported the experts' positive impression. Students described external lecturers as accessible and comparable to internal lecturers, while also appreciating their industry perspective. Industry representatives and alumni referred to agile competences, adaptability and the ability to handle unfamiliar work situations. Lecturers emphasised the link between theory and practice, the logical structure of the programmes and the use of different didactic and examination formats.

The review of teaching methods is also documented. The SAR describes end-of-semester evaluations, optional mid-semester pulse checks, faculty self-reflection, annual teaching effectiveness reviews, peer observation, coordinator observations and documented action plans. Survey results reported in the SAR show generally positive ratings for instructor effectiveness, availability, course organisation and clarity of learning outcomes, with low ratings decreasing over time. The experts consider this a suitable basis for regular review of didactic effectiveness, although the systematic extension of these processes to the newly acquired Engineering programmes should be continued.

Overall, the experts commend Horizon University for its use of a broad and suitable range of innovative teaching and learning methods, especially the strong use of project-based learning, hybrid teaching support, digital resources, industry-related learning and activating formats. The criterion is therefore assessed as complied with for all five programmes.

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

The expert team considers the criterion and the sub-criteria sufficiently fulfilled for the BDDS programme, and partially fulfilled for the other Master programmes as well as the Engineering programmes.

Programme name (ASIIN 1.2)

The expert team takes note that the inconsistency of programme names across the submitted documents (at least in the English translation) has been corrected by the university. It is appreciated that Horizon University has issued a controlled Master Title List as the binding institutional reference for the five programme titles in English and in French, has updated the institutional style guide and translation protocol accordingly, and that it has reviewed and aligned the relevant documents. The panel waives a requirement formulated to this end.

Curriculum (ASIIN 1.3)

HORIZON University accepts the experts' preliminary assessment without further comment. This applies particularly to the necessity to credit all mandatory parts of the curriculum, including the internships in the Engineering programmes (Engineering programmes, see below, Chapter F, [A 4](#)), and to strengthen the qualification profile of the DevOPs Master programmes (see below, Chapter F, [A 5](#)).

Workload and Credits (ASIIN 1.5)

The panel suggests a more proactive workload monitoring approach and adds a recommendation to this end (see below, Chapter F, [E 1](#)).

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation
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Evidence:

- Respective chapter of SAR
- Annex 09 Module Descriptions
- Annex 16 Statistics on Academic Success
- Annex 18 Statistics on Grade Distribution
- Annexes: Horizon University - Appeals and Grievance Procedure as of August 2025; Horizon University – Engineering Programs Academic Regulations as of August 2025; Horizon University – Examination Regulations as of August 2025; Horizon University – Examination Regulations as of August 2025; Horizon University – Masters Programs Academic Regulations as of August 2024
- Audit discussions

Preliminary assessment and analysis of the experts:

Horizon University describes two main assessment regimes which are used across the programmes according to the character of the teaching unit and the related learning outcomes. Most fundamental and technical teaching units are assessed under a mixed regime, combining a final examination with continuous assessment. According to the SAR, this applies to 34 of 50 teaching units, with the final examination counting for 70% and continuous assessment for 30% of the module grade. Continuous assessment may include quizzes, tests or midterms, exercises, projects, case studies, presentations, laboratory assignments and participation. A continuous assessment regime is used for transversal and soft-skills modules, certification preparation modules and the graduation project/internship, where the achievement of learning outcomes is mainly demonstrated through sustained practical work, projects, presentations or other semester-based deliverables. This structure applies across the cluster and is not presented by the university as a strict difference between Master and Engineering programmes. The module descriptions specify the examination forms for the individual modules and show that both theoretical and practical components may be assessed through a combination of written examinations, quizzes, laboratory work, project work, presentations, reports, peer assessment and final demonstrations. From the experts' point of view, these different assessment formats are in principle suitable for the different learning outcomes of the programmes, especially as the programmes include both theoretical foundations and applied technical competences.

The submitted regulations define general grading and progression rules. Assessments are graded on a 0–20 scale, with 10/20 as the pass mark. The regulations also define module validation, compensation rules, progression and graduation decisions. For Master students, the academic regulations define progression to the second year based on validation of the first year or conditional progression with 45 ECTS; the final project is non-compensable. For Engineering students, the regulations define annual progression, compensation within the year and a non-compensable final year project. The experts consider these rules generally clear and appropriate for the Tunisian higher education context and for the intended qualification level of the programmes.

The SAR describes rules for make-up examinations, non-attendance, illness and compensation of disadvantages. Make-up examinations are organised for modules assessed under the mixed regime and are not available for modules assessed fully by continuous assessment. The SAR states that the make-up examination has equivalent format, duration and level of difficulty, and that the final mark is calculated in a way that preserves the continuous assessment component and gives students the best result from several possible calculations. The SAR further describes rules for unjustified and justified absences, illness documentation and alternative examination opportunities. It also describes accommodations

for students with disabilities or special circumstances, including additional examination time and accessible formats. The experts consider these provisions adequate.

The experts also reviewed the organisation and distribution of examinations. According to the SAR, students usually take 30 ECTS per semester, with around seven to ten courses. Continuous assessments are distributed across the semester, while final examinations take place in a designated examination period of one to two weeks. The SAR mentions a reading week, publication of the examination schedule in advance and a maximum of two final examinations per day. It also states that Year-Level Coordinators monitor the overall assessment load and deadline distribution. During the site visit, the university explained the difference between mixed assessment and continuous assessment and stated that students' examination results are monitored during the study process to detect problems early.

At the same time, the experts discussed the quantitative examination load in some detail. Due to the multi-piece curriculum structure, many teaching units are composed of several smaller courses or modules, and many of these courses include several continuous assessment elements in addition to final or project-based assessment. Students confirmed that examinations generally correspond to their expectations and to the intended learning outcomes, and they described a suitable balance between theoretical and practical requirements; however, they also saw the number of examinations critically. The experts therefore consider the examination system functionally adequate, but they see room to reduce the overall amount of small courses and the related number of assessments across the semesters. This would lower fragmentation, reduce examination pressure and may support deeper learning without weakening the learning-outcome orientation of assessment.

The final projects and internships were also considered. All programmes include a compulsory final project/thesis in the final semester, usually carried out in a company or research laboratory. The SAR states that the final project lasts approximately 20 weeks, carries 30 ECTS, and requires a written thesis, technical implementation, company evaluation and oral defence. It also describes a dual supervision model with an academic supervisor and a company supervisor, with the academic supervisor responsible for topic approval, methodological guidance, regular meetings, thesis review and participation in the jury. The module descriptions confirm that the Master final year project and the Engineering graduation project are assessed through a thesis, technical implementation, oral presentation and responses to jury questions. They also specify grading criteria such as manuscript quality, methodology and software design, live demonstration and technical testing, oral presentation and defence of the work.

For the Engineering programmes, the regulations and module descriptions also define intermediate internships. These are assessed through reports and presentations and are in-

tended to introduce students progressively to professional practice before the final graduation project. The experts address the missing ECTS allocation for these mandatory intermediate Engineering internships under Criterion 1.5. Regarding the monitoring of achieved learning outcomes, they note that the forms of assessment of these internships are defined and appropriate in principle. For the final projects, the experts consider the dual supervision and jury-based defence suitable to ensure that projects conducted outside the university remain academically supervised and assessed at the required level.

The expert team thoroughly inspected a sample of examinations and final projects/theses across all programmes. According to the experts' impression, the exemplary examinations and graduation works were mostly of adequate level and quality for the intended Master-level qualification, both in the Professional Master programmes and in the Engineering programmes. Mostly, these End-of-Study Projects are strongly application-oriented and carried out mainly in companies. The available sample graduation works also confirmed that the final project and thesis topics were sufficiently programme-related. It is noted that End-of-Study Projects are carried out in cooperation with industry companies, and that this cooperation is usually regulated. However, only one cooperation agreement has been provided for the engineering degree programmes, dating back to 2018. While the experts expect that the quality requirements for End-of-Study Projects have remained unchanged, they would be interested in seeing current-year samples of such contracts for each of the engineering programmes under review.

The statistical data do not indicate systematic problems in the examination system. The academic success statistics show average graduation times of 4.1 semesters for Big Data and Data Science, 4 semesters for Software Engineering and DevOps, 4 semesters for DevOps and Site Reliability Engineering, and 6.2 semesters for Computer Science Engineering; for Business Computing Engineering, the first current cohort is still enrolled and no graduation time is available yet. The grade distribution shows that graduates are distributed across the categories Very Good, Good, Fairly Good and, in one case, Satisfactory, with no failures reported in the final grade categories. The experts do not draw far-reaching conclusions from these figures, especially because some cohorts are small, but they see no evidence of a structural examination barrier.

Regarding transparency, the experts found that the examination rules are documented in university-wide and programme-specific regulations, module descriptions and internal student information systems. The Student Handbook refers students to further regulations and states that deadlines for assignments, internship documents and examinations are strictly enforced; it also mentions the LMS and official university communications as information channels. The experts understand that the relevant orders and provisions are communicated mainly internally to students and staff. However, they consider it necessary to

increase transparency for applicants and external stakeholders by making the main study and examination provisions more publicly available (see Chapter 4.3 below).

The SAR also describes regular review of assessment effectiveness. According to the university, assessment quality is monitored through grade distribution analysis, rubric performance, capstone projects, student evaluations, employer feedback, alumni surveys, workload surveys, completion rates, make-up session usage and Year-Level Coordinator oversight. Results may lead to assessment redesign, improved rubrics, workload adjustment, schedule optimisation and faculty development. The experts consider this approach suitable, while also noting that the monitoring of assessment load should remain a focus due to the fragmented course structure.

Overall, the experts conclude that the examination system is sufficiently defined, learning-outcome oriented and transparent for students. The assessment forms are varied and correspond to the different types of learning outcomes; make-up examinations, absences, special circumstances, grading and appeals are regulated; final projects and internships are assessed in a structured way; and the inspected samples of examinations and final projects were mostly adequate in level and quality. The high number of small courses and related assessments should nevertheless be reconsidered. Transparency of the relevant study and examination rules should be increased. In a holistic judgement, criterion 2 is therefore assessed as partially complied with.

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

The expert panel considers the criterion to be sufficiently fulfilled.

Nevertheless, based on the preliminary assessment, the panel recommends that the university reduce the number of small courses and related exams across all programmes (see below, Chapter F, [E 2](#)).

3. Resources

Criterion 3.1 Staff and Development
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Evidence:

- Respective chapter of the SAR
- Annex 09 Module Descriptions

- Annex 19 Staff Handbook (revised version, including external teaching personnel; submitted after site visit); Staff Professional Development Report Academic Year 2024-2025; Teaching Excellence Support Framework Academic Year 2025-2026
- Annex 04 University Development Plan
- Audit discussions

Preliminary assessment and analysis of the experts:

The SAR describes an internal faculty structure consisting of full-time faculty and adjunct faculty, complemented by a large pool of external lecturers. According to the SAR, Horizon employs 26 internal faculty members, including 18 full-time faculty and 8 adjunct faculty, and states that 84.6% of the internal faculty hold doctoral degrees. The SAR also refers to an additional pool of 143 external lecturers used for specialised modules, guest lectures, industry seminars and practical workshops.

The staff handbook and CVs show that the teaching staff include academics and practitioners with backgrounds in computer science, software engineering, AI, data science, cloud computing, DevOps/SRE, cybersecurity, mathematics, management and business-related fields. Several staff members and adjunct lecturers have strong academic profiles, international experience, industry experience and research activities. Examples include lecturers with experience at or links to Apple, LinkedIn, Télécom SudParis, INSA Toulouse, IBM, universities in Tunisia and France, and several research laboratories. The module descriptions also name persons responsible for modules and show that teaching responsibilities are assigned to staff with relevant subject profiles.

Based on the staff documentation, the experts consider that the present teaching resources are sufficient for the delivery of the programmes, if full-time staff, adjunct lecturers and external lecturers are considered together. The available CVs and staff information show that many lecturers have relevant academic qualifications, practical experience and/or research activities in the fields covered by the programmes. The experts therefore do not question that the university is currently able to deliver the programmes at Master level. However, the experts also note that this positive assessment depends to a considerable degree on the availability and quality of external and part-time lecturers. The university's educational model relies strongly on such personnel, especially for specialised and industry-related modules. This can be an advantage for the practical orientation of the programmes, but it also creates risks for the reliability of curriculum delivery and for the medium- and long-term sustainability of the programmes. If a large part of the teaching is delivered by persons who are not permanently bound to the institution, the university must be able to demonstrate that recruitment, onboarding, coordination, performance monitor-

ing and replacement planning are not based mainly on personal networks or ad hoc decisions.

This point was discussed during the site visit. The university explained that external lecturers are often recruited through the founders' and university's professional networks and that their teaching quality is then followed through student feedback, programme feedback and informal communication with coordinators. It was also indicated that, in cases of negative feedback, the university first tries to improve the situation before discontinuing cooperation. These practices show that the university does pay attention to teaching quality. Nevertheless, from the experts' point of view, they do not yet amount to a sufficiently formalised quality assurance process for a teaching model that depends so strongly on external staff. The experts consider that a more consolidated process is necessary for several reasons. First, formal selection criteria would make it clear which academic, professional and didactic qualifications are required for different types of teaching assignments. Secondly, a documented recruitment and onboarding procedure would help to ensure that external lecturers understand the programme objectives, module learning outcomes, assessment rules, academic standards and the university's teaching approach. Thirdly, regular and documented quality checks would support reliable coordination between core full-time staff and part-time lecturers, especially in programmes with many shared modules and continuous assessment elements. Finally, a formal process would make the university less dependent on individual personal contacts and would strengthen the continuity of curriculum delivery if individual external lecturers become unavailable.

The Development Plan already shows that the university is aware of these issues. It refers to the need to refine HR policies, to recruit highly qualified faculty with academic and industry experience, to develop rigorous adjunct selection criteria, to verify credentials, to use demonstration teaching before appointment and to strengthen faculty integration. These are appropriate intentions, but the experts consider that they must now be translated into binding and documented processes for the programmes under review.

The submitted staff development documentation shows that Horizon has established measures for didactic and professional development. The Staff Professional Development Report states that 100% of full-time faculty participated in professional development activities in 2024–2025, that 9 faculty members earned certifications, including 7 full-time faculty, and that faculty satisfaction with professional development activities was considerably high, though still improvable (3.7/5.0). The same report describes monthly Teaching Excellence Workshops on topics such as hybrid teaching, Bloom's taxonomy, assessment preparation, Kahoot, Coursera course design with AI, BigBlueButton, IMS Learning Design, H5P, Moodle and detailed course planning. The Teaching Excellence Support Framework describes new faculty onboarding, mentoring, monthly workshops, student evaluations,

peer observation, self-reflection, year-level and theme coordination, and annual teaching effectiveness review.

The experts view these staff development activities positively. They support the programmes' teaching approach and help lecturers keep up with technological and didactic developments. The industrial certifications of staff, especially in NVIDIA and AWS-related areas, also fit well with the practical orientation of the programmes. The Development Plan further states that the university intends to maintain a high PhD qualification rate, strengthen full-time faculty, recruit staff with academic and industry profiles, and further develop adjunct faculty quality and integration.

For reasons stated above, the experts conclude that the current staff basis and development policy is adequate in substance, but that the recruitment and quality assurance of lecturers, especially external lecturers, is not yet sufficiently formalised for the level of dependence on such staff. Criterion 3.1 is therefore only partially fulfilled.

Criterion 3.2 Student Support and Student Services

Evidence:

- Respective chapter of the SAR
- Annex 22 Student Surveys and Results: Pedagogical Survey Results
- Annex 04 University Development Plan
- On-site inspection of facilities, student workplaces and computer/software equipment (or laboratories)
- Audit discussions

Preliminary assessment and analysis of the experts:

The SAR describes a multi-layered support structure including faculty, programme coordinators, year-level coordinators, theme coordinators, administrative staff, technical support, an internship office and international student support. Faculty are expected to provide office hours, academic advising, thesis and project supervision and responses to student enquiries. Programme coordinators oversee programme requirements, student progress and concerns, while year-level coordinators monitor workload, examination schedules and communication between students and lecturers.

The Student Handbook confirms that students have access to academic support, study skills workshops, time management training, research and library skills, writing support and, where available, peer tutoring. It also lists important student service contacts, including the general secretariat, admissions office, internship office, counselling services, financial services and academic advising. The handbook states that each student is assigned an aca-

ademic advisor who supports course selection, academic progress monitoring, career counselling and academic challenges.

The Student Handbook further describes international support services, including visa and residence permit assistance, arrival and orientation support, housing assistance and cultural orientation. It also describes health and safety services, including emergency contacts, campus security, an infirmary, referrals for health needs, and counselling services. The SAR also admits some current limitations, for example that mental health support is mainly based on referrals, that career services are still integrated into the Internship Office rather than a separate career centre, and that peer mentoring is not yet fully formalised. The experts positively note that the university addresses these points as future development areas.

The discussions during the site visit support the conclusion that students make active use of the support structures. Asked by the experts during the audit interview, students considered lecturers accessible by email and office hours, felt well advised and supported, and reported that academic supervisors are available especially for exam preparation and final projects. They also stated that external lecturers provide support for both face-to-face and online students, including individual online support. The experts therefore consider that the available support services are sufficient for the present student numbers and programme structure.

Overall, the experts assess student support and student services as appropriate. The university provides academic, administrative, technical, internship-related, international and personal support, and students confirmed access to the main support channels. Some services, especially career services and peer mentoring, could become more formalised with institutional growth, but this does not currently prevent compliance with criterion 3.2.

Criterion 3.3 Funds and equipment
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Evidence:

- Respective chapter of the SAR
- Annex 04 University Development Plan
- Annex 03 Sample Cooperation Agreements
- Annex Sample Cooperation Agreements University – Companies (submitted after site visit)
- Audit discussions

Preliminary assessment and analysis of the experts:

The SAR describes Horizon University's funding model as based mainly on tuition fees, founder funding, industry partnerships, professional training, research and development contracts and consulting services. It also describes annual budget planning, multi-year strategic planning, operating reserves, equipment replacement planning and the use of shared resources across the university's schools. The Development Plan sets out a growth strategy from 500 students in 2025 to 1,500 students by 2030 and describes financial sustainability targets, including disciplined budget management, revenue diversification and operating reserves.

The Student Handbook describes the available academic and technical facilities. These include administrative offices, small classrooms, lecture halls, faculty offices, computer laboratories, study spaces, a library, computer workstations, software licences, high-speed internet, presentation technology, cloud computing resources, Wi-Fi and access to a dedicated Mattermost workspace. It also refers to student common areas, food services, prayer rooms, parking, an infirmary and a listening/psychological support unit.

During the site visit, the expert team took the opportunity to inspect the facilities, workspaces and laboratories used for the programmes. The experts received a very good impression of the available infrastructure. In particular, the main campus buildings are well equipped, which was expected in view of the university's profile and self-presentation. The experts saw suitable classrooms, lecture rooms, computer laboratories, student workplaces and shared study areas. The available facilities appear adequate in quantity and quality for the current number of students and for the practical and technical orientation of the programmes.

The site visit discussions supported this impression. Students confirmed that they receive licences provided by the university, have access to Coursera courses, may receive laptops if needed, and do not see the university's growth plans as critical for their own support and equipment. Students also reported broad access to the university premises and sufficient space and power sockets in working rooms.

The experts also reviewed cooperation agreements. The partnership with Novation City supports cooperation in innovation, training, expertise, R&D and links with industry. The amendment to the partnership agreement refers specifically to a co-constructed Master programme in Big Data/Data Science and AI, with use of Novation AI Open Lab resources, involvement of professional AI experts, practical internships at the Novation AI Center of Excellence and integration of NVIDIA Deep Learning Institute resources. The Guizhou cooperation agreement provides another example of external cooperation, including joint education models, Chinese language and professional courses, teacher exchange, research co-

operation and credit-transfer arrangements. These agreements support the experts' impression that Horizon uses external partnerships to strengthen equipment, industry links, internships, teaching resources and internationalisation.

The experts consider the financial and material resources currently sufficient for the delivery of the five programmes. The available infrastructure, IT resources, cloud and software access, partnerships and internship links constitute an adequate basis. The facilities inspected during the site visit confirm that the programmes are well equipped, particularly in the main campus buildings. The Development Plan also gives evidence that the university is aware of the need to align growth with staffing, infrastructure and financial planning. At the same time, the experts note that the ambitious growth strategy will require continued monitoring so that resources keep pace with student numbers. This is not seen as a current deficiency under Criterion 3.3.

Overall assessment of Criterion 3

In summary, the experts consider the staff qualifications, student support, infrastructure, equipment and financial basis generally suitable for the delivery of the five programmes. The university has a strong academic and professional network, good facilities, well-equipped main campus buildings, adequate laboratories and student workspaces, a convincing student support structure and relevant cooperation agreements. However, the heavy reliance on external lecturers requires a more formalised and documented recruitment and quality assurance process. For this reason, Criterion 3 is assessed as partially complied with.

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

The panel considers this criterion partially fulfilled, particularly with reference to 3.1.

Staff and Staff development (ASIIN 3.1)

Referring to the major role, external experts play in delivering the study programmes of HORIZON University, the experts consider a clearly defined recruitment policy and process for these lecturers to be indispensable. This is deemed conditional for accreditation (see below, Chapter F, [A 1](#)). At the same time, reducing the reliance on external lecturers could contribute to strengthen the sustainability and quality of the programmes (see below, Chapter F, [E 3](#)).

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Annex 09 Module Descriptions

Preliminary assessment and analysis of the experts:

The submitted module descriptions contain the main information required for the programmes. They usually specify the module designation and code, the semester, the person responsible, the teaching language, the relation to the curriculum, teaching methods, workload including contact hours and self-study, ECTS credits, prerequisites, intended learning outcomes, content, examination forms, study and examination requirements, and reading lists. The experts therefore consider the module descriptions sufficiently informative for students and teaching staff. This is also consistent with the university's statement that module descriptions are made available to students via Moodle before the beginning of each semester and can be downloaded for reference.

The experts also note that the programmes include opportunities to acquire industry certificates. These certificates are not obligatory curricular modules and therefore do not need to be documented in the same way as compulsory academic modules. Nevertheless, the experts consider that short descriptions of the available certificates would be useful for students. Such descriptions could include the certificate provider, intended competence level, workload, preparation format, possible costs, relation to programme learning outcomes and whether the certificate is optional or linked to a module. This would increase transparency and help students to make informed choices.

Overall, the experts consider criterion 4.1 fulfilled. The additional documentation of industry certification opportunities is advised, but not treated as a formal requirement because the certificates are not obligatory parts of the curriculum.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Respective chapter of the SAR
- Annex 21 Graduation Certificates
- Audit discussions

Preliminary assessment and analysis of the experts:

The experts reviewed sample diplomas and an academic transcript for the programmes. The submitted diploma samples show the awarded qualification, the school, the legal basis,

student identification data, date and place of issue, and the distinction/mention. The Engineering diploma samples identify the National Engineering Diploma in Computer Science and state the field, major and specialisation, including Software Engineering, Systems Security or Business Computing. The academic transcript sample provides information on the student, programme, level of study, teaching units and constituent elements, credits, coefficients, grades, credits earned, semester averages, overall average, jury decision and mention. The experts consider these documents useful for showing individual academic performance.

For the three Professional Master programmes, however, the experts note a transparency issue in the sample diplomas. The diploma samples present the qualification as a Professional Master's Degree in Computer Science, followed by the respective specialty, for example Software Engineering & DevOps, Big Data and Data Science, or DevOps & Site Reliability Engineering. This wording could be understood as meaning that the three programmes are only specialisations within one common Computer Science Master programme. This would not be in line with the university's own presentation in the accreditation procedure, where the three Professional Master programmes are submitted and assessed as separate and stand-alone degree programmes.

From the experts' point of view, the diploma must clearly and unambiguously state the individual programme name. This is important for transparency, for the external recognition of the qualification and for avoiding misunderstandings by graduates, employers, partner universities and recognition bodies. The experts therefore consider it necessary that the diplomas for the three Professional Master programmes clearly present the respective programme as distinct from a common Computer Science programme and that the university provides revised samples for each of the three programmes.

The experts further note that the documents reviewed do not replace a Diploma Supplement in the sense of the European transparency instruments. The SAR states that a Diploma Supplement is issued in English or French and that it contains qualification and performance information. However, during the site visit the university explained that a Diploma Supplement is not customary in Tunisia and that no such document had been prepared so far, while the university expressed willingness to develop one in view of its internationalisation efforts. The evidence available to the experts therefore did not include a Diploma Supplement in the format expected by ASIIN.

The experts recall that the Diploma Supplement is a standard transparency and recognition instrument developed according to standards agreed by the European Commission, the Council of Europe and UNESCO. It supports the international recognition of qualifications by providing information on the holder of the qualification, the qualification type and insti-

tution, the level, programme contents and results, the function of the qualification, certification, the national higher education system and other relevant details. It is therefore particularly important for mobility and recognition, especially for programmes which seek international accreditation and European subject labels.

From the experts' point of view, Horizon University must develop Diploma Supplements for all five programmes in line with the European Commission/Council of Europe/UNESCO model and regulate their issuance in a binding way. They should be issued shortly after graduation, at least in English, and should provide information on the qualification profile, level, individual performance, credit system, grading system and classification of the degree in the Tunisian higher education system. This is not only a formal documentation issue, but also important for graduates who want to continue studies, apply for recognition or enter international labour markets.

Criterion 4.3 Relevant Rules

Evidence:

- Respective chapter of the SAR
- Annex Horizon University - Appeals and Grievance Procedure as of August 2025
- Annex Horizon University – Engineering Programs Academic Regulations as of August 2025
- Annex Horizon University – Examination Regulations as of August 2025
- Annex Horizon University – Examination Regulations as of August 2025
- Annex Horizon University – Masters Programs Academic Regulations as of August 2024
- Audit discussions

Preliminary assessment and analysis of the experts:

The SAR describes a hierarchical documentation framework including university-level regulations, programme-level regulations, student handbooks and course-level documents. It also states that documents are communicated through Moodle, the student portal, email, Mattermost, handbooks and the university website.

The Student Handbook provides general information on university-wide policies and services. It explicitly refers students to separate programme handbooks and academic regulations for programme-specific curricula, detailed grading and examination rules, course descriptions and learning outcomes. It also gives information on admission, student support, international opportunities, facilities, emergency contacts, university contacts and im-

portant reminders for students, including academic integrity, attendance, deadlines and official communication channels.

The Appeals and Grievance Procedure defines the students' right of appeal and covers grade appeals, disciplinary appeals, admission appeals and academic integrity appeals. It also provides a general grievance channel for matters not covered by a specific procedure, and defines principles such as reasoned decisions, timely review, independent review, procedural fairness and protection from retaliation. The Student Disciplinary Code defines academic and conduct offences, possible sanctions, the disciplinary procedure, the composition of the Disciplinary Council, procedural safeguards, emergency measures, appeals, records and confidentiality. The experts consider these documents suitable for defining rights, duties and procedures in a binding way.

At the same time, the experts found that the relevant study information and key regulations are mainly available internally. The SAR refers to access through Moodle, the student portal, university email, handbooks and internal communication channels. The website provides general information on the programmes, admission requirements and curriculum overviews for prospective students. However, the experts did not find that the complete set of relevant study-related regulations is publicly available on the university website or otherwise transparently accessible to external stakeholders. This concerns, in particular, study and examination regulations, programme regulations, internship/final project rules, appeals and grievance rules, disciplinary rules and other key provisions that define students' rights and duties. From the experts' point of view, this is relevant under Criterion 4.3 and also under the public information dimension of ESG 1.8. Students currently seem to receive the necessary information internally, and lecturers also referred during the site visit to an annually updated booklet with study-related information. Nevertheless, applicants, employers, partner institutions and other external stakeholders should also be able to easily access reliable and up-to-date information on the binding framework of the programmes. The experts therefore consider the university to be bound to publish all relevant study-related regulations in a consistent and transparent way.

Overall assessment of Criterion 4

The experts conclude that the module descriptions are generally adequate and contain the required information. The academic transcript sample provides relevant information on individual performance, and the submitted diploma samples document the legal basis and award of the respective qualification. However, the diploma samples for the three Professional Master programmes do not yet provide sufficient clarity, as they present the programmes as specialties of a Professional Master's Degree in Computer Science. For reasons of transparency and recognition, the diplomas must therefore clearly state the individual

programme name and the stand-alone character of each programme. Diploma Supplements in the European Commission/Council of Europe/UNESCO format are missing and must be developed and issued in a binding way.

Even though the relevant study-related regulations are currently communicated through alternative channels, the experts consider it necessary for the university to provide them in a more consistent and transparent manner. In summary, criterion 4 is assessed as partially complied with.

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

The criterion is considered as partially compliant.

Diploma and Diploma Supplement (ASIIN 4.2)

The experts appreciate the university's explanation concerning the on first glance dubious diploma wording. The panel understands that word "Computer Science" that appears on the sample diplomas is not meant to be the name of a Master programme. It is rather the field under which the three Master programmes are administratively classified by the Ministry. Consequently, the three Master programs themselves are identified by the specialities – Big Data and Data Science, DevOps & Site Reliability Engineering, and Software Engineering & DevOps – and these specialities are distinct and stand-alone Master programmes. The experts further commend HORIZON university for its efforts to present this interpretation of the Master diplomas as prominently and unambiguously as possible within the constraints of the Ministerial framework. As a result, no further action is needed on the part of the university.

Still, Diploma Supplements in the European Commission/Council of Europe/UNESCO format need to be development and their regular issuance bindingly stipulated (see below, chapter F, [A 2](#))

Relevant rules (ASIIN 4.3)

Even though the key study-related regulations and information is communicated to the major stakeholders – particularly students and lecturers – through diverse communication channels, not all material is publicly available. The expert panel states that a transparent, consistent and possibly uniform accessibility of the study-related information needs to be ensured (see below, Chapter F, [A 3](#)).

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Respective chapter of the SAR
- Annex 02 Quality Monitoring and Management at Horizon University document as of November 2025
- Audit discussions

Preliminary assessment and analysis of the experts:

The SAR describes Horizon University's quality assurance system as operating at three levels: a strategic level, an operational level and a programme level. The strategic level is linked to the University Development Plan 2026–2030 and to the Academic/Scientific Council. The operational level includes the Teaching Excellence Support Framework, year-level and theme coordinators, student evaluation systems and annual teaching effectiveness reviews. The programme level includes assessment quality assurance, learning outcome assessment, curriculum review, internship monitoring and graduate outcome tracking. The Quality Monitoring and Management document (Annex 02) further describes a quality documentation system with a hierarchy of university regulations, student handbook, programme-specific academic regulations, programme handbooks and course syllabi. It also defines areas such as academic programme quality, faculty development, student-centred quality measures, assessment systems, continuous improvement processes and strategic quality monitoring.

The experts note positively that Horizon University uses a variety of quality assurance instruments. These include student evaluations, mid-semester pulse checks, student feedback to year-level coordinators, faculty self-reflection, teaching observations, programme-level retrospective analysis, workload surveys, grade statistics, academic success statistics, alumni and employer feedback, and feedback from industry partners. Annex 02 describes annual teaching effectiveness reviews using aggregate student evaluation data, teaching observation reports, year-level and theme coordinator input, faculty self-reflections, student retention and success rates, graduate employment outcomes and faculty professional development data. It also describes programme-level retrospective analysis and an annual student learning outcomes assessment process starting from 2025/2026.

The statistical information supplied by the university is used as part of this quality picture. As already mentioned, the average graduation times for all programmes – except of BC, for

which no average graduation time is available yet – are well within the scheduled range. The grade distribution statistics show distributions across the categories from “Very Good” to “Satisfactory”, with no final failures reported in the listed graduate cohorts. The experts do not overinterpret these figures because some cohorts are small and the Engineering programmes are partly in transition, but they consider the data useful for monitoring study progress and examination outcomes.

The experts also considered the submitted student and faculty survey results. According to the SAR, end-of-semester evaluations had a response rate of 38% in 2024–2025, mid-semester pulse checks around 45–50%, and exit surveys around 60–70%. The same section reports that 78% of students agree that Horizon takes student feedback seriously, 73% agree that quality processes have positively impacted their education, 81% see adequate opportunities to provide input, and 68% see evidence that feedback leads to concrete improvements. Faculty survey results also indicate a positive perception of quality processes, with 85% agreeing that QA processes help them improve teaching and 91% valuing the Teaching Excellence workshops.

The site visit discussions support the view that students are involved in quality assurance. Students confirmed mid- and end-semester surveys, anonymous feedback cycles, direct feedback to the level coordinator and many informal contacts. They reported that feedback is often addressed quickly. Alumni also confirmed that course evaluations were used and that feedback was considered. This was consistent with examples presented in Annex 02, where student feedback led to improvements in faculty office-hour accessibility and digital platform use. The document also describes a feedback implementation cycle from collection and analysis to action planning, decision, implementation and subsequent assessment.

The experts further note that external stakeholders are included, although some elements are still under development. The SAR and Annex 02 refer to industry input, internship supervisor evaluations, employer feedback, curriculum consultation through partners such as NVIDIA, AWS and Coursera, and planned industry advisory boards. Annex 02 also describes a systematic integration process for external input, including collection, analysis, proposal, review by the Academic/Scientific Council, implementation and communication of results back to external stakeholders. During the site visit, industry representatives confirmed contacts with the university and involvement in curriculum development, especially through advisory boards and direct communication with programme representatives, as discussed already under criterion 1.3.

At the same time, the experts see that the quality assurance system is still developing. Processes, responsibilities and closed loops were not yet sufficiently described in the material available to the panel. The university pointed out different levels of QA, including Academic

Affairs at university level, Boards of Directors at school level and coordinators at programme level, and showed examples of weekly Board of Directors meetings, results and follow-up. Additional QA documentation was submitted after the site visit. The experts therefore recognise that Horizon has functioning quality practices, but also that the formal system is not yet fully mature and not all feedback loops are yet consistently documented.

This is particularly relevant because several processes are described as planned or newly starting. Annex 02 states that a dedicated Quality Assurance Office is to be established from 2026, with 2 FTE by 2030, and that enhanced alumni tracking, external examiner systems, industry advisory board structures and student learning outcomes assessment are planned or starting in the coming years. The Development Plan likewise sets targets for programme retrospectives, annual programme reports, curriculum review cycles, external evaluations, employment tracking and eventually a comprehensive QA handbook and assessment plans for all programmes. The experts consider these plans appropriate and important for consolidating the QA system, especially in view of the recent integration of the Engineering programmes and the university's growth plans.

Overall, the experts conclude that Horizon University has established a quality assurance system that already uses relevant instruments and involves students, faculty, management and external stakeholders. The submitted examples show that feedback can lead to concrete improvements, and the university has started to use survey data, statistics, teaching reviews and stakeholder input for programme development. The system is therefore sufficient for compliance with Criterion 5. However, the experts recommend that the university further develops and formalises the programme-level QA system, implements the planned processes and tools, and ensures that feedback loops are continuously closed and documented for all five degree programmes.

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

The expert panel considers the criterion as already fulfilled.

Still, the experts recommend to further develop the QA system and implement already planned steps to this end (see below, Chapter F, [E 4](#)).

D Additional Documents

- D 1. Current-year samples of End-of-Study Project Contracts for each of the two engineering programmes [ASIIN 2]

E Comment of the Higher Education Institution (31.05.2026)

The institution provided a statement addressed in the respective final assessment of the expert team in Chapter C, as well as the following additional documents:

- A - SAR - Cover Page
- B - SAR table on seals applied for
- C - Objective-Module Matrices
- D — Master Title List
- E — Summary of documents revised during the comment phase

F Summary: Expert recommendations (15.06.2026)

Taking into account the additional information and the comments given by HORIZON University, the experts summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
NED Business Computing	With requirements for one year	EUR-Inf	30.09.2031
NED Computer Science	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma Big Data and Data Science	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma DevOps & Site Reliability Engineering	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma Software Engineering and DevOps	With requirements for one year	EUR-Inf	30.09.2031

Requirements

For all degree programmes

- A 1. (ASIIN 3.1) Define selection criteria for the recruitment and quality assurance of the lecturers (including the external lecturers). Establish a formal quality process considering the overall recruitment practice.
- A 2. (ASIIN 4.2) Ensure that all graduates are provided with a Diploma Supplement in English in line with the ASIIN criteria and provide a sample for each programme.
- A 3. (ASIIN 4.3, 2) Make the relevant study-related regulations publicly available and accessible to all stakeholders in a consistent and transparent way.

For the Engineering programmes

- A 4. (ASIIN 1.3) Ensure that all mandatory internships are awarded credits to cover the workload invested by students.

For the DevOps programmes

- A 5. (ASIIN 1.3) Strengthen the qualification profile of the programme by broadening the speciality-related skills and competences of students.

Recommendations**For all degree programmes**

- E 1. (ASIIN 1.5) It is recommended to develop a more proactive workload monitoring approach, particularly encompassing a module-specific workload analysis to ensure the timely adjustment of unplausible credit allocation.
- E 2. (ASIIN 2) it is recommended to consider reducing the amount of (small) courses and related exams across the semesters.
- E 3. (ASIIN 3.1) It is recommended to reduce reliance on external lecturers to sustainably maintain the quality of the programme.
- E 4. (ASIIN 5) It is recommended to further develop the QA system for the degree programmes and continuously close the feedback loops. Already planned processes, tools and actions should be implemented.

G Comment of the Technical Committees

Technical Committee 04 – Informatics/Computer Science (18.06.2026)

Assessment and analysis for the award of the ASIIN seal:

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

Assessment and analysis for the award of the Euro-Inf® Label:

The Technical Committee deems that the intended learning outcomes of the degree programmes do comply with the Subject-Specific Criteria of the Technical Committee 04 – Informatics/Computer Science.

The Technical Committee 04 – Informatics/Computer Science recommends the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
NED Business Computing	With requirements for one year	EUR-Inf	30.09.2031
NED Computer Science	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma Big Data and Data Science	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma DevOps & Site Reliability Engineering	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma Software Engineering and DevOps	With requirements for one year	EUR-Inf	30.09.2031

Technical Committee 07 – Business Informatics/Information Systems (11.06.2026)

Assessment and analysis for the award of the ASIIN seal:

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

The Technical Committee 07 – Business Informatics/Information Systems recommends the award of the seals as follows:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
NED Business Computing	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma Big Data and Data Science	With requirements for one year	EUR-Inf	30.09.2031

H Decision of the Accreditation Commission (26.06.2026)

Assessment and analysis for the award of the ASIIN seal:

The Accreditation Commission discusses the procedure. For clarification purposes it slightly modifies the formulation of requirement A 5 concerning the DevOps programmes. In addition, it decides on an editorial adjustment of recommendation E 2 concerning a reduction of the number of small courses and related exams. Apart from this, the Accreditation Commission agrees with the recommended resolution of the experts and Technical Committees without changes.

Assessment and analysis for the award of the Euro-Inf® Label:

The Accreditation Commission deems that the intended learning outcomes of the degree programmes do comply with the Subject-Specific Criteria of the Technical Committee 04 – Informatics/Computer Science.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN-seal	Subject-specific label	Maximum duration of accreditation
NED Business Computing	With requirements for one year	EUR-Inf	30.09.2031
NED Computer Science	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma Big Data and Data Science	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma DevOps & Site Reliability Engineering	With requirements for one year	EUR-Inf	30.09.2031
Professional Ma Software Engineering and DevOps	With requirements for one year	EUR-Inf	30.09.2031

Requirements

For all degree programmes

- A 1. (ASIIN 3.1) Define selection criteria for the recruitment and quality assurance of the lecturers (including the external lecturers). Establish a formal quality process considering the overall recruitment practice.
- A 2. (ASIIN 4.2) Ensure that all graduates are provided with a Diploma Supplement in English in line with the ASIIN criteria and provide a sample for each programme.
- A 3. (ASIIN 4.3, 2) Make the relevant study-related regulations publicly available and accessible to all stakeholders in a consistent and transparent way.

For the Engineering programmes

- A 4. (ASIIN 1.3) Ensure that all mandatory internships are awarded credits to cover the workload invested by students.

For the DevOps programmes

- A 5. (ASIIN 1.3) Strengthen the qualification profile of the programme by including more focus-specific subjects to broaden the speciality-related skills and competences of students.

Recommendations

For all degree programmes

- E 1. (ASIIN 1.5) It is recommended to develop a more proactive workload monitoring approach, particularly encompassing a module-specific workload analysis to ensure the timely adjustment of unplausible credit allocation.
- E 2. (ASIIN 2) It is recommended to reduce the number of (small) courses and related exams across the semesters.
- E 3. (ASIIN 3.1) It is recommended to reduce reliance on external lecturers to sustainably maintain the quality of the programme.
- E 4. (ASIIN 5) It is recommended to further develop the QA system for the degree programmes and continuously close the feedback loops. Already planned processes, tools and actions should be implemented.

I Appendix: Programme Learning Outcomes and Curricula

According to Student Handbook, the following **learning outcomes (intended qualifications profile)** shall be achieved by the Engineering degree programme Business Computing:

Students are equipped with the necessary skills and techniques to:

- Demonstrate an understanding of social, professional, and ethical issues related to big data, artificial intelligence, and cloud computing.
- Master mathematical and statistical tools for big data processing, and apply artificial intelligence solutions to complex decision-support problems.
- Distinguish the specificities, requirements, and constraints of intelligent big data analytics solutions, and master various data engineering technologies, machine learning frameworks, and cloud platforms.
- Understand the principles of MLOps, the complete AI model lifecycle from development to production, and master digital management principles and strategic planning methodologies.
- Design and implement big data processing systems and learning models using machine learning, deep learning, data mining techniques, and distributed computing frameworks.
- Design, implement, operate, integrate, and administer relational and NoSQL databases, and build end-to-end data pipelines (ETL/ELT) for data collection, processing, transformation, and visualization.
- Deploy and monitor machine learning models in cloud environments (AWS, GCP, Azure) using MLOps practices, and implement CI/CD workflows for AI solutions ensuring reproducibility and scalability.
- Apply software engineering principles and agile methodologies to manage IT projects, and develop business intelligence solutions while evaluating the performance, security, and ethical compliance of AI systems.
- Work effectively and collaborate in multidisciplinary teams on data science and AI engineering projects.
- Master verbal and non-verbal communication techniques to present technical findings to both technical and non-technical stakeholders.

- Master the fundamentals of management, leadership, and digital transformation strategy.
- Demonstrate abilities in self-learning, critical thinking, entrepreneurship, and exercise ethical judgment in handling sensitive data and deploying AI systems.

The following **curriculum** is presented:

Programming and Software Development	Artificial Intelligence (AI) and Data Science	Systems, Networks and Databases
Algorithms and Data Structure	Mathematics for Data Science	Operating Systems
Object Oriented Programming	Operational Research and Optimization	Network Foundations and Service
Web Development	Statistics Workshops with Python	Relational Databases
Agile Project Management	Business Intelligence (BI)	Database Engineering
	Machine Learning	
	Deep Learning	
	Generative AI	
	Time Series Analysis	
	Computer Vision	

Management, organization and economic environment	Big Data, Cloud Computing and MLOps	Soft Skills
Management Principles	NoSQL Databases	Design Thinking
General Accounting	Batch processing	English-TOEIC Certification
Digital Marketing	Stream processing	Teamwork & Collaboration
Digital Economy	Big Data Visualisation	IT Law & Data Protection
Operations and Logistics Management	Data mining	Business Communication
Business Process Management	ETL Pipelines	Entrepreneurship
E-business strategies	Data Security and Confidentiality	Business Management
	AWS Cloud Practitioner	
	Cloud Services for Machine Learning	
	MLOps	

According to Student Handbook, the following **learning outcomes (intended qualifications profile)** shall be achieved by the Engineering degree programme Computer Science, Software Engineering:

Students are equipped with the necessary skills and techniques to:

- Distinguish the specificities, requirements, and constraints of different types of applications: distributed, Web, mobile, cloud, and IoT.

- Master various software development technologies including programming languages, frameworks, methodologies, tools, and CI/CD pipelines with fundamental concepts of DevOps and Site Reliability Engineering (SRE).
- Understand software architecture patterns including microservices, REST APIs, event-driven architectures, containerization, and infrastructure-as-code (IaC) concepts.
- Demonstrate an understanding of social, professional, and ethical issues related to software engineering, cloud computing, and comprehend software quality assurance principles, testing strategies, and observability principles.
- Analyze the functional and non-functional requirements of software applications, and apply design patterns and advanced programming paradigms for the development of large-scale distributed, Web, mobile, and cloud applications.
- Design, develop, integrate, test, deploy, and deliver software applications using modern development practices, implementing comprehensive testing strategies with automation frameworks.
- Apply DevOps methods to automate CI/CD pipelines and infrastructure provisioning, and apply SRE techniques to monitor, control, and manage the quality and reliability of large-scale distributed applications.
- Design and deploy resilient and scalable systems using microservices architecture, containerization (Docker), and orchestration (Kubernetes), and design, implement, operate, integrate, and administer databases of various types.
- Collaborate and interact effectively in cross-functional teams bridging development and operations.
- Master verbal and non-verbal communication techniques for technical documentation and stakeholder presentations.
- Master the fundamentals of agile project management, Scrum, and team leadership.
- Demonstrate abilities in self-learning, continuous improvement, and foster a culture of collaboration, automation, and shared responsibility between development and operations.

The following **curriculum** is presented:

Programming and Software Development	Software Engineering, Quality and Testing	Databases and Big Data
Algorithms, Data Structure and Complexity	Software Engineering	Database Foundations
Programming Workshop	Software Architectures	Database workshop
Operational Research and Optimization	Design pattern	Database Engineering
Object Oriented Development	Foundations of Software Testing (ISTQB)	NoSQL database,
Advanced Java	Functional Testing Tools & Automation	Big Data Technologies and Frameworks
Advanced Algorithms and Data Structures.	Non-Functional Testing Tools & Automation	Big Data Visualisation
Web & Mobile Development	Software quality: Tools and Methods	AI & Machine Learning
	Agile Project Management	

Systems, Networks and Security	Cloud & DevOps	Soft Skills
Operating Systems,	Virtualisation, Cloud & Containers	Design Thinking
Network Foundations and Service	Cloud Practitioner	English-TOEIC Certification
Information Systems Security	Cloud Architect	Teamwork & Collaboration
IT Law, Data Protection and Ethics	Micro Services & Orchestration (docker/ k8s)	IT Law & Data Protection
Distributed Systems	DevOps and SRE Principles and Practices	Business Communication
Services & API	Continuous Integration/Deployment	Entrepreneurship
Observability of Distributed Systems	Service Level Objectives	Business Management

According to Student Handbook, the following **learning outcomes (intended qualifications profile)** shall be achieved by the Engineering degree programme Computer Science, System Security:

Students are equipped with the necessary skills and techniques to:

- Master fundamental and advanced concepts in cybersecurity including network security, system security, application security, and data security, and understand security architectures and frameworks for protecting IT infrastructures, cloud environments, and distributed systems.
- Comprehend cryptographic principles, algorithms, and their applications, and distinguish security threats, attack vectors, and vulnerabilities across different layers of IT systems.
- Master security standards, frameworks, compliance requirements, and understand DevSecOps principles and the integration of security throughout the software development lifecycle.

- Demonstrate an understanding of organizational, legal, and ethical issues related to cybersecurity and data protection, and comprehend incident response procedures, forensic analysis techniques, and identity and access management concepts.
- Design and develop secure applications by integrating secure coding principles and DevSecOps best practices, and deploy and manage secure IT infrastructures including operating systems, networks, cloud environments, and distributed architectures.
- Implement robust data protection mechanisms by applying cryptography, encryption, access control, and identity management techniques, and identify, assess, and remediate vulnerabilities through penetration testing, security audits, and forensic analysis.
- Apply cybersecurity standards and best practices to ensure regulatory compliance of systems and software development processes, and use monitoring, automation, and AI tools to prevent, detect, and respond to security threats in real-time.
- Implement security controls and defense-in-depth strategies across network, application, and data layers, conduct risk assessments, develop security policies and incident response plans, and configure security monitoring systems, and threat intelligence platforms.
- Collaborate effectively in multidisciplinary teams including developers, operations, and business stakeholders to ensure comprehensive security.
- Master verbal and non-verbal communication techniques to articulate security risks and recommendations to technical and non-technical audiences.
- Master the fundamentals of security governance, risk management, and compliance leadership, and demonstrate abilities in continuous learning to stay current with evolving threats and security technologies.
- Exercise ethical judgment and professional responsibility in handling security incidents and sensitive information, and promote a security-aware culture and advocate for security best practices across organizations.

The following **curriculum** is presented:



According to Student Handbook, the following **learning outcomes (intended qualifications profile)** shall be achieved by the Master's degree programme Big Data and Data Science:

Students are equipped with the necessary skills and techniques to:

- Analyze the theoretical foundations of probability, statistics, and mathematical models that underpin data science and machine learning algorithms.
- Evaluate distributed computing architectures, cloud infrastructure paradigms, and big data processing frameworks for scalable solutions design.
- Explain the principles of data protection regulations, cybersecurity, and ethical frameworks governing AI and data science practices.
- Compare contemporary artificial intelligence methodologies, including supervised and unsupervised learning, deep learning architectures, and generative models.
- Design and implement end-to-end machine learning pipelines that process large-scale datasets and deliver predictive or intelligent solutions.
- Develop scalable data architectures using distributed systems, cloud platforms, and database technologies to support data-intensive applications.
- Apply data engineering, optimization techniques, and statistical analysis to extract actionable insights and solve complex business problems.

- Demonstrate ethical responsibility and integrity in handling sensitive data, respecting privacy rights, and ensuring compliance with legal frameworks.
- Value collaborative teamwork and exhibit professional behavior when working in cross-functional, multicultural data science environments.
- Embrace continuous learning and technological innovation to adapt to evolving trends in big data, AI, and data science practices.
- Advocate for responsible AI development that considers societal impact, fairness, transparency, explainability and human-centered values in solution design.

The following **curriculum** is presented:

COMPUTER SCIENCE - Data Structures & Algorithms - Operating Systems - Relational Databases - Computer Networks - Advanced Algorithms & Complexity - Agile Project Management	STATISTICS, MATHS, & OPTIMIZATION - Probability & Statistics - Mathematical Analysis - Linear Algebra - Operational Research & Optimization - Statistics Labs with Python	ARTIFICIAL INTELLIGENCE - Business Intelligence - Machine Learning - Deep Learning - Generative AI - Large Language Models - Time Series Analysis - Computer Vision
CLOUD COMPUTING & MLOPS - Cloud Practitioner - MLOps - Cloud Services for Machine Learning - Accelerated Data Science	BIG DATA - NoSQL Databases - Offline Processing - Stream Processing - Security & Data Privacy - Big Data Visualization - Data Mining - ETL Pipelines	SOFT SKILLS - Design Thinking - English - Teamwork & Collaboration - IT Law & Data Protection - Business Communication - Entrepreneurship - Business Management - Psychology & Sociology

According to Student Handbook, the following **learning outcomes (intended qualifications profile)** shall be achieved by the Master's degree programme DevOps & Site Reliability:

Students are equipped with the necessary skills and techniques to:

- Distinguish the specificities, requirements, and constraints of different types of distributed and cloud applications.
- Master various software development technologies: languages, methodologies, tools, and environments.
- Master Continuous Integration / Continuous Deployment (CI/CD) pipelines, automation practices, and Site Reliability Engineering (SRE) principles.

- Demonstrate an understanding of social, professional, and ethical considerations related to cloud computing.
- Analyze the functional and non-functional requirements of software applications.
- Design, develop, integrate, test, deploy, and deliver software applications.
- Apply SRE techniques to monitor, control, and manage the quality of large-scale distributed applications.
- Build end-to-end CI/CD pipelines incorporating source control, automated testing, security scanning, and deployment automation
- Implement comprehensive observability solutions for production systems
- Design and deploy cloud-native applications using containerization and orchestration
- Execute incident management and post-incident analysis
- Collaborate effectively in multidisciplinary engineering teams.
- Communicate technical concepts clearly through verbal and written channels
- Apply management principles and demonstrate leadership in technical contexts
- Demonstrate autonomous learning capabilities and entrepreneurial competencies

The following **curriculum** is presented:



According to Student Handbook, the following **learning outcomes (intended qualifications profile)** shall be achieved by the Master's degree programme Software Engineering & DevOps:

Students are equipped with the necessary skills and techniques to:

- Explain the principles and practices of DevOps and Agile methodologies, their foundations, core concepts, and their interdependencies in modern software delivery.
- Analyze the architectural patterns for distributed systems, microservices, and cloud-native applications to identify optimal solutions for scalability, reliability, and performance requirements.
- Evaluate CI/CD pipeline strategies, containerization approaches, and infrastructure-as-code practices to determine the most effective automation and deployment solutions for specific project contexts.
- Synthesize knowledge from software engineering, operations, security, and business management to design comprehensive IT project plans that integrate technical excellence with organizational objectives.
- Implement automated CI/CD pipelines using industry-standard tools to orchestrate build, test, and deployment processes across multiple environments with minimal manual intervention.
- Configure and manage containerized applications, cloud infrastructure, and orchestration platforms to deploy scalable, resilient distributed systems in production environments.
- Design microservices architectures and APIs that demonstrate mastery of design patterns, separation of concerns, and service-oriented principles while ensuring maintainability and testability.
- Develop full-stack Web and mobile applications integrating frontend interfaces, backend APIs, relational/NoSQL databases, and cloud services while applying object-oriented design patterns and secure coding practices.
- Manage software projects using agile practices including sprint planning, backlog prioritization, team retrospectives, and stakeholder communication to deliver high-quality software iteratively.
- Demonstrate effective teamwork by actively collaborating, sharing knowledge, and contributing to achieve common engineering goals.
- Exhibit professional communication skills by articulating technical concepts clearly to both technical and non-technical audiences through verbal, written, and visual means.
- Model leadership and management capabilities by guiding teams, making informed decisions, and driving project success.
- Embrace self-directed learning and entrepreneurial thinking.

The following **curriculum** is presented:

Software Engineering	Big Data	Expert
Software Quality and Test	AI & Machine Learning	ERP
Software Architect	NoSQL Databases	IS Security
Design Patterns	Big Data	
Service and Orchestration	Internet of Things	
Project Integration		

Programming	Cloud Computing	Soft Skills
Advanced Algorithms & Complexity	Virtualization , Cloud & containers	Design Thinking
Advanced Java	DevOps	English-TOEIC Certification
Project Agile Management	Site Reliability Engineering	Teamwork & Collaboration
Middlewares & Framework	Cloud Architect	IT Law & Data Protection
Web/Mobile Programming		Business Communication
Operational Research & Optimization		Entrepreneurship
		Business Management