



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

## REPORT

**on the findings of the External Evaluation Commission  
for compliance Astana IT University LLP with institutional  
initial accreditation standards (Ex-Ante)**

**Site-Visit Dates: May 21 - 23, 2020**

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
**External Expert Commission**

**Addressed to**  
**Accreditation**  
**Council of IAAR**

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**standards (Ex-Ante)**

**May 21 - 23, 2020**

**Nur-Sultan**  
**"23" May 2020**

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## (I) LIST OF SYMBOLS AND ABBREVIATIONS

AC Academic Calendar  
AIS Automatic Information System  
DAA Department of Academic Affairs  
DET Distance Education Technology  
DP/DT Diploma project/diploma thesis  
FSC Final state certification  
FC Final control  
ICT Information and communications technology  
IT Information Technology  
ILP Individual learning plan  
CTE Credit technology of education  
CED Catalogue of elective courses  
MES Ministry of Education and Science  
RW Research work  
SRW Student research work  
DAC Department of International Cooperation  
QMD Quality Management Department  
RSTL Republican Scientific-Technical Library  
MT Midterm  
QMS Quality Management System  
SSS Student Scientific Society  
TMCD Teaching and methodical complex of discipline  
AC Academic Council  
ECTS European Credit Transfer System  
SPDES State Programme for the Development of Education and Science

## (II) INTRODUCTION

In accordance with the order dated 21.04.2020 № 31-20-OD of the Independent Accreditation and Rating Agency, 21-23 May 2020, an External expert committee assessed the compliance of Astana IT University LLP activities with the IAAR standards of initial institutional accreditation (approved on December 9, 2019, № 117-19-OD, first edition).

The report of the External expert commission (EEC) contains an assessment of Astana IT University LLP activity compliance within the framework of institutional accreditation with IAAR criteria, recommendations of EEC on further improvement of institutional profile parameters.

### **The members of the EEC:**

1. Chairman of the IAAR Commission - Vladimir Kosov, d. ph-m sc., Professor, Kazakh National Pedagogical University named after Abai (Almaty);
2. IAAR expert - Gulnara Turtkarayeva, Candidate of Pedagogical Sciences, Associate Professor, State University named after S.Ualikhanov (Kokshetau);
3. IAAR expert - Ismailova Aisulu Abzhapparovna, PhD on information systems, Kazakh Agricultural University named after S. Seifullin (Nur-Sultan);
4. IAAR Expert - Baitenova Laura Maratovna, Doctor of Economic Sciences, professor, Narkhoz University (Almaty);
5. IAAR expert - Baklanov Alexander Evgenievich, Candidate of ph-m sc, professor, East Kazakhstan State Technical University named after D. Serikbayev (Ust-Kamenogorsk);
6. IAAR expert - Timur Saatdinovich Kartbayev, PhD, academician of MAIN, Almaty University of Power Engineering and Telecommunications (Almaty);
7. IAAR expert - Beysenkulov Ayazbi Akhbergenovich, can. of phil. sc., IT International University IITU (Almaty);
8. IAAR expert - Mehtiyev Ali Javanshirovich, Candidate of Technical Sciences, professor, Karaganda State Technical University (Karaganda);
9. Employer - Mikhail Rezov, Chief Specialist of Electronic Document Management System Support Department, National Information Technologies JSC (Nur-Sultan);
10. Student - Mauina Gulalem Myrzaliyevna, the 2nd course PhD student of EP "Information Systems", Kazakh Agrotechnical University named after S. Seifullin (Nur-Sultan);
11. Agency observer - Timur Kanapyanov, PhD, Head of IAAR International Projects and Public Relations (Nur-Sultan).

## (III) REPRESENTATION OF THE EDUCATIONAL ORGANISATION

The university was founded in 2019 as part of the "Digital Kazakhstan" state programme for the development of human capital in higher and postgraduate education. Educational activities are carried out on the basis of general license No. KZ26LAA00015835 dated April 12, 2019, issued by the Committee for Control in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan (<http://stanait.edu.kz>).

The University provides educational services of higher and postgraduate education in accordance with specific areas of training within higher and postgraduate education, classified and approved by the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569 and State Compulsory Educational Standards higher and postgraduate education of the Republic of Kazakhstan, approved by order Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604.

The development of the University is determined by the Development Strategy of Astana IT University LLP for 2020-2025 <https://astanait.edu.kz/wp-content/uploads/2020/05/AITU-Strategy.pdf>. Discussion of the first version of the Development Strategy was held at the Scientific Council meeting (SC minutes # 4 dated 28. 11. 2019) and recommended for approval by the General Meeting of the Partnership Members with the decision "to approve" (Minutes # 7 dated 26. 03. 2020).

The supreme governing body - the General Meeting of the Partnership Members. The exclusive competence of General Meeting includes amendment of the Charter of the Partnership, formation of the Partnership Board, election of Board Chairman, election of Rector of the Partnership, etc.

The Supervisory Board provides control over the Partnership activities and has the right to make decisions on any issues of the Partnership activities, except for the issues referred to the Law, constituent documents and the Charter, issues that fall within the exclusive competence of the General Meeting of Participants. The activity of the Supervisory Board is regulated by the Legislation, the Charter and the Supervisory Board Regulation. The Supervisory Board consists of 5 (five) persons: two representatives of the Public Fund "Nursultan Nazarbayev Education Fund", one representative of the Joint Stock Company "National Information communication Holding "Zerde" and two independent members.

Collegial executive body of the Partnership - Management Board carries out its activity in accordance with the Regulations approved by the General Meeting of Participants. The competence of the Board includes: making proposals to form the Partnership general organisational structure; creation of a collective operational and advisory body headed by the Rector - the Rectorate; approval of internal regulatory documents, the which list is determined by the General Meeting of the Participants; approval of price lists for educational and consulting paid services; the cost of short-term training courses, retraining and professional development, part- time wages, apartment rent, accommodation in dormitories and reimbursement of other costs, as well as the approval of the Partnership staffing, etc.

The collegial governing body of the Partnership's educational activities is the Scientific Council. The Regulations on the Scientific Council is approved by the General Meeting of the Members of the Partnership.

The Supervisory body of the Partnership - the Revision Commission of the Partnership is consists of Partnership Members or their representatives to provide control over Partnership financial and economic activities.

The Technological Council shall be formed under the guidance of the Head of the Ministry of Digital Development, Innovation and Aerospace Industry in order to provide practically oriented training, expert and technical assistance in providing dual training and scientific projects. The Technological Council is a consultative and advisory body.

The Technological Council includes the representatives of the Ministry of Digital Development, Innovation and Aerospace Industry of the Republic of Kazakhstan, Ministry of Industry and Infrastructure Development of the Republic of Kazakhstan, Ministry of Education and Science of the Republic of Kazakhstan, employers (Microsoft, CISCO, HP, Kazakhstan Internet Association), Rectors of universities (AITU, UIB, KBTU, AUES, IITU).

The distinction between the functions of corporate and collegial management bodies of the higher education institution is reflected in the corresponding internal regulatory documents: Regulations on the Supervisory Board of "Astana IT University" LLP; Regulations on the Scientific Council of "Astana IT University" LLP; Regulations on the Academic Senate of "Astana IT University" LLP; Regulations on the Scientific and Technical Council of "Astana IT University" LLP; Regulations on student self-government, etc.

(<https://drive.google.com/drive/folders/1JnCVM1ktriUrk3Zdf0Ecc-7YXlaUeFGI>)

At present, the organisational structure of the university includes 22 structural subdivisions and the Military department (<http://astanait.edu.kz/about/>). Functions and rights of structural subdivisions of the university are determined by the Regulations of corresponding subdivisions.

At present, the University provides training on 8 educational programmes of Bachelor's degree in the context of 4 directions of training, included in the Register of educational programmes of higher and postgraduate education. For 2020 - 2021 academic year students will be recruited under the new educational programme "Digital journalism".

The total number of students is 605, including 558 on the educational grant, 11 on the IOI grant, and 36 on a paid basis. The number of students of Educational programmes: IT Management - 69; Cyber Security - 97; Telecommunication Systems - 41; Media Technology - 37; Industrial Automation - 19; Computer Science - 70; Large Data Analysis - 92; Software Engineering - 180.

The total number of teaching staff for the academic year 2019-2020 is 44 people, including 36 full time staff, 2 doctors of sciences; 8 candidates of sciences; 8 PhD doctors; 18 masters. The percentage of teaching staff scientific degree is 50%.

The University employs graduates from the world's leading international universities: University of Southern California (USA), Boston University (USA), The University of Chicago (USA), University College London (UK), Imperial College London (UK), Robert Gordon University (UK), University of Humboldt (Berlin, Germany), University of Bristol (UK), The University of Sheffield (UK).

The form of organisation of the academic period (theoretical study) is a 10 week trimester (there are three trimesters within each academic year, the total duration of the Bachelor's degree is 3 years).

During the whole period of study, students master 240 academic credits. The language of study is English.

Modular educational programmes, academic calendar, curricula for training areas, schedule of academic classes for the current academic year have been developed and approved.

In order to organise the educational process, syllabi for all academic disciplines in English have been developed; electronic forms of educational process organisation have been expanded, in particular, network communication within the framework of individual and group interaction; methodical materials and tasks are also sent online, Moodle and Platonus platforms are used. ICT is actively used at the lessons, multimedia materials developed by teachers are available in all courses, and there is good practice in using electronic resources in the learning process.

The University has modern Cisco, Huawei, Kaspersky specialised laboratories, 6 lecture rooms, 27 classrooms, 12 computer classes, 17 laboratories, a modern assembly hall with 450 seats, an electronic reading hall with 50 seats, sport hall and gym.

All classrooms are equipped with interactive projectors, computer equipment and audio-video systems.

There is a modern Media Centre with an innovative television and radiobroadcasting studio.

One of the criteria for the effectiveness of staff scientific work is the publication activity, especially in the highly rated journals included in the database (DB) Web of Science and Scopus: the number of publications over the past 5 years in the Web of Science database - 27, in the Scopus database - 41.

Currently, AITU plans to publish 1 scientific journal on IT-technologies, with subsequent inclusion in the international database of Web of Science Core Collection, Scopus, as well as to hold an annual international IEEE conference on trends in IT.



One of the goals is to attract young researchers to science. In 2020 – 2022 the University plans to have a Council of Young Scientists and Student Scientific Society, the main goal of which is to promote the development of creative scientific activity of young researchers and students.

Scientific and technical laboratories occupy a special place in the indicators of research activity. There are plans to open three research laboratories in 2020-2022: the FabLab research laboratory, a sectoral ICT technology laboratory and a multimedia laboratory with VR/AR elements.

During the reporting period, international and domestic partners from both academic and the business environment have been identified. The University has signed six Memoranda of Understanding and Cooperation with international academic partners: Green River College, Auburn, USA; IGlobal University, Vienna, USA; University of Latvia, Riga; Dortmund University of Applied Sciences and Arts, Germany; Weihai Professional College, China; Eurasian Voyage Beijing International Centre for Economic and Cultural Exchange.

Today the University has signed Memoranda of Understanding and Cooperation with international IT vendors and companies: HP, ASBIS, 1C, Kaspersky Lab, Huawei, Lenovo, KPMG, Enterprise DB Corporation, Cisco, EPAM and Seedstars. Currently, issues are being worked out and negotiation processes are underway to conclude Memoranda and agreements on cooperation with international IT vendors and companies: Microsoft, Hewlett-Packard Enterprise, CyberBit Ltd, Certiport. Cisco, Huawei, and Kaspersky partners have opened modern training laboratories at the University.

Astana IT University has developed an internal quality assurance system approved by the decision of the Scientific Council on December 26, 2019 and approved by the Founder on December 30, 2019. This system includes Internal Quality Assurance Policy and Standards. It reflects the general approaches, key principles and main mechanisms established in AITU for quality assurance and development of a culture of continuous quality improvement. The Policy is implemented through internal quality assurance processes and standards, which involve all parts of the university. The policies and standards have official status and are available to the general public on the university website <https://astanait.edu.kz/wp-content/uploads/2020/05/sistema-vnutrennego-obespecheniya-kachestva.pdf>.

#### **(IV) A DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

Astana IT University LLP gets institutional accreditation in IAAR for the first time.

#### **(V) A DESCRIPTION OF THE EEC VISIT**

The work of the EEC was carried out according the Programme of visit of the expert commission on institutional accreditation of "Astana IT University" LLP in the period from 21 to 23 May 2020.

For coordination of the EEC work, at the establishment meeting the responsibilities were distributed among the commission members, the schedule of the visit was specified, and an agreement was reached on the issues of expertise methods selection.

According to the standard requirements, the programme of the visit covered meetings with the acting rector, vice-rectors, dean, programme coordinators, and heads of structural divisions. Interviews and questionnaires with individual focus groups (teachers, students) were conducted online. 109 people took part in the meetings and interviews in total (Table 1).



Information about employees and trainees who took part in meetings with the NAAR EEC:

Category of participants	Quantity
Acting rector	1
Vice-Rector	3
Heads of structural units,	12
Dean	1
Programme Coordinators	3
Instructors	29
Students	60
Total	109

During the tour, members of the EEC were acquainted with University material and technical base, visited the offices of Apple, 1C, SAR, Oracle; Laboratories of CISCO Networking Academy, Huawei ICT Academy; sport hall, gym, assembly hall, media center, coworking centers and library.

In accordance with the accreditation procedure, 26 teachers and 56 teaching staff were surveyed.

In order to confirm the information provided in the self-assessment report by external experts, working documents of the university were requested and analysed. In addition, the experts studied the university internet positioning through the official website <https://astanait.edu.kz/>.

For the work of EEC all conditions were created, access to all necessary information resources was provided. The presence of all persons, specified in the visit programme and established time was provided.

Within the limits of the planned programme the recommendations on improvement of "Astana IT University" LLP activity, developed by EEC in the results of observation, were presented at the meeting with University top - management on 23.05.2020.

## (VI) INSTITUTIONAL ACCREDITATION STANDARD COMPLIANCE

### 6.1 Standard "Strategic Development and Quality Assurance"

- ✓ *The university should demonstrate the development of a unique mission, vision and development strategy based on the analysis of external and internal factors with wide involvement of various stakeholders.*
- ✓ *The university should demonstrate the orientation of the mission, vision and strategy to meet the needs of the state, society, real economy branches, potential employers, students and other interested persons.*
- ✓ *The university should demonstrate transparency of processes of formation, monitoring and regular revision of the mission, vision, strategy and policy of quality assurance.*
- ✓ *The HEI should have a published mission, development strategy and quality assurance policy.*
- ✓ *The HEI develops documents on separate spheres of activity and processes (plans, programmes, regulations, etc.), specifying the strategy of development and quality assurance policy.*
- ✓ *The quality assurance policy should reflect the relationship between research, teaching and learning.*
- ✓ *The HEI should demonstrate the development of a culture of quality assurance.*

#### ***The evidence part***

During the planned meetings of the EEC members with the university management and the staff, it was revealed that the priorities of the university development correspond to the national policy in the sphere of education and are reflected in strategic documents. Being guided by modern tendencies of development of the international educational system and strategic documents, the university has developed the Development Strategy of Astana IT University for 2020-2025. The Development Strategy was discussed at the Academic Council (28.11.2019) and approved by the General Meeting of the Partnership Members (Minutes No. 7 dated 26.03.2020) and posted on the website <https://astanait.edu.kz/wp-content/uploads/2020/05/AITU-Strategy.pdf>.

On the basis of the university development strategy annual plans of work of structural divisions which are constantly updated according to changes of internal and external environment are developed.

All plans of the university are developed and implemented in the context of university the mission and vision, consumer orientation and process approach. The organisational structure reflects all fields of activity, processes and is provided by documents specifying it. The University provides educational services in accordance with the regulatory requirements of the Republic of Kazakhstan.

The university developed a system of internal quality assurance, approved by the Founder on 30.12.19. This system includes Policy and standards of internal quality assurance. The policy and standards have an official status and are available to the general public on the University website <https://astanait.edu.kz/wp-content/uploads/2020/05/sistema-vnutrennego-obespecheniya-kachestva.pdf>.

#### ***The analytical part***

The analysis of materials of various events, meetings of collegial bodies showed that only faculty staff, trainees and employees are actively involved in the process of development, revision of the mission, vision and strategy, and no business community representatives are involved. Experts note that the university faculty is not very actively involved in research and development, respectively, the connection between research, teaching and learning is not provided at a sufficient level.

As a result of the analysis of the University Development Strategy and interviews with coordinators and faculties, experts found that the University *does not fully analyse* the preventive actions in terms of risk assessment and adjustment. Nevertheless, "Risk Management Policy" has been developed to identify, assess, manage and monitor risks. It is necessary to continuously monitor the impact of risks on the achievement of strategic and

operational objectives, to prevent risks and reduce their impact to an acceptable level, as well as to develop the risk management culture in the Partnership through training activities for employees.

The experts were convinced that at the current stage of activity the university management system is focused on the development of strategic planning, use of modern management methods, multilateral internal quality assessment and continuous improvement.

**Strengths:**

- alignment of vision, mission and strategy with national development priorities and programmes, education policies;
- development and support of quality culture.

**EEC recommendations:**

- to involve various stakeholders (employers, representatives of the region and professional organisations) in the development and formation of the mission, strategic development plan;
- to integrate the results of the research work carried out into the training process;
- to develop and implement a system for monitoring the quality of teaching and research using a variety of methods (self-assessment of the teacher, identification of student and employer expectations);
- take a more detailed approach to the analysis of the state of the university in the context of the external environment, in order to identify risks, and to prevent them;
- to carry out a factor analysis of the state of the university in the context of the external environment, to identify risks, in order to prevent them, as well as to involve and / or inform the faculty.

***The standard "Strategic development and quality assurance" discloses 7 criteria, of which 6 have a satisfactory position, 1 - suggests improvement.***

**6.2 Standard "Leadership and Management"**

- ✓ *The HEI implements management processes, including planning and resource allocation in accordance with the development strategy.*
- ✓ *The HEI should demonstrate successful functioning and improvement of the internal system of quality assurance.*
- ✓ *The HEI should demonstrate the analysis of risk management.*
- ✓ *The HEI should demonstrate the analysis of change efficiency.*
- ✓ *The HEI should demonstrate the analysis of revealed discrepancies, implementation of developed corrective and preventive actions.*
- ✓ *The HEI should demonstrate a clear definition of those responsible for business processes, unambiguous distribution of staff duties, and segregation of functions of collegial bodies.*
- ✓ *The HEI should demonstrate the management of the educational process through the management of educational programmes, including evaluation of their effectiveness.*
- ✓ *The HEI demonstrates the development of annual action plans, including faculties, based on the development strategy.*
- ✓ *The Commitment to quality assurance should refer to any activity carried out by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.*
- ✓ *The HEI should provide evidence of transparency of the university management system.*
- ✓ *The HEI should ensure the participation of students and faculty in the work of collegial management bodies.*
- ✓ *The HEI should demonstrate the proofs of openness and accessibility of managers and administration for students, faculty, parents and other interested persons.*
- ✓ *The HEI should demonstrate innovation management, including the analysis and implementation of innovation proposals.*

- ✓ *The HEI should seek to participate in international, national and regional professional associations.*
- ✓ *The HEI should provide education management training (rectors, vice-rectors, deans, heads of structural subdivisions, heads of departments, etc.) under education management programmes.*
- ✓ *The HEI should strive to ensure that the progress made since the last procedure of external quality assurance is taken into account when preparing for the next procedure.*

### ***The evidence part***

During the visit of the commission it was established that the management activity and its functioning in AITU is based on creation of the organisational structure of the university providing unity of stable interrelations between structural subdivisions carrying out educational, methodical, scientific, educational, financial and economic activity necessary for achievement of the purposes set by the Strategy of university development. The top management body is the General Meeting of the Partnership Members. The collegial executive body of the Partnership is the Board. Partnership activities are supervised by the Supervisory Board.

The functional organisation of management is based on horizontal division of management work within the competence of a division and distribution of job duties. Input data for the formation of the staff structure are the contingent of trainees, staffing standards.

In accordance with the Charter of the University, the Rector approves the structure of the University, staff schedule, and distribution of job duties. Interaction between university structural divisions and employees is defined by the operating organisational structure. Responsibility and authority at university are defined by internal normative documents (the Minutes № 4, dated 28.11.2019), university plans, Rector's orders, division regulations and employees' job descriptions.

University management and administration are available to students, faculty and other stakeholders. For the objective information reception on various aspects of university activities, possibility of making offers on improvement of university activity there is the rector's blog on a site of university ([www.astanait.edu.kz](http://www.astanait.edu.kz)), other tools of monitoring of management process functions. Existing university feedback channels give an opportunity to all participants of educational process to address to the management with problems, initiatives and suggestions.

Participation of faculty staff and students in the university management is ensured by their right to be elected to the management collegial bodies, to make proposals for improving the educational process. All members of university collegial bodies have the right to vote, can freely express their opinions, make proposals, etc. Thus, based on students' proposals, a number of classrooms for the meetings of student self-government representatives were opened.

Satisfaction of the needs of faculty staff and students is determined by conducting sociological surveys, questionnaires, the results of which are used by the university management to make managerial decisions.

### ***The analytical part***

The Commission notes that the University forward-looking orientation and the implementation of the academic freedom principles have adjusted the organisational structure of Astana IT University and are of a matrix nature.

The university's management system is based on the principles of collegiality and transparency. This is evidenced by the activity of the rectorate, Scientific Council, Academic Council, Scientific and Technical Council, which provide management of the main processes of the university.

The Academic Council of the University provides improvement of education quality, monitoring of quality of methodical, educational and scientific-methodical support of

educational process.

Thus, in order to improve the educational process in the current academic year, changes were made to the educational programmes, catalogues of elective courses, working groups for the EP expertise were identified at a meeting of the Academic Council (Minutes № 4, dated 10.12.19). At the same time, the decisions on these changes have not found wide publicity, which was revealed by the experts during the meetings and interviews.

Working groups under the supervision of Provost have been established to design and develop educational programmes taking into account the requirements of professional standards, industry frameworks and the labor market. The working groups include faculty, students, and specialists from industry.

However, the experts note that the documents do not sufficiently reflect the processes for assessing the effectiveness of the changes made, the description of corrective and preventive actions.

It was established by the members of the EEC that the issue of *introduction of innovative proposals* within the framework of EP implementation and formation of competitive positions in the market of educational services remains *important and actual*.

**Strengths:**

- university management openness and accessibility
- implementation of management, planning and resource allocation processes in accordance with the university development strategy.

**EEC recommendations:**

- to improve the system of informing all stakeholders of the educational process, including employers, about the decisions of the university collegial bodies;
- to carry out the analysis of innovations and take into account its results in the formation of future plans for the development of educational institutions;
- to intensify work on the risks and success analysis of accredited EP implementation with subsequent corrective actions;
- to ensure university participation in international, national and regional professional alliances, associations, etc.

***The Standard "Leadership and Management" discloses 16 criteria, 6 of which are strong, 9 are satisfactory and 1 suggests improvement.***

### **6.3 Standard "Information Management and Reporting"**

- ✓ *The HEI should ensure the functioning of the system of information collection, analysis and management based on the application of modern information and communication technologies and software tools.*
- ✓ *The HEI should demonstrate the systematic use of processed, adequate information to improve its internal quality assurance system.*
- ✓ *The HEI should have a system of regular reporting at all levels of the organisational structure, which includes an assessment of the efficiency and effectiveness of departments, EPs, research and their interaction.*
- ✓ *The HEI should establish frequency, forms and methods of assessment of EP management, activity of collegial bodies and structural divisions, top management, implementation of scientific projects.*
- ✓ *The HEI should demonstrate the definition of order and protection of information, including the definition of responsible persons for reliability and timeliness of information analysis and data provision.*
- ✓ *The HEI should demonstrate the involvement of students, employees and faculty in the processes of collection and analysis of information, as well as decision making on their basis.*
- ✓ *The HEI should demonstrate the availability of feedback mechanism with students, employees and other interested persons, including the availability of conflict resolution mechanisms.*



- ✓ The HEI should measure the degree of satisfaction with the needs of faculty, staff and trainees and demonstrate evidence of addressing the identified shortcomings.
- ✓ The HEI should assess the effectiveness and efficiency of its activities, including in the context of EPs.
- ✓ Trainees, staff and faculty should document their consent to the processing of personal data.
- ✓ The HEI should promote the provision of all necessary information in relevant fields of science.

### ***The evidence part***

The university implements information management processes, collects and analyses information, and defines the volume, type and structure. The information collected and analysed takes into account the key performance indicators of educational programmes, the dynamics of the contingent of students and the level of their progress, the state of material and technical base. The students' satisfaction with the EP implementation, availability of educational resources, employment and career development of EP graduates are taken into account.

To automate the process of collecting, analysing and managing information, the university uses software tools within the framework of the official website, <https://astanait.edu.kz>, AIS of educational process management "Platonus" <https://platonus.astanait.edu.kz>, "Moodle" <http://moodle.astanait.edu.kz> and the Office 365 module (Outlook, OneDrive, OneNote, SharePoint, Teams, Class Notebook, Planner, etc.). The main information resource potential of the university is the site and the library. To provide access to scientific sources, the university website contains links to scientific databases <http://astanait.edu.kz>. The University has identified those responsible for the functioning of information systems and software resources.

Stakeholder satisfaction is assessed within the framework of planning and conducting sociological research and a system for addressing student complaints has been established by the university management.

Students and faculty are partly involved in the processes of information collection and analysis through questionnaires, interviews, and decision making based on them in advisory and collegial bodies.

During the visit of the EEC, experts established the existence of students' consent to the processing of personal data at the conclusion of the contract with an additional document (dated 12.09.2019). However, for faculty staff at the conclusion of the employment contract there is only a record of personal data protection.

In general, the Commission notes that the university uses modern information systems, information and communication technologies and software tools for adequate information management.

### ***The analytical part***

The university has established a systematic use of processed, adequate information to improve internal quality assurance system and regular reporting at all levels of the organisational structure. The experts note that trainees, staff and faculty are not sufficiently involved in the processes of information collection, analysis and decision-making based on them. Decision-making based on the analysis of information obtained through communication with trainees, staff and other stakeholders is not systematic.

The EEC members note the insufficient awareness of teachers and students about the management decisions taken by the management aimed at professional and personal development, improvement of working and study conditions.

### ***Strengths:***

- ensuring the protection of information and identifying those responsible for the reliability and timeliness of information analysis;



- favorable conditions for rational use of the time budget and information flow management.

***EEC recommendations:***

- to define a decision-making system based on the analysis of information obtained through communication with trainees, employees and other stakeholders;
- to develop a procedure to ensure that the documentary consent to the processing of personal data of employees and faculty is confirmed.

***The standard "Information Management and Reporting" discloses 11 criteria, 2 of which are strong and 9 are satisfactory.***

#### **6.4 Standard "Development and Approval of the Educational Programme"**

- ✓ *The HEI should demonstrate the existence of a documented procedure for developing the EP and its approval at the institutional level.*
- ✓ *The HEI should demonstrate the compliance of the developed EP with the established goals and planned learning outcomes.*
- ✓ *The HEI can demonstrate the availability of a model of a EP graduate describing learning outcomes and personal qualities.*
- ✓ *The HEI should demonstrate that it has conducted external evaluations of the EP.*
- ✓ *Qualifications obtained at the end of the EP should be clearly defined, clarified and correspond to a certain NSC level.*
- ✓ *The HEI should determine the impact of disciplines and professional practices on the formation of training results.*
- ✓ *An important factor is the ability to prepare students for professional certification.*
- ✓ *The university should provide evidence of participation of trainees, faculty and other stakeholders in the EP development, ensuring their quality.*
- ✓ *The university should provide the content of academic disciplines and results of training (bachelor, master, doctorate).*
- ✓ *The structure of EP should provide for different types of activities corresponding to the training results.*
- ✓ *An important factor is the presence of joint EP with foreign educational organisations.*

#### ***The evidence part***

The university has established a procedure for the development and approval of EPs. The procedures of development and evaluation of the EP quality are documented, the frequency, forms and methods of EP evaluation, requirements are defined.

Currently, 8 bachelor's degree programmes is under preparation at the University, in accordance with the state license №KZ26LAA00015835 from April 12, 2019. The language of instruction is English, the period of education is a trimester. Educational programmes are based on normative-legal acts, operating in the field of education. The peculiarity of educational programmes is that all the programmes are designed for 3 years of study, flexibility of students study load and practical orientation. Thus, when forming the educational trajectory after the first year of study, students have the opportunity to change the educational programme within the EP group. For example, a student studying the first year of the programme "Software Engineering" has the opportunity to change the practical programme for one of four: "Computer Science", "Big Data Analysis", "Industrial Automation", and «Media Technologies».

A working group of Provost, Dean, EP Coordinators of the relevant educational programme, faculty and students is established to develop the educational programme.

The university has developed mechanisms for internal quality assessment and EP review. Leading employees or managers of organisations and enterprises, whose profile corresponds to the educational programme, carry out examination of educational

programmes. For example, in the direction "6B04 Business", "Management and Law", EP "IT Management" participated members of the specialty Council, employers: General Director of "Research & Development" LLP Center "Kazakhstan Engineering" Aliyeva G.Zh., Chief Specialist of "Tengiz" LLP, Director of the Department of Digital Transformation in Zerde National Infocommunication Holding B. Umirbayev and others.

As a whole, the university has defined the content, volume, logic of building an individual educational trajectory of students and has taken into account the influence of courses and professional practices on the formation of professional competence.

### ***The analytical part***

During the visit, the experts analysed educational programmes and educational and methodological support for their implementation. The documentation providing educational process is developed according to university internal normative documents and regulatory requirements of the Republic of Kazakhstan.

At the same time, the experts revealed that the university has not demonstrated the presence of scientific aspect in the content of educational programmes and the breadth of the range of disciplines in the catalogue of elective courses.

The EEC members note insufficiency of work carried out on development of courses on self-development, communicative abilities and other psychological aspects of education.

Despite the large number of cooperation agreements concluded by the university with international educational and scientific organisations, experts emphasise the insufficiency of the work being done to harmonise the content of EPs and to develop joint EPs with leading foreign and Kazakhstani universities.

### ***Strengths:***

- EPs compliance with the main priorities of economic sector development and EPs load being determined both in Kazakhstani credits and in ECTS.
- practically oriented content of educational programmes with inclusion of actual educational courses of foreign universities.

### ***EEC recommendations:***

- to provide an opportunity to expand the catalogue of elective courses, taking into account the needs of students and employers, including the possibility of additional study of courses (both in-depth specialised and communication and management disciplines, etc.)
- to continue the work on further development of cooperation with leading foreign and Kazakhstani universities in order to harmonise the content and develop joint educational programmes.

***The standard "Development and approval of educational programme" discloses 11 criteria, 6 of which have a strong position and 5 - satisfactory.***

## **6.5 Standard "On-Going Monitoring and Periodical Review of Educational Programmes"**

✓ *The HEI should ensure the review of the content and structure of EPs in view of changes in the labour market, requirements of employers and social demand of the society.*

✓ *The HEI should demonstrate the existence of a documented procedure for monitoring and periodic assessment of EPs to achieve the goal of EPs. The results of these procedures are aimed at the continuous EPs improvement.*

✓ *The monitoring and periodic assessment of EPs should be considered:*

- *Programme content in the context of the latest science and technology developments in a particular discipline;*
- *changes in the needs of society and professional environment;*

- student workload, performance and graduation;
- the effectiveness of student assessment procedures;
- the needs and degree of student satisfaction;
- the relevance of the educational environment and support services to the objectives of the EP.

✓ All stakeholders should be informed of any actions planned or undertaken in relation to the EP. All changes made to the EP should be published.

✓ Support services should identify the needs of different groups of learners and their degree of satisfaction with the organisation, teaching, evaluation and learning of the whole EP.

### ***The evidence part***

The HEI developed a documented procedure for monitoring and periodic evaluation of EPs. Studying of internal documents, minutes of collegial body meetings, results of questionnaire survey of teachers and students, results of meetings and interviews confirmed that monitoring and periodical estimation of the accredited academic institutions is conducted in the university. The results of monitoring and periodical evaluation of educational programmes allow to improve purposefully the content of studied disciplines, teaching methods, strategy of teaching and studying of subjects that strengthens the practical orientation of EPs taking into account the requirements of the labor market. Employers and students participate in the evaluation of educational programmes.

External evaluation of educational programmes is carried out by employers: ABY Applied Systems LLP, Inventive LLP, Astel LLP, IT SPACE LLP and others. Assessment of expected results of EP implementation is carried out through questionnaires and students' feedback.

All incoming information is thoroughly analysed and appropriate measures are taken by the university management. For example, the management has decided to include the course "Algorithms and data structure" taking into account the trend of science development, the latest information technologies, the students' needs and the employers' opinions in the next EPs: "Software Engineering", "Cybersecurity" and "Telecommunication".

AIS "Platonus" is used for storage and processing of information on students' advancement, transcript records. University internal control, monitoring of employers' satisfaction with the training quality and the review of knowledge monitoring results of training groups and courses allow assessing the EP quality.

At the same time, experts state that the university does not have enough systematised data on measures taken to eliminate shortcomings in the organisation of the educational process.

### ***The analytical part***

During the visit of the EEC the educational programmes were studied which are made according to university internal normative documents and meet the general normative requirements of the Republic of Kazakhstan. The content of the programmes was developed taking into account the latest achievements of science and changes in the needs of the society, thus ensuring its relevance. However, on formation of learning results during interviewing some teachers did not provide full answers in terms of influence of practices on learning results. There is also a lack of awareness of employers, students and other interested parties about changes in EP.

### ***Strengths:***

- innovative student assessment.

### ***EEC recommendations:***

- to monitor continuously the labour market, the internal environment, employers'

requests, learners' and faculty staff needs, and take their results into account when developing and updating the EPs content and structure.

***The Standard "On-Going Monitoring and Periodical Review of Educational Programmes" discloses 5 criteria, 5 of which have a satisfactory position.***

### **6.6 Standard "Student-Centered Learning, Teaching and Performance Evaluation"**

- ✓ *The HEI should ensure respect and attention to different groups of students and their needs, providing them with flexible trajectories of learning.*
- ✓ *The HEI should ensure that teaching methods are consistent with the EP objectives.*
- ✓ *The HEI should demonstrate a feedback system on the use of different teaching methods and assessment of learning outcomes.*
- ✓ *The HEI should demonstrate support for students' autonomy with simultaneous guidance and assistance from the teacher.*
- ✓ *The HEI should demonstrate that it has a procedure for responding to students' complaints.*
- ✓ *The HEI should ensure consistency, transparency and objectivity in the mechanism of assessment of learning outcomes, including appeal.*
- ✓ *The HEI should provide conformity of procedures of an estimation of results of training to planned results and purposes of RP. Learners should be informed about the assessment criteria.*
- ✓ *The HEI should ensure that each student learns the EP results, learning outcomes.*
- ✓ *Assessors should be proficient in modern methods of assessment of learning outcomes and regularly improve their skills in this field.*

#### ***The evidence part***

In the university student-centered educational paradigm of the teachers' and students' functions have been adjusted, the focus is on academic freedom and individualisation of personal development. Student-centered teaching methods allow organizing the educational process efficiently, helping to develop professional skills and students' competences. The university's academic policy is aimed at meeting the needs of various categories of students. The student has academic freedom in forming the individualised learning plan on several levels: he/she chooses the direction, modules, disciplines and teacher online.

All students of higher education institutions are provided with equal opportunities regardless of the need to form an individual educational programme aimed at forming professional competencies. For example, the iQyn Empowerment Centre was created to implement the English language training programme in order to develop the students' language competencies.

In addition, trainees are actively involved in research activities. Therefore, two students conducted a study on "Gender issues in STEM education", the results of which were presented at Humboldt University (Germany).

The university uses interactive and innovative methods and technologies of education, among which: practical projects, problem-oriented education, science-oriented education, team-oriented education, business and role-playing games, methods of "brainstorming", group discussion, combined surveys, reception "Fishbon" (independent work of the student with the text), methods of education in small groups and others.

Teachers spend regular office hours for students with poor academic performance and in the framework of the SDW.

A sports programming section was created for talented students and a special computer room with the required software was opened.

The assessment methods and criteria used by teachers are consistent with learning outcomes. The procedure and timing of the appeal is reflected in the guidebook.

All information about trainees is formed in AIS "PLATONUS". Tools, mechanism and evaluation criteria are reflected in each teacher's syllabus, learning process regulations and guidebook.

### ***The analytical part***

Experts note that the university creates all the necessary conditions to ensure that the students' knowledge level meets the planned learning outcomes and the EP objectives.

In order to improve the quality of all educational technology, the learning and knowledge control processes of learners are shared. An automated testing system integrated with the Moodle software platform is used to organise testing.

According to modern requirements and taking into account social demands, innovative and new pedagogical technologies are introduced in the university, material and technical base is replenished, the level of equipping the educational process with new equipment and materials is increased.

However, the Commission notes that research in the field of teaching methods is insufficient and that the feedback system does not provide for decision-making based on the results of sociological research.

On the result of meetings and interviews with students, experts revealed that the university's survey of students on the assessment of satisfaction does not always lead to appropriate management decisions and the results of the activities are not communicated to students.

### ***Strengths:***

- compliance of procedures for assessment of students' learning outcomes with the planned learning outcomes and EP objectives.

### ***EEC recommendations:***

- in order to effectively implement student-centered learning to conduct its own research in the field of teaching methods of academic disciplines, taking into account the profile of the university;
- to improve the decision-making process based on the results of the survey of students, as well as informing them about the activities;
- to provide students with the opportunity to study in double degree programmes.

***According to the Standard "Student-Centered Learning, Teaching and Performance Evaluation" 9 criteria are disclosed, 4 of which have a strong position, 5 - satisfactory.***

## **6.7 Standard "Students"**

✓ *The HEI should demonstrate a policy of forming a contingent of students and ensure transparency of its procedures. The procedures regulating the students' life cycle (from admission to completion) should be defined, approved and published.*

✓ *The HEI should provide special adaptation and support programmes for newly enrolled and foreign students.*

✓ *The HEI should demonstrate the compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism to recognise the results of students' academic mobility, as well as the results of additional, formal and informal learning.*

✓ *The HEI should provide opportunities for external and internal academic mobility of students and assist them in obtaining external study grants.*

✓ *The HEI should actively encourage students to self-education and development outside the main programme (extra-curricular activities).*



- ✓ An important factor is the availability of a mechanism to support gifted students.
- ✓ The HEI should provide students with practical training places, demonstrate the procedure of facilitating the employment of graduates and maintaining communication with them.
- ✓ The HEI should demonstrate the procedure of issuing documents to graduates confirming the received qualification, including the achieved results of education.

### **The evidence part**

The policy of formation of a contingent of students is consistent with the mission, vision, strategic goals of the university and it is published on the university website (<http://www.astanait.edu.kz>).

Admission of students to Astana IT University is carried out on the basis of Standard rules of admission and passing score according to the results of UNT or CT, the contingent of students is 605 and presented in Table 7.1.

The university is mainly attended by graduates of NIS, physical and mathematical schools and other specialised ones.

The attractiveness of the university is ensured by the quality composition of students' contingent, including 72 "Altyn Belgi" owners.

Procedures and regulations governing the life cycle of students are approved and presented in the University academic policy.

**Table 7.1 Content of learners**

No.	Name of EP	State grant	State LEA	On a paid basis	Total
<i>1. Group of Educational Programmes «B057 – Information Technologies»</i>					
1	Educational programme: Computer Science	68	1	1	70
2	Educational programme: Software Engineering	166	5	9	180
3	Educational programme: Big Data Analysis	81	5	6	92
4	Educational programme: Industrial Automation	19	-	-	19
5	Educational programme: Media Technologies	35	-	2	37
<i>2. Group of Educational Programmes: «B058 – Information Security»</i>					
6	Educational programme: Cyber Security	87	-	10	97
<i>3. Group of Educational Programmes: «B059 – Communications and communication technologies»</i>					
7	Educational programme: Telecommunication Systems	41	-	-	41
<i>4. Group of Educational Programmes: «B044 – Management and administration»</i>					
8	Educational programme: IT Management	61	-	8	69
	<b>Total</b>	<b>558</b>	<b>11</b>	<b>36</b>	<b>605</b>

For the adaptation of students enrolled into the 1st year, an orientation week is held at the beginning of the academic year and students are provided with a guidebook.

Feedback from students is established during monitoring activities, among which the most used tools are meetings and observations.



The procedure of recognition and nostrification of students documents is carried out jointly with the Centre of the Bologna process and academic mobility of the Ministry of Education and Science of the Republic of Kazakhstan.

In the academic year 2019-2020, memoranda of understanding and cooperation were concluded with international academic partners, such as Green River College, Auburn (USA), University of Latvia, Riga, IGlobal University, Vienna (USA), etc.

In 2020-2021, under the programme of external outgoing academic mobility it is planned that 5 students will study at European universities and 5 students will study at Chinese universities.

The monitoring of satisfaction with the results of the practice is planned to be conducted in the form of analysis of students' reporting documents, reports of methodologists and managers of the practice, minutes of final meetings of methodologists, feedback from managers of the practice bases, requests from organisations and schools.

The university has created favorable conditions for students' harmonious and creative development, holding cultural and sporting events, volunteer movement.

Student self-administration is being developed, covering 120 people. The structure of the Student Self-Governments includes the Student Council, presidents of student clubs and headmen of study groups.

In order to increase the student's social activity, the University has 26 clubs of interest. Measures are organised to promote a healthy lifestyle among students and to prevent and combat smoking and drug addiction. Students regularly participate in competitions and matches in various sports: hall football, volleyball, basketball, chess, table tennis, arm-wrestling, "togyz kumalak" and others.

### ***The analytical part***

The policy of formation of university students' contingent has a systematic character, questions of formation of a contingent and results of reception are considered at meetings of Rectorate, Academic Council and other governing bodies. The EEC was convinced that the university carries out systematic career guidance work aimed at formation of students' contingent not only on quantitative indicators, but also on qualitative ones. AITU has good material and technical base and sufficient infrastructure, necessary conditions for students to receive qualitative knowledge and comprehensive development are created. However, the EEC readers note insufficient level of students' involvement in students' scientific research work as one of the directions in development of intellectual potential. The Commission also notes the need to consider the possibility of stimulating students to obtain quality knowledge and the mechanism of social support for various categories of students and attracting international students.

### ***Strengths:***

- a fully developed policy for the formation of a contingent of trainees.

### ***EEC recommendations:***

- to develop and implement a comprehensive programme to attract, adapt international students and support gifted students:
  - to envisage the possibility of assistance in obtaining external grants for training;
  - to consider expanding virtual academic mobility, including student participation in the best online courses at international universities;
  - to strengthen the role of student self-governance, activation of collegial self-governance bodies at the university level;
  - to envisage the possibility of defining the AITU Day as an annual event.

***The Standard "Students" discloses 8 criteria, 1 of which has a strong position and 7 - satisfactory.***

### **6.8 Standard "Teaching Staff"**

- ✓ *The HEI should have an objective and transparent personnel policy including recruitment, professional growth and personnel development, ensuring professional competence of the whole staff.*
- ✓ *The HEI should demonstrate the compliance of the personnel potential of the faculty with the HEI development strategy and the EP specifics.*
- ✓ *The HEI should demonstrate the change in the role of the teacher in connection with the transition to student-centered education.*
- ✓ *The HEI should determine the contribution of the faculty to the implementation of the HEI development strategy and other strategic documents.*
- ✓ *The HEI should provide opportunities for career growth and professional development of faculty, including young people.*
- ✓ *The HEI should provide for the involvement of practitioners of relevant industries in training and teaching.*
- ✓ *The HEI should demonstrate the existence of a mechanism to motivate professional and personal development of the faculty.*
- ✓ *The HEI should demonstrate a wide application of information and communication technologies and software in the educational process (for example, on-line training, e-portfolio, MOOCs, etc.).*
- ✓ *The HEI should demonstrate its activity orientation on development of academic mobility, attraction of the best foreign and domestic teachers.*
- ✓ *The HEI can show the involvement of the faculty in the life of society (the role of the faculty in the education system, in the development of science, region, creation of cultural environment, participation in exhibitions, creative competitions, charity programmes, etc.).*

#### ***The evidence part***

The faculty is the main resource to support the mission of the university. In this regard, the university is focusing on recruitment and training processes. The human resources policy is implemented in accordance with the main priorities of the university strategy.

The qualitative and quantitative composition of the faculty is confirmed by the availability of human resources needed to implement the full range of educational programmes (Table 8.2).

**Table 8.2 Qualitative composition of the faculty**

<b>Total faculty</b>	<b>Doctor of Science</b>	<b>Candidate of Sciences</b>	<b>Doctor PhD</b>	<b>Masters</b>	<b>academic degree holders rate %</b>
36	2	8	8	18	50

Information on the activities of the faculty is available on the University website. Each faculty member has an e-profile.

Training process for all EPs is carried out based on innovative technologies of training, informatisation and computerisation of the whole training process, creation and constant replenishment of the fund of electronic teaching aids. Methodological support of the training process is provided by the development of faculty.

Professional development of scientific and pedagogical staff of the University is systematically carried out. So, 9 teachers advanced their qualification in the Republic of Kazakhstan, Russian Federation and abroad. However, the work on academic mobility is at the initial stage.

It is practiced to attract specialists from the industry, for example, on the EP "ICT" were invited employee of "KazDream Technologies" E. Burkeyeva, head of the project group on digitalisation "Kazakhtelecom" A. Bayeyeva, on the programme ITM involved the

head of the Department of Applied Research "Center for Applied Economics Research" (AERC) Kumarbekov D.

Within the framework of the MES RK programme "Involvement of foreign experts in higher education institutions of Kazakhstan" the university plans to involve 8 international scientists from the USA, Germany, Austria, Portugal, Ukraine, Russia, China, Hungary, Great Britain.

The University lecturers are invited as consultants and experts to various scientific and innovative competitions of national scale. For example, Associate Professor Edilhan D. was a jury member of the 5th Republican Robotics Championship among schoolchildren "ITU Robocon Games-2019".

The university professors take an active part in the life of the society. Thus, Professor N.U. Shayakhmetov is a member of the Academic Council of the Academy of Education named after A. Baitursynov, Professor S.A. Eskaliev is an expert of the programme "Rukhani Zhangu".

The university works on prevention and elimination of conflict situations. Resolution of arising conflicts is carried out by conducting constructive negotiations with participation of parties to the conflict and specially established commissions. Thanks to the established corporate standards, a favorable moral and psychological climate has been created.

### ***The analytical part***

Experts note that indicators on the qualitative and quantitative composition of the faculty departments confirm the availability of human resources capacity.

The university provides completeness and adequacy of individual planning of faculty work in all types of activities, monitoring of efficiency and effectiveness of individual plans. The results of sociological research are considered at the meetings of the Rectorate, Academic Council and decisions on corrective measures are made.

Teachers and staff are performance-oriented, which contributes to the high performance of each employee and the university as a whole. Experts focus on the need to strengthen the scientific component of the university, publishing activities, development of electronic materials, including MOOCs faculty.

EEC notes sufficient work of the university to survey the faculty and students. As the survey results show, students are satisfied with the quality of teaching at the university. The university implements a purposeful policy on formation of corporate spirit and a complex of measures on social support of faculty staff. At the same time, experts note a low level of teachers' academic mobility, attraction of the best foreign and domestic teachers to joint research, as well as electronic developments, including Mass open on-line courses (MOOC).

Questionnaire on faculty staff conducted during the visit of the EEC of IAAR showed that:

- 50% of faculty highly appreciate the support of the university and its management in their research activities;
- 34.6% of faculty highly appreciate the work on academic mobility.

### ***Strengths:***

- correspondence of the faculty human resources potential to the university development strategy and EP specifics;
- providing purposeful actions on development of young teachers.

### ***EEC recommendations:***

- attract the best foreign and domestic scientists and teachers in terms of educational programmes;

- to increase the level of academic mobility of the faculty and the degree of involvement of foreign and domestic teachers in joint research in the EP implementation;
- to continue the work on development of electronic materials as well as Mass open online courses (MOOCs);
- to create conditions for faculty staff to increase the number publications in international databases of Web of Science, Scopus.

***The standard "Teaching staff" disclosed 10 criteria, 1 of which has a strong position, satisfactory - 8, suggesting improvement - 1.***

## **6.9 Standard "Research Work"**

- ✓ *The HEI should demonstrate that the priorities of research work correspond to the national policy in education, science and innovation development, as well as to the university mission and strategy.*
- ✓ *The HEI should plan and monitor the performance of research work.*
- ✓ *The HEI should demonstrate the presence and effectiveness of processes for attracting students to research and development activities.*
- ✓ *The HEI should provide mechanisms for motivation of research activities of the faculty, its employees and students and provide their support.*
- ✓ *The HEI should promote the introduction, commercialisation and recognition of scientific research results.*
- ✓ *An important factor is to conduct joint scientific research with foreign universities.*
- ✓ *The HEI should seek to diversify the sources of funding for research activities.*

### ***The e evidence part***

The University's activity in the field of development of research and innovation activities is defined and regulated by the Astana IT University Development Strategy for 2020-2025". The priority directions of university research and development are: transport and logistics, financial technologies, agro-industry, etc. Financing of scientific work inside the university is 10%.

Scientific projects financed by the Ministry of Education and Science of the Republic of Kazakhstan are being implemented at the University: "Development of digital adaptive educational environment using large-scale data analysis" (2018-2020), "Development and implementation of innovative competency model of polylingual IT-specialist in the conditions of modernisation of domestic education" (2018-2020), "Development of combined methods of identification of incomplete duplicates and determination of completeness of coverage of scientific results of dissertations published by the author", "Development of methods of analysis of the quality of research work of scientists, universities of the Ministry of Education and Science of Ukraine".

Research results are reflected in publications. Therefore, for 2019-2020 the university faculty staff in international rating journals with the impact factor on databases of Scopus published 22 articles and 1 article in the Web of Science, there are two certificates of copyright registration. Some teachers have a high level of citations, for example, A.Biloshchytskyi h=7, V.Amirgaliev h=5, N.Ismayilov h=3, E.Akubaeva h=2, etc.

There are research laboratories and research centres to attract students to research work. The development of organisational forms of research work is carried out through organisational events at all levels, such as contests of scientific works; hakatons; scientific seminars and conferences; competitions in disciplines and specialties; contests of term papers, diplomas and research papers. There are plans to open a FabLab research laboratory.

AITU management allocates funds for participation in Olympiads, hakatons, competitions of student projects, which are held in cities of the Republic of Kazakhstan. For

example, in 2019-2020 academic year 2 000 000 tg. were allocated for students' participation in Olympiads and hakatons, etc.

Library users have access to an electronic catalogue and database. The University is connected to electronic educational resources of the world leading publishing and printing houses, including ISI Web of Knowledge (Thomson Reuters), ScienceDirect, SCOPUS, etc.

### ***The analytical part***

Experts note that the university has a scientific potential for solving urgent problems of socio-economic and scientific-technical development of the region.

The university implements innovative proposals and results of research activity.

The success of research activities of teachers and students is ensured by high material and technical base, sources and information for development of research tools.

At the same time, the members of the EEC note insufficient work on monitoring of research and development, startup projects, commercialisation of scientific developments, implementation of joint scientific projects with foreign partners.

### ***Strengths:***

- high citation rate of faculty in international rating journals.

### ***EEC recommendations:***

- to create a catalogue of perspective research topics (fundamental, applied, self-supporting);
- to develop a programme to attract and motivate students to participate in scientific research, various competitions of national and international scale;
- to initiate joint research projects with foreign partner universities;
- to continue the work on financing domestic scientific and research projects of the faculty;
- to intensify efforts to introduce the results of scientific research, create conditions for consulting activities and commercialisation.

***The Standard "Research Work" discloses 7 criteria, 5 of which have a satisfactory position and 2 suggest improvements.***

## **6.10 Standard "Finance"**

- ✓ *The HEI should have an alternative scenario of financing the development strategy taking into account risks.*
- ✓ *The HEI should demonstrate strategic and operational budget planning.*
- ✓ *The HEI should demonstrate a documented financial management procedure, including monitoring and reporting.*
- ✓ *The HEI should have a mechanism for evaluating the sufficiency of financing various activities of the HEI, including the development strategy of the HEI, development of educational programmes, scientific projects.*
- ✓ *The HEI should demonstrate the existence of an internal audit system and conduct of external audit.*

### ***The evidentiary part***

The perspective plan of university financing is formed in accordance with the mission, goals and objectives of the university strategic development. The financial strategy of the university includes provision of financial stability, optimisation of expenses, improvement of welfare of employees. The efficiency of planning the university activity is achieved by analysing the activity of the main directions. University budget planning is



carried out in the form of Astana IT University Development Plan for 5 years. Development plan and subsequent changes and adjustments are determined through collegial bodies.

Financial activity is realised based on legislative acts of the Republic of Kazakhstan, is regulated by university internal documents. At budget planning the project approach is considered, in the budget for the corresponding year incomes and expenses under investment projects are provided.

The university carries out renewal, modernisation, equipment of university material and technical base. Acquisition of means necessary for educational process is carried out based on applications and consideration of their urgency on the Rectorate.

In order to implement the state youth policy, the university takes a set of measures aimed at popularizing sports, improving the health of students, learning the principles and skills of a healthy lifestyle.

The issues of evaluating the efficiency of financial resources are systematically discussed at Rectorate meetings, Academic Council and Supervisory Board.

The University has a Financial Risk Management Policy. The approaches to risk management provided by the Policy comply with the principles of ISO 31000:2009 and COSO: ERM international risk management standards.

Therefore, the analysis of financial activity shows that the university is a financially reliable organisation.

### ***The analytical part***

Experts note the presence of the mechanism of estimation of sufficiency of financial maintenance of various kinds of university activity, dynamics of university development characterised by stability and financial stability is observed. The university takes measures on material stimulation of staff and employees, funds are allocated for renewal, expansion of university material base. At the same time, the university does not provide alternative scenario of development and system of internal audit, despite the presence of Risk Management Policy.

### ***Strengths:***

- stable financial situation of the university;
- availability of the mechanism of estimation of sufficiency of financial support of various kinds of university activity.

### ***EEC recommendations:***

- to develop alternative scenarios for the university development.

***The standard "Finance" discloses 5 criteria, 2 of which are strong and 3 are satisfactory.***

## **6.11 Standard "Education Resources and Student Support Systems"**

✓ *The HEI should guarantee that educational resources, including material and technical, and infrastructure are in line with the university's strategic goals.*

✓ *The HEI should demonstrate the correspondence of information resources to the needs of the university and the implemented OPs, including the following directions:*

- *Technological support of students and faculty in accordance with educational programmes (for example, online learning, modeling, databases, data analysis programmes);*
- *library resources, including the collection of educational, methodical and scientific literature on general, basic and profiling disciplines on paper and electronic media, periodicals, access to scientific databases;*
- *examination of research results, graduation works, dissertation plagiarism;*
- *access to educational Internet resources;*
- *functioning of WI-FI on its territory.*



- ✓ *The HEI should strive to ensure that the educational equipment and software used to master the educational programmes are similar to those used in their respective industries.*
- ✓ *The HEI should ensure that its infrastructure meets the safety requirements.*
- ✓ *The HEI should demonstrate procedures to support different groups of students, including information and counselling.*
- ✓ *The HEI should take into account the needs of different groups of students (adults, workers, foreign students, and students with disabilities).*
- ✓ *The university creates conditions for the promotion of the student on an individual educational trajectory.*

### ***The evidence part***

In the course of the survey, the commission ensured the sufficiency of the material and technical base to support the educational process and the implementation of the mission, goals and objectives of the University. The university takes measures aimed at improving the resource supply. The teaching environment, including material and technical equipment, corresponding to the plans of realisation of educational programmes is presented.

The material and technical base of the University includes 1 academic building, 2 hostels for students, 2 houses for faculty staff and employees. The total area of the educational building is 37.6 thousand square meters, including useful - 21.2 thousand square meters, of which the educational building - 18 thousand square meters. The University hostels are designed for 350 beds.

The University has modern Cisco, Huawei, Kaspersky educational laboratories, 6 lecture halls, 27 class rooms, 12 computer classrooms, 17 laboratories, a modern assembly hall with 450 seats, an electronic reading room with 50 seats, sport hall and fitness rooms. All classrooms are equipped with interactive projectors, computer equipment and audio-video systems. A modern Media Centre with an innovative television and radio broadcasting studio has been opened. The total number of computers in the university is 529. The number of students per computer is 1:1. All computer equipment is connected to a single local network (domain) with high-speed Internet access with a bandwidth of 1 Gigabit and further increase of the bandwidth to 2 Gigabit in September 2020.

The university has a health center with modern equipment and staffed by leading medical specialists, there is a student canteen for 250 seats.

The total area of the library is 1203.01 m<sup>2</sup>. The book fund is 7856 units.

Textbooks, manuals, educational and methodical publications were purchased for 25,162,074 tenge in total.

Astana IT University is a member of national subscription to foreign databases: Web of Science, SCOPUS, Science Direct, SPRINGER.

AITU has a social support system for orphans and children without parental care. All out-of-town students are provided with a hostel. Orphans and students without parental care are entitled to free accommodation. A psychological counselling centre is available to support and provide psychological assistance to the students.

Orphans and disabled students are offered a free dormitory, which is an important factor in the student adaptation. Students from low-income families receive a 20% discount.

The Commission found that the laboratories had appropriate training and laboratory equipment. In terms of equipment and sufficiency, the auditorium fund in general corresponds to the objectives of University educational programmes, which was confirmed during the survey of students (100% indicated full satisfaction with the available computer classes, classrooms and laboratories).

### ***The analytical part***

Experts note that the university has a mechanism to assess the development of material and technical resources and information support through scheduled reports at meetings of collegial bodies, sociological surveys of satisfaction with the conditions of education. At the same time, the university does not sufficiently carry out activities to ensure the protection of copyrights when placing educational literature and teaching and methodological support in the public domain.

**Strengths:**

- availability of educational and methodical materials (syllabi, textbooks and teaching materials) for students;
- effective policy for the development of educational resources and student support systems.

**EEC recommendations:**

- to expand the library stock with educational literature in English for all EPs;
- to continue the work on improving the site navigation and filling the site with information in 3 languages.

***The standard "Educational Resources and Student Support Systems" discloses 7 criteria, 3 of which are strong and 4 are satisfactory.***

**6.12 Standard "Public Information"**

- ✓ *The information published by the university should be exact, objective, actual and reflect all directions of university activity.*
- ✓ *The HEI management should use various ways of information distribution (including mass media, web resources, information networks, etc.) to inform wide public and interested persons.*
- ✓ *Public information should provide support and explanation of national development programmes of the country and system of higher and postgraduate education.*
- ✓ *The HEI should publish audited financial statements on its own web-resource.*
- ✓ *The HEI should demonstrate the reflection of information on the web-resource that characterises the HEI in general and in the context of the EP.*
- ✓ *The HEI should place on the open resources the reliable information on staff, in a section of personalities.*
- ✓ *An important factor is the placement of information on cooperation and interaction with partners, including scientific/consulting organisations, business partners, social partners and educational organisations.*
- ✓ *The HEI should place information and links to external resources based on the results of external evaluation procedures.*

***The evidence part***

The University provides public information about its activities, conditions and peculiarities of EP implementation and uses various methods of information distribution, including information networks (official pages in Instagram and Facebook networks).

The public is informed through the official website of the University: [www.astanait.edu.kz](http://www.astanait.edu.kz), social networks (Instagram, Facebook), national and regional mass media and information resources of partner organisations.

Information systems are successfully functioning to support educational programmes: the official website of the university <https://astanait.edu.kz>, AIS "Platonus", additional platforms for educational activities (Edmodo, Moodle), the electronic library of the university, the site of the scientific library, the resource of master's thesis abstracts, access to the national inter-university electronic library.

Assessment of satisfaction with the information about the university activities and the implementation of educational programmes is carried out annually through questionnaires, surveys and feedback.

The necessary academic information is available for students on the information and education portal [www.astanait.edu.kz](http://www.astanait.edu.kz), access to which is possible both within the corporate network and via the Internet.

***The analytical part***

In the course of analysis of documents and the content of the university's website, experts have found that the university uses a variety of ways to disseminate information: mass media, web resources, information networks, etc.). The web-resource of the university reflects the information that characterises the university in general, the implementation of educational programmes with the description of the results of education. At the same time, experts note that the information on complaints handling, cooperation and interaction with scientific/consulting organisations, business partners and references to external resources based on the results of external evaluation are not placed on the university website.

***Strengths:***

- large-scale advertising and image work, including in the media and social networks.

***EEC recommendations:***

- to ensure that all stakeholders are informed, with references to external resources, the results of external evaluations, corrective actions and expert opinions;

- to practice the publication of the university activity results and audited financial reports on the university website to inform the general public.

***8 criteria are disclosed under the standard "Public Information", eight of which have a satisfactory position.***

## (VII) STRENGTHS/BEST PRACTICE OVERVIEW FOR EACH STANDARD

### **Standard "Strategic Development and Quality Assurance"**

- alignment of vision, mission and strategy with national development priorities and programmes, education policies;
- development and support of quality culture.

### **Standard "Leadership and Management"**

- university management openness and accessibility;
- implementation of management, planning and resource allocation processes in accordance with the university development strategy.

### **Standard "Information Management and Reporting"**

- ensuring the protection of information and identifying those responsible for the reliability and timeliness of information analysis;
- favorable conditions for rational use of the time budget and information flow management.

### **Standard "Development and Approval of the Educational Programme"**

- EPs compliance with the main priorities of economic sector development, EPs load being determined both in Kazakhstani credits and in ECTS;
- practically oriented content of educational programmes with inclusion of actual educational courses of foreign HEIs.

### **Standard "On-Going Monitoring and Periodical Review of Educational Programmes"**

- innovative student assessment.

### **Standard "Student-Centered Learning, Teaching and Performance Evaluation"**

- compliance of procedures for assessment of students' learning outcomes with the planned learning outcomes and objectives of EP.

### **Standard "Students"**

- a fully developed policy for the formation of trainees contingent.

### **Standard "Teaching Staff"**

- correspondence of the personnel potential of the faculty staff to the university development strategy and EP specifics;
- providing purposeful actions on development of young teachers.

### **Standard "Research Work"**

- high citation rate of the faculty staff in international rating journals.

### **Standard "Finance"**

- stable financial situation of the university;
- availability of the mechanism of financial support sufficiency estimation and various kinds of university activities.

**Standard "Education Resources and Student Support Systems"**

- availability of educational and methodical materials (syllabi, textbooks and teaching materials) for students;
- effective policy for the development of educational resources and student support systems.

**Standard "Public Information"**

- large-scale advertising and image work, including in the media and social networks.





## **(VII) REVIEW OF ASTANA IT UNIVERSITY RECOMMENDATIONS FOR EACH STANDARD**

### **Standard "Strategic Development and Quality Assurance"**

- to involve various stakeholders (employers, representatives of the region and professional organisations) in the development and formation of the mission, strategic development plan;
- to integrate the results of the research work carried out into the training process;
- to develop and implement a system for monitoring the quality of teaching and research using a variety of methods (self-assessment of the teacher, identification of student and employer expectations);
- to carry out factor analysis of the university state in the context of the external environment, identifying risks, in order to prevent them, as well as involve and / or inform the faculty.

### **Standard "Leadership and Management"**

- to improve the system of informing all stakeholders of the educational process, including employers, about the decisions of the university collegial bodies;
- to carry out the analysis of innovations and take into account its results in the formation of future plans for the development of educational institutions;
- to intensify work on the analysis of risks and success of implementation of accredited educational programmes with subsequent corrective actions;
- to ensure university participation in international, national and regional professional alliances, associations, etc.

### **Standard "Information Management and Reporting"**

- to define a decision-making system based on the analysis of information obtained through communication with trainees, employees and other stakeholders;
- to develop a procedure to ensure that the documentary consent to the processing of personal data of employees and faculty staff is confirmed.

### **Standard "Development and Approval of the Educational Programme"**

- to provide an opportunity to expand the catalogue of elective courses, taking into account the needs of students and employers, including the possibility of additional study of courses (both in-depth specialised and communication and management courses, etc.)
- to continue the work on further development of cooperation with leading foreign and Kazakhstani universities in order to harmonise the content and develop joint educational programmes.

### **Standard "On-Going Monitoring and Periodical Review of Educational Programmes"**

- continuously monitor the labor market, the internal environment, employers' requests, learners' needs, faculty staff and take their results into account when developing and updating the EP content and structure.

### **Standard "Student-Centered Learning, Teaching and Performance Evaluation"**

- in order to effectively implement student-centered learning to conduct its own research in the field of teaching methods of academic disciplines, taking into account the profile of the university;

- to improve the decision-making process based on the results of the survey of students, as well as their information about the activities;
- to create opportunities for students to study in the programmes of dual degree education.

#### **Standard "Students"**

- to develop and implement a comprehensive programme to attract, adapt international students and support gifted students:
  - to provide with the possibility of assistance in obtaining external grants for training;
  - to consider expanding virtual academic mobility, including student participation in the best online courses at foreign universities;
  - to strengthen the role of student self-governance, activation of collegial self-governance bodies at the university level;
  - to provide with the possibility of defining the AITU Day as an annual event.

#### **Standard "Teaching Staff"**

- to attract the best foreign and domestic scientists and teachers in terms of educational programmes;
- to increase the level of academic mobility of the faculty staff and the degree of involvement of international and domestic teachers in joint research in the EP implementation;
- to continue work on the development of electronic materials as well as Mass open online courses (MOOCs);
- to create conditions for the faculty to increase publications in international databases of Web of Science, Scopus.

#### **Standard "Research Work"**

- to create a catalogue of perspective research topics (fundamental, applied, self-supporting);
- to develop a programme to attract and motivate students to participate in scientific research, various competitions of national and international scale;
- to initiate joint research projects with foreign partner universities;
- to continue the work on financing domestic scientific and research projects of the faculty;
- intensify efforts to introduce the results of scientific research, create conditions for consulting activities and commercialisation.

#### **Standard "Finance"**

- to develop alternative scenarios for the university development.

#### **Standard "Educational Resources and Student Support Systems"**

- to increase the library stock with educational literature in English for all EPs;
- to continue the work on improving the site navigation and filling the site with information in 3 languages.

#### **Standard "Public Information"**

- to ensure that all stakeholders are informed, with references to external resources, the results of external evaluations, corrective actions and expert opinions;
- to practice the publication of the university activity results and audited financial reports on the university website to inform the general public.

**Annex 1. ASSESSMENT TABLE OF INSTITUTIONAL PROFILE PARAMETERS**

№	№	Criteria for evaluation	The position of the organisation of education			
			Strong	Satisfactory	Need improvement	Unsatisfactory
<b>Standard "Strategic Development and Quality Assurance"</b>						
1.	1.	EO should demonstrate the development of a unique strategy based on the analysis of external and internal factors with the wide involvement of a variety of stakeholders.		+		
2.	2.	EO should demonstrate the focus of the mission, vision and strategy to meet the needs of the state, society, sectors of the real economy, potential employers, students and other interested parties.		+		
3.	3.	EO should demonstrate transparency in the processes of formation, monitoring and regular review of the mission, vision, and strategy and quality assurance policy.		+		
4.	4.	EO should have a published quality assurance policy, mission and strategy.		+		
5.	5.	EO develops documents on specific areas of activity and processes (plans, programmes, regulations, etc.) that specify the quality assurance policy.		+		
6.	6.	Quality assurance policies should reflect the link between research, teaching and learning.			+	
7.	7.	EO should demonstrate the development of the quality assurance culture		+		
<b>Total by standard</b>			<b>0</b>	<b>6</b>	<b>1</b>	<b>0</b>
<b>Standard "Leadership and Management"</b>						
8.	1.	EO carries out management processes, including planning and resource allocation in accordance with the development strategy.	+			
9.	2.	EO should demonstrate the successful functioning and improvement of the university system of quality assurance.		+		
10.	3.	EO should demonstrate a risk management analysis.			+	
11.	4.	EO should demonstrate an analysis of the change effectiveness.		+		
12.	5.	EO should demonstrate identified inconsistencies analysis of the, implementation of the developed corrective and preventive actions.		+		
13.	6.	EO should demonstrate a clear definition the				

		responsible for business processes, a precise distribution of the staff duties, and distinction of the collegial bodies functions.	+			
14.	7.	EO should demonstrate the provision of educational process management through the management of educational programmes, including an assessment of their effectiveness		+		
15.	8.	EO demonstrates the development of annual action plans, including teaching staff, based on a development strategy.	+			
16.	9.	A commitment to quality assurance should apply to any activity carried out by contractors and partners (outsourcing), including the implementation of joint / double degree education and academic mobility.		+		
17.	10.	EO should provide evidence of the transparency of the university management system.	+			
18.	11.	EO should ensure the students and teaching staff participation in the work of collegial governing bodies.	+			
19.	12.	EO should demonstrate evidence of the leaders and administration openness and accessibility for students, faculty, parents and other interested parties.	+			
20.	13.	EO should demonstrate innovation management, including the analysis and implementation of innovative proposals.		+		
21.	14.	EO should strive to participate in international, national and regional professional alliances, associations, etc.		+		
22.	15.	EO should provide leadership training (rectors, counselors, vice-rectors, deans, and heads of departments) in education management programmes.		+		
23.	16.	EO should strive to ensure that the progress made since the last external quality assurance procedure was taken into account in preparation for the next procedure.		+		
<b>Total by standard</b>			<b>6</b>	<b>9</b>	<b>1</b>	<b>0</b>
<b>Standard «Information Management and Reporting»</b>						
24.	1.	EO should demonstrate the functioning of the system for collection, analysis and management of information using modern information and communication technologies and software.		+		
25.	2.	EO should demonstrate the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
26.	3.	At EO there should be provided a system of regular reporting, reflecting all levels of structure, including an assessment of the effectiveness and efficiency of activities of structural units, departments and research.	+			
27.	4.	EO should establish the periodicity, forms and methods of the EP's evaluation management, the activities of collegial bodies and structural units, top management, the implementation of scientific projects.	+			
28.	5.	EO should demonstrate the definition of order and ensure protection of information, including the		+		

		identification of responsible persons for the reliable and timely analysis of information and data provision.				
29.	6.	EO should demonstrate the involvement of students, employees and teaching staff in the processes of collection and analysis of information, being the basis for making decisions.		+		
30.	7.	EO should demonstrate the existence of a mechanism of communication with students, employees and other stakeholders, including the existence of conflict resolution mechanisms.		+		
31.	8.	EO should provide a measure of the degree of satisfaction of the needs of faculty, staff and students and demonstrate evidence of the elimination of discovered shortcomings.		+		
32.	9.	EO should provide evaluation of the effectiveness and resulting quality of its activities, including in the context of the EP.		+		
33.	10.	Students, employees and teaching staff should document their consent to the processing of personal data.		+		
34.	11.	EO should facilitate the provision of all necessary information in relevant fields of science.		+		
<b>Total by standard</b>			<b>2</b>	<b>9</b>	<b>0</b>	<b>0</b>
<b>Standard «Development and Approval of Educational Programme»</b>						
35.	1.	EO should demonstrate availability of the documented procedures for the development of the EP and their approval at the institutional level.	+			
36.	2.	EO should demonstrate the compliance of the developed EP with the established objectives, including the expected learning outcomes.	+			
37.	3.	EO should demonstrate the existence of the developed models of the EP's graduates, describing the results of training and personal qualities.	+			
38.	4.	EO should demonstrate the conduct of external reviews of the EP's content.		+		
39.	5.	The qualification obtained on completion of EP should be clearly defined and consistent with a certain level of the NQF.	+			
40.	6.	EO should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
41.	7.	An important factor is the possibility of students' training for professional certification.	+			
42.	8.	EO should provide evidence of the participation of students, the staff and other stakeholders in the development of the EP, ensuring its quality.		+		
43.	9.	EO should provide the content of academic disciplines and learning outcomes to the level of education (undergraduate, graduate, doctoral studies).		+		
44.	10.	The structure of the EP should provide for various types of activities corresponding to the learning outcomes.	+			
45.	11.	An important factor is the presence of joint EP with		+		



		foreign educational organisations.				
<b>Total by standard</b>			<b>6</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>Standard "On-Going Monitoring and Periodical Review of Educational Programmes"</b>						
46.	1.	EO should provide a review of the EP content and structure, taking into account changes in the labor market, the requirements of employers and the social request of the company.		+		
47.	2	EO should demonstrate the existence of a documented procedure for conducting EP monitoring and periodic assessment to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP.		+		
48.	3	Monitoring and periodic evaluation of EP should provide: the content of the programmes in the light of the latest scientific achievements in a specific discipline; changes in the needs of society and the professional environment; effectiveness of evaluation procedures for students; students needs and satisfaction; the compliance of educational environment and support services with the objectives of the EP.		+		
49.	4	All interested parties should be informed of any planned or taken actions regarding the EP. All changes made to the EP should be published.		+		
50.	5	Support services should identify the needs of various groups of students and their degree of satisfaction with the organisation of training, teaching, assessment, EP mastering as a whole		+		
<b>Total by standard</b>			<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>Standard «Student-Centered Learning, Teaching and Performance Evaluation»</b>						
51.	1.	EO should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning trajectories.	+			
52.	2.	EO should ensure the use of various forms and methods of teaching and learning.	+			
53.	3.	EO should demonstrate the availability of a mechanism for feedback system on the use of different teaching methods and the evaluation of learning outcomes.		+		
54.	4.	EO should demonstrate the existence of a mechanism of support for the autonomy of students with simultaneous guidance and assistance from the teacher.		+		
55.	5.	EO should demonstrate the existence of a procedure for responding to student complaints.		+		
56.	6.	EO should ensure the consistency, transparency and objectivity of the learning outcomes evaluation mechanism for each EP, including the appeal.	+			
57.	7.	EO should ensure that the procedures for evaluating the learning outcomes of students of EP are consistent with the planned learning outcomes and programme objectives. Criteria and methods of evaluation should	+			

		be published in advance.				
58.	8.	EO should ensure that each student learns the learning outcomes.		+		
59.	9	Reviewers should know modern methods for evaluation of learning outcomes and regularly improve their qualifications in this field.		+		
<b>Total by standard</b>			<b>4</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>Standard «Students»</b>						
60.	1.	EO should demonstrate the policy of forming students' population from admission until graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to graduation) must be defined, approved, published.	+			
61.	2.	EO should demonstrate willingness to provide for special adaptation and support programmes for newly enrolled and foreign students		+		
62.	3.	EO should demonstrate its compliance with the Lisbon Recognition Convention, including the presence and application of a mechanism for recognizing the results of students' academic mobility, as well as the results of additional, formal and non-formal learning.		+		
63.	4	EO should provide an opportunity for external and internal mobility of EP students, as well as assist them in obtaining external educational grants.		+		
64.	5	EO should actively encourage students to self-education and development beyond the main programme (extracurricular activities).		+		
65.	6	An important factor is the availability of support for gifted students.		+		
66.	7.	EO should provide practice-enrolled students, demonstrate graduate employment facilitation procedure, and maintain communication with them.		+		
67.	8.	EO should demonstrate the procedure for providing EP graduates with documents confirming the received qualification, including the achieved results		+		
<b>Total by standard</b>			<b>1</b>	<b>7</b>	<b>0</b>	<b>0</b>
<b>Standard «Teaching Staff»</b>						
68.	1.	EO should have an objective and transparent personnel policy, earmarked for the specific EP, which includes hiring, professional growth and development of staff, ensuring the professional competence of the whole manning power.		+		
69.	2.	EO should demonstrate the conformity of the personnel potential of the faculty with the development strategy of the EO and the specifics of the EP.		+		
70.	3	EO should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.		+		
71.	4.	EO should determine the teaching staff contribution to the EO development strategy implementation and other strategic documents.		+		

72.	5	EO should provide opportunities for career growth and professional development of the EP's teaching staff.		+		
73.	6	EO should involve practitioners of the relevant sectors to learning and teaching.			+	
74.	7	EO should provide targeted action in developing young teachers.	+			
75.	8.	An important factor is the active use of information and communication technologies in the educational process by teaching staff (for example, on-line training, e-portfolio, MEP, etc.).		+		
76.	9	EO should demonstrate the willingness to develop academic mobility under the EP, attracting the best foreign and domestic teachers.		+		
77.	10.	An important factor is the involvement of teaching staff in society activities (the role of teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative contests, charity programmes, etc.).		+		
<b>Total by standard</b>			<b>1</b>	<b>8</b>	<b>1</b>	<b>0</b>
<b>Standard "Research Work"</b>						
78.	1.	EO should demonstrate the compliance of research priorities with national policies in the field of education, science and innovative development, as well as the EO's mission and strategy.		+		
79.	2.	EO should carry out planning and monitoring the effectiveness of research.		+		
80.	3.	EO should demonstrate the presence and effectiveness of the processes of attracting students to research activities.			+	
81.	4.	EO should provide mechanisms for motivating the teaching staff and students' research activities and provide their support.		+		
82.	5.	EO should promote the implementation, commercialisation and recognition of research results.		+		
83.	6.	An important factor is the conduct of joint scientific research with foreign universities.			+	
84.	7.	EO should strive to diversify the forms of financing research activities.		+		
<b>Итого по стандарту</b>			<b>0</b>	<b>5</b>	<b>2</b>	<b>0</b>
<b>Standard "Finance"</b>						
85.	1.	EO should have an alternative scenario for financing a risk-based development strategy.		+		
86.	2.	EO should demonstrate strategic and operational budget planning.	+			
87.	3.	EO should demonstrate the existence of a documented financial management procedure, including monitoring and reporting.	+			
88.	4.	EO should have a mechanism for assessing the adequacy of financing various types of EO activities, including University development strategies, development of educational programmes, scientific projects.		+		

89.	5.	EO should demonstrate the existence of an internal audit system and an external audit		+		
<b>Total by standard</b>			<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>Standard «Education Resources and Student Support Systems»</b>						
90.	1.	EO should guarantee the conformity of educational resources, including material and technical one, and infrastructure with the EO strategic goals.	+			
91.	2.	EO should demonstrate the conformity of information resources to the needs of the university and implemented EPs, including in the following areas: - technological support for students and teaching staff in accordance with educational programmes (for instance, online training, modeling, databases, data analysis programmes); - library resources, including a fund for educational, methodological and scientific literature on general education, basic and major disciplines in hard or soft copies, periodicals, access to scientific databases; - examination of the results of research, final papers, dissertation papers on plagiarism; - access to educational Internet resources; - the functioning of WI-FI in the area of the educational organisation.		+		
92.	3.	EO should strive to ensure that the training equipment and software used to develop the EP are similar to those used in the relevant industries.	+			
93.	4.	EO should ensure that the infrastructure meets safety requirements.	+			
94.	5.	EO should demonstrate the existence of support procedures for various groups of students, including information and counseling.		+		
95.	6.	EO should strive to consider the needs of different groups of students under specific EP (adults, working, foreign students, as well as disabled students).		+		
96.	7.	EO creates the conditions for the advancement of the student on an individual educational trajectory.		+		
<b>Total by standard</b>			<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>
<b>Standard "Public Information"</b>						
97.	1.	Information published by the EO should be accurate, objective, relevant and reflect all areas of EO activities.		+		
98.	2.	EO should use a variety of ways to disseminate information (including media, web resources, information networks etc.) to inform the public and stakeholders.		+		
99.	3.	Public awareness should support and explain national development programmes of the country and the system of higher and postgraduate education.		+		
100.	4.	The EO should publish audited financial statements on its own web resource.		+		
101.	5.	EO should demonstrate the reflection on the web resource of information characterizing the EO as a whole and in the context of EP.		+		
102.	6.	EO should post on public resources reliable		+		

		information about teaching staff, in the context of personalities				
103.	7.	An important factor is the information placement on cooperation and interaction with partners, including scientific / consulting organisations, business and social partners and educational organisations.		+		
104.	8.	EO should post information and links to external resources based on the results of external evaluation procedures.		+		
<b>Total by standard</b>			<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>			<b>25</b>	<b>74</b>	<b>5</b>	<b>0</b>

