



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the work outcomes of the External Expert Committee on the
assessment of compliance with the requirements of the international
accreditation standards of the organisation and continuous professional
education programme of

Samruk Business Academy

in the period from September 25-26, 2023

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Committee

Addressed to the IAAR
Accreditation Council



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Astana city, 2023

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(I) SYMBOLS AND ABBREVIATIONS

GMIP	General Meeting of the Institution's Participants
CSC	Common Service Center
PC	Portfolio Companies of Samruk-Kazyna JSC
PP	Production Personnel
EO	Educational Outcome
Recruitment platform	Automated programmes designed for the simplification of the recruitment process
BD	Board of Directors
EP	Educational Programmes
PI	Private Institution
LinkedIn	American social network for finding and establishing business contacts
LMS	Learning Management System — is a software application that helps administer, document, track, report, automate, and deliver educational courses, training programmes, learning and development programmes
Microsoft Teams	A collaboration app built for hybrid work so you and your team can stay informed, organized, and connected



(II) INTRODUCTION

In accordance with the Order No. 128-23-OD dated 21.08.2023 of the Independent Agency for Accreditation and Rating from September 25-26, 2023, the External Expert Committee assessed the compliance with the requirements of the international accreditation standards of the organisation and continuous professional education programme (approved by the Order No. 9-21-OD dated January 18, 2021, of IAAR Chief Executive Officer) of Samruk Business Academy PI).

The Report of the External Expert Committee (EEC) contains the assessment of the presented educational organisation against the IAAR criteria, the EEC recommendations for further improvement of the educational organisation and the parameters of the programmes' institutional profile.

Composition of the EEC:

1 Chairperson of the EEC – Akybayeva Gulvira Sovetbekovna, Ph.D. in Economics, Karaganda State University named after Academician E.A. Buketov (Republic of Kazakhstan) *Off-line participation.*

2 Expert of the IAAR – Tamyarov Andrey Valeriyevich, Ph.D. in Technical Sciences, Assistant Professor, Head of the Department of Licensing, Accreditation and Quality Control of Education, Assistant Professor of Ulyanovsk State Technical University FSBEIoHE *On-line participation.*

3 Expert of the IAAR, employer – Karibayeva Madina Kazhimerovna, Doctor of Business Administration, Orta-Invest LLP (Republic of Kazakhstan) *On-line participation.*

4 Expert of the IAAR, audience member – Expert of the IAAR, audience member – Tynymbayeva Aruzhan Muratkyzy, Master (Republic of Kazakhstan) *Off-line participation.*

5 Coordinator of the IAAR – Saydulayeva Malika Akhyadovna, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Off-line participation.*

6 Coordinator of the IAAR – Mukaliyeva Madina Nurlanovna, Project Manager of the IAAR (Republic of Kazakhstan) *Off-line participation.*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANISATION

The Institution is a corporate centre of the group of companies of Samruk-Kazyna JSC, established for retraining and advanced training of specialists of the group of companies of Samruk-Kazyna JSC, support in the field of human resources management, change management, formation of corporate culture, in accordance with the strategic development goals of Samruk-Kazyna JSC.

Corporate University (now Samruk Business Academy Private Institution) was founded on March 29, 2004. It was renamed and re-registered on 31.08.2022 as Samruk Business Academy Private Institution. The Founders (Participants) of Samruk Business Academy are Samruk-Kazyna JSC and JSC NC KazMunayGas.

Form of ownership - private.

Principal activity – retraining and advanced training of specialists, support in the field of human resource management, change management, formation of corporate culture, unification of standards for management business processes of Customer companies.

Samruk Business Academy Private Institution is located at: 34th floor, 10th building, Dinmukhamed Konayev street, Yessil district, Astana city, Republic of Kazakhstan.

The activity of the Institution is carried out in accordance with its constituent documents:

- Articles of Association of Samruk Business Academy Private Institution (Annex 1)
- Certificate of State Registration of the Legal Entity (Annex 2)

The total area of the office premises rented by the Institution is 1618 sq.m. under the Lease Agreement No. ET-48 dated 01.07.2023.

The contingent of trained employees for the foundation period to August 30, 2023 was

269,903 employees.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The international institutional accreditation of Samruk Business Academy PI is held for the first time according to the IAAR standards.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Programme of the visit of the Expert Committee for Institutional Accreditation of Samruk Business Academy PI in the period from September 25-26, 2023.

In order to coordinate the work of the EEC, a kick-off meeting was held on 24.09.2023, during which the powers were distributed among the members of the Committee, the schedule of the visit was clarified, and agreement was reached on the issues of choosing the methods of expertise.

In order to obtain objective information about the quality of the educational organisation and the whole infrastructure of the centre, to clarify the content of the self-assessment reports, meetings were held with the Director, Deputy Director, Heads of structural subdivisions, Teachers, Audience members. In total, 30 representatives participated in the meetings (Table 1).

Table 1 - Information about the employees and students who participated in meetings with the EEC of the IAAR:

Participant category	Number
Director	1
Deputy Director	1
Heads of structural subdivisions	4
Heads of the EPs	3
Faculty	10
Audience members	11
Total	30

During the visit the EEC members familiarised with the state of the material and technical base, visited classrooms 3417 and 3416, 70 and 35 seats, as well as the departments of cooperative education, development of corporate functions, administrative functions, administrative education, for finance and procurement, HR consulting.

During the meeting of the EEC of the NAAR with the target groups of Samruk Business Academy PI, the mechanisms of implementation of the centre's policy were clarified and the individual data presented in the self-assessment report of the organisation were specified.

In order to confirm of the information presented in the self-assessment Report, the centre's working documentation was requested and analysed by external experts.

Within the framework of the planned programme, the recommendations for the improvement of the accredited educational organisation of Samruk Business Academy PI, developed by the EEC on the basis of the examination, were presented at the meeting with the executive group on 26.09.2023.

(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS

6.1 Strategic Development and Quality Assurance Standard

Evidence-based part

Samruk Business Academy Private Institution, is focused on achieving the primary goal - ensuring qualitative growth and creating a sustainable business model in the field of retraining and advanced training of Samruk-Kazyna JSC specialists.

The activity of the PI is defined by its mission, which determines the centre's place in the non-formal education market. The mission of the PI is reflected in the Development Strategy for 2023-2025, dated 09.06.2023, approved by the decision of the public meeting of the participants of the PI. The quality assurance policy is reflected in the Quality Manual of Samruk Business Academy Private Institution, approved by the Order No. 116-OD dated 11.11.2022.

Corporate University (now Samruk Business Academy Private Institution) was founded on March 29, 2004. It was renamed and re-registered on 31.08.2022 as Samruk Business Academy Private Institution. The Founders (Participants) of Samruk Business Academy are Samruk-Kazyna JSC and JSC NC KazMunayGas. The institution is guided by modern trends in the development of the international educational system.

Since its foundation, the Institution implemented projects in the field of HR-consulting, business process outsourcing and personnel outstaffing, introduced directions of methodological support of the group of companies of Samruk-Kazyna JSC. Simultaneously, education and mentoring programmes were implemented.

The institution specialises in the following activities: Corporate and Open Education, Administrative Education, HR - consulting, Personnel Outstaffing, QSamruk Recruitment platform.

Within the framework of implementation of the set tasks, the PI applies an individual approach to customers, maintaining loyalty in pricing issues, focusing on customer requests satisfaction, complying with the legislation of the Republic of Kazakhstan, the Institution strives to become a leader in the market of services of the Republic of Kazakhstan.

Quality Monitoring is carried out to ensure the internal quality assurance procedure. The centre's activity planning is carried out in accordance with the centre's structure, where the responsible persons for the implementation of business processes are defined.

It should be noted that managers, direct supervisors, interested structural subdivisions analyse the data on a quarterly basis, conduct analysis of work to improve the quality of services provided. The institution cooperates on the basis of Memoranda with the following partners: IQanat Educational Foundation, Academy of Logistics and Transport, Almaty University of Energy and Communications Nonprofit JSC, Kazakhstan-British Technical University, Kazpost JSC, Association of Business Coaches NGO, National Information Technologies JSC, APEC Training Centre LLP, BI University, Central Communications Service under the President of the Republic of Kazakhstan.

The successes and achievements of the Institution's employees have a huge impact on the formation, development and maintenance of the corporate quality culture. In order to further recognition and encouragement for significant contribution to the activities aimed at the development and improvement of professional skills, by the decision No. 2 of the GMIP Minutes dated February 27, 2023, the "Rules of employee compensation of Samruk Business Academy Private Institution" were approved. The purpose of these Rules is to assist in achieving the strategic goals of the Institution by establishing an effective labour compensation system. The Rules determine the procedure for setting and changing the Employee's official salary, terms and procedure for paying bonuses.

Key characteristics of the Institution's quality culture and values include:

- orientation of the whole personnel towards the realisation of the mission,

achievement of strategic goals and fulfilment of the strategic objectives of the Institution;

- stability and initiative of the personnel, partnership and business relations between teachers, employees, customers and students;
- corporate culture;
- observance of professional ethics by employees, formation of positive image and careful attitude to the property and values of the Institution;
- reliable and comprehensive assessment of professional performance and financial incentives for employees' activities;
- development of the ability to accept criticism, cultivation of honesty, modesty, fairness and other positive universal qualities.

In order to enhance its image and further develop its quality and values, the Institution organises and actively participates in various events:

- HR-Talks series, involving international and national speakers and broadcasting on YouTube platform;
- organisation of training for employees of the group of companies of Samruk-Kazyna JSC on correct waste sorting;
- participation as speakers in K-PRO educational project from Narxoz University Nonprofit JSC;
- unconference RPA organisation in cooperation with Eurasian Resources Group (ESG);
- participation of the Institution's employees as speakers at the XXII World Congress of ORP (Occupational Risk Prevention), Cartagena, Colombia;
- organisation of free master class on first aid together with Kazakh Red Crescent international organisation for the group of companies of Samruk-Kazyna JSC;
- organisation of free master class: Safe Driving for employees of the group of companies of Samruk-Kazyna JSC;
- organization of vacancy fair, jointly with the Ministry of Labour and Social Protection of the Population of the Republic of Kazakhstan and the Centre for Human Resources Development JSC;
- organisation of advanced training courses for press secretaries and official representatives of state bodies jointly with the Central Communications Service under the President of the Republic of Kazakhstan.
- conducting master classes for 814 children of the IQanat social project. During the training, children from rural areas gained skills in personal finance management, effective communication, as well as in choosing the right profession, time management, implementing business ideas, how to achieve goals, form the mindset of an entrepreneur, etc. The training was attended by 17 teachers of the Institution.
- organisation of International certified first aid training for employees of Samruk-Kazyna JSC group, jointly with Kazanada IEC;
- participation as speaker - expert on ESG/HSE Samruk Business Academy at the XIII World Congress of ORP (Occupational Risk Prevention), Bilbao, Spain.

Analytical part

Within the EEC visit, it was noted that the quality assurance policy is an integral part of the structure, procedures and processes required for quality management. The PI has the support of the founders, a good resource component, a package of services according to the needs of companies has been developed and defined, a permanent customer base has been identified, its own online QSamruk recruitment platform is being developed, a high level of competences in demanded directions (grading, assessment) is observed, its own online learning platform (LMS) is being formed.

The EEC experts note the readiness of the organisation to develop quality culture, all basic organisational and administrative conditions in this direction are available, strategic priorities have

been defined in the Development Strategy for 2023-2025, the PI carries out the processes of management of the EP in accordance with the priorities and directions of development focusing on the Quality Manual. However, despite the existence of programme documents, there are elements of chaotic understanding of the basic structural elements, as there are no time horizons for achieving the indicators, as well as understanding in the use of system tools of the internal quality assurance system. For example, during meetings with heads of structural subdivisions and heads of educational programmes, there was observed a lack of systematic approaches in the implementation of the internal quality assurance system, systematic revision of the quality policy and the position of subdivisions in the implementation of this policy and the Development Strategy. There is no documented evidence at the institutional level that the Strategy is regularly reviewed and adjusted as the internal and external operating environment changes.

The results of the survey of the faculty, their questionnaire, study of the SBA Development Strategy, confirms the transparency of the development of the EP, demonstrates the successful functioning of the mechanism of development, agreement and approval of the EP, their compliance with the expectations of students and employers, state priorities and requirements of the customer in the field of education.

During the meetings with focus groups the participation of customers in the development of educational programmes was confirmed. However, members of the EEC note that customers are not always sufficiently involved in the documentary approval of the EPs.

Area of strength/ best practice

No areas of strength have been identified for this standard.

Recommendations of the EEC

- to develop internal development plans or roadmaps for the implementation of the Development Strategy with indication of time periods, as well as to appoint responsible subdivisions for implementation by 01.01.2024.
- to organise training seminars with employees of structural subdivisions on updating the development strategy and quality policy, as well as to explain the processes of the internal quality assurance system by 01.03.2024.

EEC conclusions on the criteria:

- *Strong* – 0
- *Satisfactory* – 3
- *Improvements are required* – 1
- *Unsatisfactory* – 0

6.2 Leadership and Management Standard

Evidence-based part

The institution carries out management processes in accordance with the approved mission and Development Strategy. The primary activity is carried out in the field of retraining and advanced training of specialists of the group of companies of Samruk Kazyna JSC on the basis of the current legislation of the Republic of Kazakhstan, as well as the Articles of Association and internal regulatory documents.

There is an accessible and transparent system of delegation of authority within the framework of the approved organisational structure of the PI. The management bodies of the Institution are: Supreme governing body - GMIP; Executive body - Director; Supervisory body - Revision Commission.

The exclusive competence of the General Meeting of Participants includes the following issues: adoption, amendments and additions to the foundation documents of the Institution; approval of the annual results of the Institution's activities, reports of the executive body, the

procedure of covering of losses; approval of the development plan of the Institution; approval of staff numbers, except for staff numbers of personnel engaged in connection with the provision of outstaffing services, implementation of personnel management projects and other projects; determination of the procedure and frequency of submission of financial statements of the executive body, as well as the procedure for conducting audits by the control body and approval of their results; approval of documents regulating the internal activities of the Institution, the list of which is approved by the General Meeting of Participants; other issues, decision-making on which is referred by the legislation and the present Articles of Association to the exclusive competence of the GMIP.

Decisions on issues shall be made by the authorised representatives of the Participants unanimously by open voting. Decisions adopted by the GMIP are binding on other management bodies of the Institution. General Meetings of Participants are divided into annual and extraordinary meetings.

The Institution is obliged to hold an annual General Meeting of Participants. Other General Meetings of Participants are extraordinary meetings.

The annual General Meeting of Participants shall hear the report of the executive body on the results of work for the previous year, summarise the results of financial and economic activities for the reporting period.

The annual GMIP is convened on the initiative of the Institution's Participant(s), as well as on the initiative of its executive body. Extraordinary GMIP is convened on the initiative of the Institution's Participant(s); executive body; supervisory body.

The GMIP is headed by the Chairperson, who is elected from among the representatives of the Participants for a term of two years. The GMIP has the right to re-elect the Chairperson both early and for a second term.

The Chairperson of the GMIP organises the work of the General Meeting of Participants, conducts its proceedings, and performs other functions as defined by the Articles of Association.

General management and direct management of the Institution is carried out by the Director, who is the sole management body and is responsible for the activities of the Institution. The Director of the Institution is obliged to fulfil the decisions of the GMIP. The distribution of responsibility and authority in the Institution is determined by internal regulatory documents, orders of the Director, and job descriptions of employees.

The Institution has three Education Departments supervised by the Deputy Director for Business Development:

1. Department of administrative education;
2. Department of cooperative education;
3. Department of development of corporate functions.

Within the framework of the Institution's strategic objectives and other internal regulations, the departments ensure the development and promotion of training products, ensure the quality and timely delivery of services to customers, supervise the implementation of projects and processes, and conduct operational activities to promote efficiency of activities:

- 1) Development of educational programmes: analysis of training needs, creation of training programmes, including the determination of educational objectives and outcomes, selection of training methods and formats, development of training materials and resources;
- 2) Organisation of training: planning and coordination of the schedule of training events, selection of teachers, provision of necessary resources and equipment for the training;
- 3) Conducting training: conducting practical classes, lectures, seminars, trainings and other training events in accordance with the developed programmes;
- 4) Assessment and control: assessment of the educational outcomes, continuous control of the efficiency of training and its compliance with the set objectives;
- 5) Programme adaptation: continuous updating and updating of educational programmes based on feedback from participants, changes in production processes and new requirements;
- 6) Creation of educational materials: development of training materials, videos, interactive

modules and other educational resources that support the training process;

7) Following trends and innovations: tracking the latest trends and innovations in the field of education, introducing new methods and approaches to improve the efficiency of training;

8) Reporting and analysis: preparation of reports on training programmes delivered, assessment of training efficiency, analysis of results and recommendations for improvement;

9) Management of educational resources: organising access to the electronic LMS platform, libraries and other resources.

Analytical part

SBA processes of educational programme management are implemented in accordance with the set Strategy objectives and approved indicators reviewed at meetings of collegial bodies. For the realisation of the objectives of the PI there are the necessary administrative and academic personnel, which in turn are coordinated by the structural subdivisions, which guarantees proper management and identification of those responsible for the business processes in the PI. The educational activities of the Institution are carried out independently without using outsourcing services, transferring them to partners and contractors. The monitoring and systematisation of data in the following areas are constantly carried out:

- Survey of various students and teachers on the quality of services provided;
- Analysis of the informatisation level and introduction of distance education technologies.

This monitoring contributes to effective planning and resource allocation by adjusting and assessing the efficiency of ongoing processes.

The Institution shall exercise control:

- control of educational and methodological support in accordance with regulatory requirements;
- quality control of training;
- technical equipment control.

In general, within the framework of the visit it was confirmed that there is a system of staff motivation, good availability of resources, opportunities to improve in the implementation of business processes. However, the PI demonstrates insufficient matching of plans of structural subdivisions' activities based on the development strategy, and especially, carrying out analyses of the efficiency of changes. During the visit, members of the EEC did not find evidence of systematic risk analysis and decision-making on risk minimisation based on the analysis, in meetings with focus groups there were difficulties in discussing the existence and identification of risks.

According to the results of the questionnaire survey of teachers it should be noted that 93.8% of respondents mark the indicator of satisfaction with the content of the educational programme by needs as "very good", on the question of assessment of the opportunities provided by the organisation for the professional development of faculty, 81.2% of respondents mark as "very good" and 18.8 as "good".

A questionnaire survey of students conducted during the EEC of the IAAR visit showed that satisfaction:

- with the relationship with the management is 100 %
- with the openness and accessibility of management is 87.5%;
- with the quality of educational programmes and responsiveness is 87.5%.

Area of strength/ best practice

No areas of strength have been identified for this standard.

Recommendations of the EEC

- to develop and approve work plans of structural subdivisions with indication of deadlines for implementation of measures by 01.03.2024 and to monitor implementation on a permanent basis within the framework of proceedings of collegial bodies and meetings;

- to develop documented procedure for identifying risks and developing measures to minimise them (by 01.01.2024).

EEC conclusions on the criteria:

- *Strong – 0*
- *Satisfactory – 4*
- *Improvements are required – 2*
- *Unsatisfactory – 0*

6.3 Educational Programme and Outcomes Standard

Evidence-based part

The development of educational programmes is carried out in the educational departments with the involvement of highly qualified, practically experienced teachers. To study the interests of students during the development of educational programmes, regular meetings with customers are held.

The programme is reviewed by the Expert Council and approved directly by the Director of the Institution.

Training programmes (hereinafter referred to as TPs) are updated according to changes in business needs and ongoing transformations in customer companies.

The development and continuous improvement of the TP's includes the following stages:

- Needs analysis;
- Objectives of the training programme;
- Formation of the content and structure of the TP;
- Implementation of the training programme;
- Assessment and improvement based on feedback.

The structure of the training programme includes:

- Goals and objectives;
- Developing competences;
- Category of students;
- Innovative methods and technologies of teaching the TP;
- Methods and technologies for assessing the educational outcomes of the TP.

The educational department submits the review of the training programme to the Expert Council. The process of review of training programmes is carried out at the Expert Council, which includes heads of departments supervising training, leading teachers and experts. The review process begins with their discussion, adjustments, additions, and then concludes with a recommendation for approval of the training programme by the Director of the Institution.

For example, the Gender Equality programme was implemented in 2022-2023. The duration of the programme is 5 modules (80 hours/3 ECTS).

The purpose of this programme is to develop managerial competencies and train women of the group of companies of Samruk-Kazyna JSC to increase the share of women in the Board of Directors, Supervisory Boards and executive bodies of portfolio companies of Samruk-Kazyna JSC, implemented within the official mandate of the President of the Republic of Kazakhstan.

In general, members of the EEC note the high demand of customers for relevant programmes, so the list of programmes is updated annually, for example, 13 programmes were prepared and implemented in 2023.

Educational programmes in 2023

Name of the event	COMPANY (<i>Customer</i>)
Gender equality modular training	SAMRUK KAZYNA JSC and the Government of Kazakhstan

Middle management modular training	SAMRUK KAZYNA JSC and the Government of Kazakhstan
PR School modular training	SAMRUK KAZYNA JSC and the Government of Kazakhstan
modular training of IR specialists	SAMRUK KAZYNA JSC and the Government of Kazakhstan
training of the personnel pool of the Mansap Pool B Leadership Programme	JSC NC KazMunayGas
HR School modular training	SAMRUK KAZYNA JSC and the Government of Kazakhstan
Ondiris tiregi modular training programme for oil and gas production masters	Mangistaumunaigas JSC
First Line modular training programme for JSC NC KTZ's chief engineers	JSC NC KTZ
Academy of driver-instructors modular programme of KTZ Gruzovye perevozki LLP	JSC NC KTZ
Occupational Safety Culture training course, internal trainer	Government of Kazakhstan and subsidiaries and affiliates
Occupational Safety Culture training course , CEO-2,3	JSC NC KazMunayGas
Occupational Safety Culture training course, CEO, CEO-1	SAMRUK KAZYNA JSC and the Government of Kazakhstan
Occupational Safety Culture (internal training of the group of companies of JSC NC KazMunayGas	Subsidiaries and affiliates of JSC NC KazMunayGas

Within the analysis of this standard, it should be noted that there are opportunities for expansion of new programmes, flexible response to the market, all programmes are designed to meet the needs of customers, issues and topics of programmes are discussed at the info-session and brought to the maximum satisfaction of expectations of the interested parties, some programmes have international certification.

Analytical part

During the interviews, members of the EEC found out that the development of the EPs is carried out in strict accordance with the needs of customers on the basis of info-sessions, which ensures quick adaptation of the EPs. The educational outcomes of the educational programmes are defined and take into account the necessary requirements. The content is updated to reflect international standards and the requirements of the real sector of the economy. The content of the programmes is logically structured and accessible and correlates with professional standards. It should be noted that the PI demonstrates the competitive advantages of the programmes, there are unique EPs, which in turn have State Registration Certificates for copyrights.

At the same time, it should be noted that at the institutional level there is no documented mechanism for the development and approval of EPs, despite the fact that there are certain structural elements of programmes, there are no clear requirements for content and methodological support.

During the interview, faculty members demonstrated that they apply modern teaching methods in the implementation of the EPs, taking into account the specifics and interrelation of professional activities of students. Questionnaire survey of students showed that they are fully satisfied with the processes of:

- accessibility of academic counselling 87.5%;
- financial and administrative services 87.5%;
- educational resources 81.3%;
- programme quality and awareness 87.5%.

Area of strength/ best practice

No areas of strength have been identified for this standard.

Recommendations of the EEC

- to prepare and approve the Regulations (procedure or instructions) for the development of the EP with the indication of necessary sections, definition of content requirements, control measures of the course, methodological recommendations. (by 01.01.2024).

EEC conclusions on the criteria:

- *Strong* – 0
- *Satisfactory* – 6
- *Improvements are required* – 1
- *Unsatisfactory* – 0

6.4 Student Admission, Academic Performance, Recognition and Certification Standard

Evidence-based part

The institution posts on its official website and social media accounts about planned educational programmes. Each programme specifies the criteria for participation in the programme, the place and dates of training. The mechanism of selection of students for open seminars is carried out by reviewing the applications received, after which service agreements are concluded.

Educational objectives and outcomes are specified in each programme and are available to the student. Each programme is designed for a specific target audience. During the training, students do homework depending on the programme. At the end of the programme, students defend a project or pass an exam in the form of a test. Upon successful completion of the programme, the Institution issues a certificate. The certificate reflects the name of the programme, the individual certificate number, the student's data, the place of issue and the date of training.

The contingent of trained students for the period of foundation to August 30, 2023 was 269,903, including:

2021: 6,981 persons

2022: 24,678 persons

2023 (as of 30.08.2023): 27,564 persons

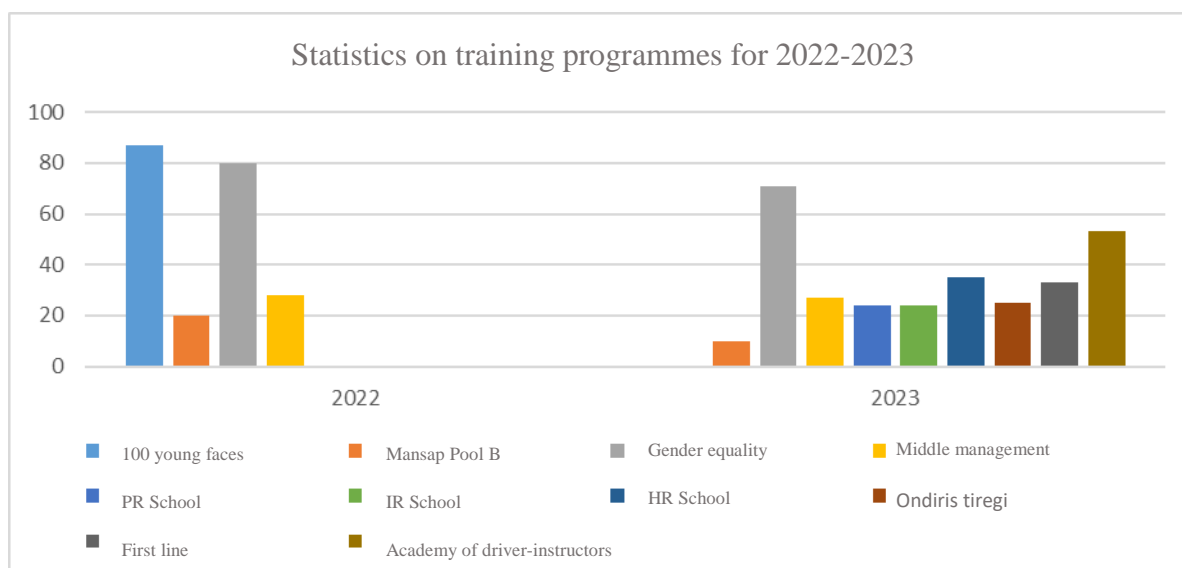
For 2022-2023. Educational programmes (Figure 6):

- Training of the personnel pool "100 young faces" for employees of JSC NC KTZh - 87 persons;
- Training of the personnel pool of the Mansap Pool B Leadership Programme for employees of JSC NC KazMunayGas – 20 persons;
- Gender equality modular training for employees of Samruk Kazyna JSC and the Government of Kazakhstan – 80 persons;
- Middle management modular training for employees of Samruk Kazyna JSC and the Government of Kazakhstan – 28 persons;
- PR School modular training for employees of Samruk Kazyna JSC and the Government of Kazakhstan – 24 persons;
- Modular training of IR specialists for employees of Samruk Kazyna JSC and the Government of Kazakhstan - 24 persons;
- HR School modular training for employees of Samruk Kazyna JSC and the Government of Kazakhstan - 35 persons;
- Ondiris tiregi modular training programme for oil and gas production masters for

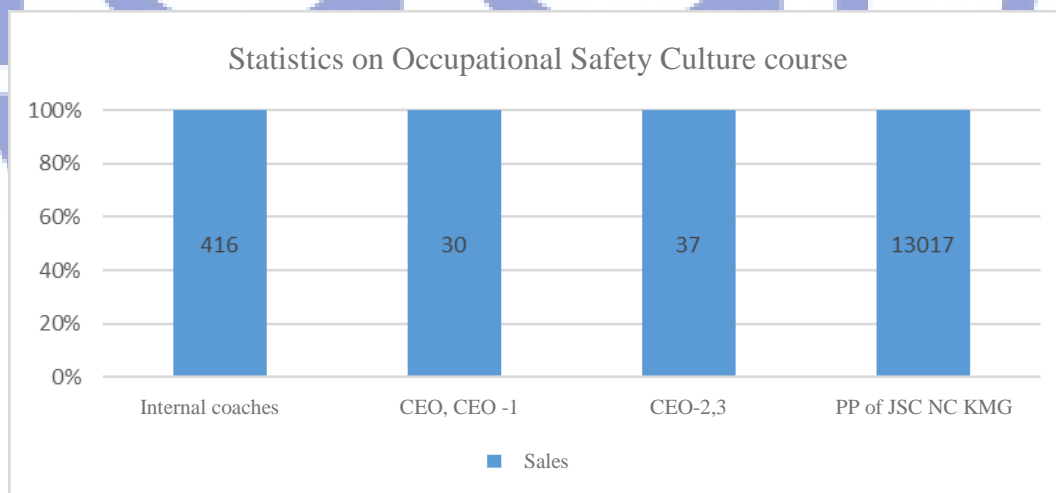
employees of Mangistaumunaigas JSC - 25 persons;

— First Line modular training programme for JSC NC KTZ's chief engineers -33 persons;

— Academy of driver-instructors modular programme of KTZ Gruzovye perevozki – 53 persons.



416 internal coaches of the Government of Kazakhstan and subsidiaries and affiliates of Samruk-Kazyna JSC, 30 CEOs, CEO-1 of the GK and subsidiaries and affiliates of Samruk-Kazyna JSC, 30 CEO-2,3 of the GK and subsidiaries and affiliates of Samruk-Kazyna JSC and 13,017 production personnel for employees of the group of companies of JSC NC KazMunayGas were trained under the author's programme "Occupational Safety Culture".



Analytical part

During the analysis of this standard, the EEC members noted the consistency of all stages of the lifecycle of the training process and the realisation of opportunities for students from admission to graduation, as well as obtaining a certificate in the declared programme according to the individual development plan of each student.

The organisation of the educational process is carried out in accordance with the established educational and thematic plan. During the implementation of the educational programme, special importance is attached to active forms of training, directed to the development of students' ability to independent, creative thinking, as well as to the formation and development of practical skills

for their further application in professional activities. The programme provides for business games, trainings, and analysis of practical cases.

Forms of intermediate control are determined by the educational and thematic plan of the programme by sections/disciplines/modules (depending on the programme). Entrance test determines the degree of mastery of new material before the beginning of its study. Post-course test is directed to control the assimilation of the presented course. A participant of training is admitted to the final project work after completing and passing all the control events established by the educational and thematic plan.

Students are obliged to participate in each training module. For good reason, in case of absence from the training module, student must independently study the presented materials of the completed courses, to carry out post-course control of knowledge.

The final project work is a stage of the course completion within the framework of which the students demonstrate the knowledge and skills acquired during the whole period of training. The aim of the project work is to develop creative thinking and teamwork experience in solving real business problems in addition to developing a project of practical importance for the customer.

During the training, participants form teams and work on finding alternative solutions to the current tasks of the customer, possible for implementation. In order to improve the quality of the participants' performance of the final work, consultations with the project supervisor - assigned specialists from the companies are provided for

The questionnaire survey of teachers indicated that in-house methods are "very good" and "good" in use as evidenced by 56.2% and 43.8% respectively. 87.5 % of students are fully satisfied with the quality of the examination materials and 12.5 % are partially satisfied with the quality of the examination materials.

Area of strength/ best practice

No areas of strength have been identified for this standard.

Recommendations of the EEC

None.

EEC conclusions on the criteria:

- *Strong* – 0
- *Satisfactory* – 5
- *Improvements are required* – 0
- *Unsatisfactory* – 0

6.5 Student-centred learning, teaching and assessment Standard

Evidence-based part

One of the priority directions of the Institution's Development Strategy is the creation of appropriate conditions for student-centred learning, reflected in innovative educational methods. Educational methods are a system of measures, rules and procedures for planning and management of educational activities and effective organisation of training and improvement of the quality of education, in which the expected educational outcomes and formed competences play the main role and become the main outcome of the educational process for students and the basis for the formation of educational programmes. It is important to take into account the personal characteristics and needs of students, focus on independent activity, increase personal responsibility for the educational outcomes, mastering professional and key competences required for the effective operation of the company.

The teacher and the student are active parties of the educational process and subjects of activity, the main condition for the effectiveness of this process is the interaction of its subjects,

which creates favourable conditions for learning, provides maximum assistance to the personal development of the student and his/her self-realisation, as well as the professional growth of the teacher.

In the student-centred educational paradigm of the Institution, the functions of the teacher and the student have changed: the teacher becomes a tutor-consultant or facilitator of the educational process, not just performs an informing function. Therefore, the student-centred paradigm is characterised by openness of communication, freedom of teaching. All of this is supported through transparent descriptions of the educational outcomes and learning loads, flexible learning pathways and appropriate teaching and assessment methods.

Implementation of educational programmes is carried out on the basis of materials provided by teachers and is provided by free access of each student to information resources and library funds.

Given the importance of the assessment of the student's academic performance, the Institution guarantees the quality of the assessment, namely:

- teachers are knowledgeable in methods of testing and knowledge verification, and improve their qualifications in this area.
- assessment criteria and methods are provided to the students in advance.
- assessment should demonstrate the level of achievement of the planned educational outcome.

The Institution implements the principle of integrity of the pedagogical process. It assumes openness, accessibility, possibility of entrance and leaving at any stage of professional training, variability.

Innovative and new pedagogical technologies are introduced, taking into account the programmes of the Institution, the material and technical base is replenished, the level of equipment of the educational process with new equipment, materials, electronic textbooks is increased.

The Institution has ensured transparency of the whole educational process, first of all of the knowledge control system. In order to improve training technology, it is planned to introduce a distance learning system into the educational process - based on the LMS platform. Innovative educational environment not only helps to manage the learning process, but also promotes the implementation of educational innovations, expanding the use of methods and forms of learning.

Analytical part

The processes ensuring equal opportunities for students to realise their educational trajectory are sufficiently reflected in the self-assessment report.

According to the results of teachers' interviewing, the commission noted that there is a high motivation for learning activities.

The questionnaire survey of students on "satisfaction with resources" showed high results, full satisfaction - 81.3%, 93.8% are fully satisfied with the support of learning materials.

By introducing LMS into the educational process, the organisation provides persons with special needs with equal rights with others to study additional education programmes.

Heads of EPs presented the regulations for the development of educational programmes, including rules and forms of control, assessment of learning achievements correspond to the planned educational outcomes.

During the interview with students and analyses of the functional capabilities of personal offices, members of the EEC noted the expediency of expanding their functionalities. It is necessary to provide students with the opportunity of operative reference not only through the supervisor/manager, but also directly through the information environment in the course of mastering the additional education programmes. The existing system of questionnaire of satisfaction of the students on the results of mastering the educational programme can be integrated into the same section.

Requirements for control forms are available to the students, there is constant support from

supervisors, and there is an ongoing survey to determine satisfaction with the courses. In addition, students have the opportunity to appeal with a complaint (question, wish) both in the process of mastering the EP, and in the period after passing the final certification.

Area of strength/ best practice

No areas of strength have been identified for this standard.

Recommendations of the EEC

- to consider the possibility of expanding the functionality of personal accounts of the students in order to promptly inform stakeholders and receive feedback from them (opinions, complaints, appeals, etc.) (by 01.01.2025).

EEC conclusions on the criteria:

- *Strong* – 0
- *Satisfactory* – 5
- *Improvements are required* – 0
- *Unsatisfactory* – 0

6.6. Teachers Standard

Evidence-based part

Teachers are the primary resource to support the mission of the Institution, thus increased attention is given to personnel recruitment and training processes.

The personnel policy is reflected in the "Regulations on the Teacher Recruitment", is regulated by the current legislation of the Republic of Kazakhstan and is implemented in accordance with the main priorities of the Institution's strategy. Measures are provided to increase the quality of the teaching staff by motivating the existing personnel and additional invitation of highly qualified personnel from Kazakhstan and other countries.

The Institution has requirements for teachers:

1. Education and qualifications. Teachers should have appropriate education and qualifications in their area of specialisation.
2. Work experience. Priority is given to candidates with documented work experience that confirms their competence and knowledge of the practical aspects of the subject area.
3. Communication skills. Teachers must have good communication skills and the ability to explain material clearly and understandably to students.
4. Adaptability. Ability to adapt to different learning styles and individual student needs.
5. Ethical standards. Teachers must maintain high ethical standards by demonstrating respect and professionalism towards students.
6. Recommendation and feedback. Feedback and recommendation of teachers from customers.

At the Institution, the hiring process is done through recruitment. Recruitment of potential coaches can be conducted through a single platform containing information about coaches and training centres (business desk), recommendations, professional networks and other channels. Candidates should provide a full CV and confirm information about their experience, education, skills and provide letter of recommendation/thanks if available. Potential teachers are interviewed to assess their qualifications and fit with the organisation's culture in more detail.

Teachers are selected on the basis of competence, experience and relevance to programme requirements, feedback, instructor assessment form. Teachers are regularly evaluated against standards of quality and efficiency in their performance.

Analytical part

During the visit of the EEC, the appropriateness of the staff composition of both employees and lecturers in the implementation of the EP is noted.

During interviews, the faculty members confirmed that they are not full-time employees of the Institution and are engaged on temporary contracts to develop and participate in the implementation of the EPs.

It should be noted that the centre is constantly working on the professional development of lecturers and employees.

During the interviews with teachers, members of the EEC noted a high level of motivation and interest of teachers in the implementation of the EP. As well as a high level of professional and personal qualities of teachers themselves.

During the work, members of the EEC noted that the Institution has a system of incentives for employees to fulfil their duties, but there is a weak formalisation of these mechanisms, there are no clear criteria for awarding incentive payments and other incentives, including moral and corporate-cultural incentives.

During the questionnaire, teachers indicate their satisfaction with the issues of support and organisation of training activities. For example, when assessing the level of feedback from faculty to management, 62.5 % mark "very good" and 37.5 % "good", to the question of criticism of management, 56.3 % mark "very good" and 43.8 % "good".

The Institution's management has demonstrated interest and retention of responsibility for the work of teachers at all stages of the EP life cycle and even after the completion of training, students are involved in assessment of the efficiency of the EPs.

Area of strength/ best practice

- the Institution demonstrates full compliance of academic and pedagogical qualifications and professional experience of teachers with the requirements and objectives of the EP, as evidenced by the qualifications of teachers involved in a particular EP.

- the Institution's management demonstrates high interest and responsibility for the quality of teachers' work.

Recommendations of the EEC

- by the management of the PI to concrete the regulations on motivation of teachers for wide use of innovations and technologies by 01.03.2024.

EEC conclusions on the criteria:

- *Strong* – 2
- *Satisfactory* – 4
- *Improvements are required* – 0
- *Unsatisfactory* – 0

6.7 Educational Resources and Student Support System Standard**Evidence-based part**

The Institution has all the resources and equipment to support students in their learning and independent work in the study of a particular course and educational programme.

Financing of modular programmes, courses and trainings is carried out at the expense of receipt of financial resources in the form of education fees at the expense of the customers and personal funds of the students.

Table 1. Dynamics of revenue from organization of education services by years, mln. tenge

	Name of services by year	2020	2021	2022
1	Organisation of education	191	333	703

One of the main items in the budget is the expenditure allocated to providing the necessary conditions for education. To this end, the Institution allocates significant funds for the maintenance, modernisation and repair of classrooms, offices.

Capital expenditures of the budget ensure the development of property bases, strengthening of material and technical base of the Institution. In order to create conditions for improving the quality of education, significant funds are envisaged for the acquisition, creation, improvement and expansion of the Institution's assets.

Table2. Capital expenditures on acquisition of assets (mln. tenge)

Name / year	2021	2022	2023
PC and office equipment	4.8	8.2	7
Furniture	1.0		5.4
Educational equipment	0.7		
Total:	5.9	8.2	12.4

Classrooms comply with sanitary-epidemiological and fire safety requirements. The classrooms are equipped with a computer, projector, marker board, flip charts, projector screen, co-working and coffee break areas.

The material and technical base also includes office equipment, projection equipment, network and telecommunication equipment, including MFPs, copiers, printers, scanners, which are available to teachers and students.

For distance learning, lessons are conducted on Microsoft Teams and Zoom multimedia platforms.

The Institution's teachers and coaches use modern teaching methods and technologies when conducting lessons: case studies, audio and video materials, group discussions, interactive lectures, discussions.

Teachers and students use the electronic library resource, which is available during academic and extracurricular hours. Currently, the digital library has more than 1,500 electronic publications necessary for professional and personal development.

Teachers influence the educational process of students in the development of training programmes, courses.

Active training methods are based on practical orientation, creative character of training, interactivity, various communications, use of knowledge and experience of students, group form of organisation of their work. An environment of educational communication is created, the teacher together with new knowledge leads the students to an independent search. The teacher's activity gives way to the activity of students, so the teacher's task becomes to create conditions for their initiative.

Analytical part

According to the questionnaire, 68.8 % of the students indicated full agreement in the assessment of personal development, 75 % of the students were fully satisfied with the training methods.

Classrooms are equipped with modern technical means of education. The Institution has an unlimited high-speed data transmission channel between the subdivisions of the PI for prompt and efficient access to internal and external information resources.

For all EPs, including modular ones, training and methodological materials are developed, necessary and sufficient for successful achievement by the students of the objectives and outcomes of the EPs, formulated by the customer.

The organisation regularly assesses the material and technical support of the EP and procures

additional equipment. Due to this, a sufficient level of the quality of the EP's implementation is maintained.

During the interviews with the heads of the structural subdivisions, the members of the EEC noted that the Institution provides teachers with wide opportunities to improve their socio-psychological and professional level, and also takes into account the teachers' requests when planning purchases, which also makes it possible to organise the educational process at a high level.

Since the beginning of 2023 the LMS has been integrated into the implementation of the educational programme, however, having analysed its functioning, the members of the EEC note its insufficient development in terms of filling it with educational and methodological materials, as well as insufficient use of its functional capabilities by teachers.

Area of strength/ best practice

No areas of strength have been identified for this standard.

Recommendations of the EEC

- by the management of organisation to develop a roadmap for further development of the LMS in order to fill it with modern content and connect students to modern professional reference systems and databases (by 01.09.2024)
- to organise training of teachers on more complete use of LMS functional opportunities (by 01.09.2025).

EEC conclusions on the criteria:

- *Strong* – 0
- *Satisfactory* – 6
- *Improvements are required* – 0
- *Unsatisfactory* – 0

6.8 Public Awareness Standard

Evidence-based part

The key objective of public awareness for the Institution is to form a positive brand image, to organise cooperation with the interested parties by informing them about the areas of activity. The main objectives of this process are establishment and maintenance of the Institution's relations with individuals, organisations and interested companies. The Institution has its own contact centre, which is an excellent solution for consulting and processing standard requests and transferring information to responsible persons. The contact centre operates on the principle of 24/7 and has the ability to evaluate the service received from the customer and provide feedback promptly. In addition to telephone contact, the company also uses messengers and social media including Telegram, Facebook, Instagram and LinkedIn and feedback forms on the website.

The main information resource of the Institution is the official website: <https://www.sba.kz/> which is open and publicly accessible, formed of socially significant information for all participants of the educational process, business partners and other interested parties in accordance with the statutory activities of the Institution.

In addition to the main website, a distance learning system - Learning Management System is functioning (LMS- AQYL). This portal has uploaded online courses that are coordinated by the Institution's project managers and allows for reporting in special dashboards with the number of students trained, points received and other reporting information. Some courses are conducted in conjunction with online group lectures with a teacher via Zoom or Microsoft Teams and the portal is used for consolidation of knowledge and testing.

In addition, the portal is designed for self-study and does not need to be accompanied by a teacher.

Analytical part

Members of the EEC note that the Internet portal of the Institution contains insufficient amount of open information on the implemented EPs and in general on its educational activities. This was confirmed during interviews with the heads of structural subdivisions and EPs. This, according to them, is related to the rebranding and reformatting of the website.

At the same time, the Institution has accounts in many social networks and other Internet resources, including electronic Media.

The management of the Institution failed to demonstrate on its own and third-party resources information about the Institution in terms of specific EPs; requirements for admission, EPs' components and other are fragmentary and poorly systematised in nature. In a similar way, monitoring information is presented in the form of feedback from graduates of the organisation, with the results of testing and continuous monitoring presented to members of the EEC in printed form.

At the same time, normative and educational and methodological documentation of the centre's work is not available on the website.

Area of strength/ best practice

No areas of strength have been identified for this standard.

Recommendations of the EEC

- to develop a documented procedure for promptly informing the public about the Institution's events and comprehensive information about the developed and implemented EPs (by 01.09.2024);
- to consider the possibility of creating a specialised section of the website with normative documentation, including those approved by the EPs (by 01.01.2024);
- to supplement information on the Institution's website with admission requirements and procedures; officially published normative, reference and educational and methodological documents (by 01.01.2024).

EEC conclusions on the criteria:

- *Strong* – 0
- *Satisfactory* – 2
- *Improvements are required*– 3
- *Unsatisfactory* – 0

6.9 Ongoing monitoring and periodic programme evaluation Standard

Evidence-based part

The Institution controls the quality of mastering the EP by the students according to the established criteria and ensures continuous monitoring, evaluation and improvement of the educational services provided. Monitoring of programmes is carried out by the departments in charge of education. Special attention is paid to improving skills, both professionally and personally. Monitoring is implemented as a combination of control of mastering the content of educational programmes (process) and control of educational success (results) using the following procedures: entrance/post-course test and project defence/testing).

The procedure of quality assessment and expert evaluation of EP includes the drawing up of expert opinion in the form of minutes of the Expert Council. Revision of educational programmes is carried out once a year.

To control and evaluate the quality of EP, managers of the departments supervising training attend the classes. The quality of classes and used educational materials, timeliness of assignments, organisation of control and evaluation of students' performance are analysed by the departments in charge of training.

The Institution conducts regular programme evaluation and review with the participation of students, employees and other interested parties through systematic information collection, analysis and management, resulting in programmes being adapted to ensure their relevance. Key indicators are taken into account when evaluating and reviewing programmes:

- functioning of the training programme, the composition of the teaching staff;
- state of material and technical base;
- satisfaction of students with their progress and success;
- satisfaction of faculty and employees with working conditions and available resources;
- availability of educational resources and student support.

Achievement of objectives within the programme is monitored by the results of programme mastering, tests, customer feedback on the quality of specialist training. The survey of customers and students showed a high enough assessment of the quality of education in the Institution. The majority of respondents point to the high level of theoretical training of students, the development of communication abilities, professional skills and the ability to process a large amount of information.

Students take part in the assessment of the quality of implementation of educational programmes. The evaluation mechanisms are questionnaires, feedback from students about the quality of educational services received. The questionnaire survey of students is conducted once upon completion of training and covers the full range of services received by them. According to the results of the questionnaire, the majority of feedback is positive. The analysis showed that students are satisfied with professional training and assessed the level of teaching as high.

During the academic period, systematic monitoring of the EP and educational activities is carried out. Monitoring and systematic tracking of the quality of education of a large number of students contributes to a more objective, reliable assessment, allowing to predict the final levels of learning achievements of students, design education plans. Analysis of the results of module evaluation by students shows a high level of satisfaction with the content of the programme.

The developed EPs are subject to changes and adjustments in accordance with changes in legislation and business needs. In this regard, the purpose of specialist training is systematically reviewed, the content of professional education is updated, and the existing training programmes are adjusted.

Education plan, educational and thematic plan, training programme is developed for each modular programme. The expected results of the student are used as the main tool for assessing the TP. Using this approach strengthens the link between teaching, student learning activities and assessment of their outcomes, and will shift the focus of the educational programme to the learning activities of the students themselves. Evaluation of the expected results of the implementation of training programmes is carried out through questionnaires, feedback from students after the completion of the course, students' discussion of lectures and teaching methods.

Analytical part

Students have the opportunity to participate in shaping their educational programme, including the development of trajectories. In case of a corporate order, the Institution holds a meeting of the Expert Council in order to finalise the EP in accordance with the request of students.

Monitoring of the Institution's activity is carried out through feedback questionnaires as a survey of students conducted on the results of mastering the EP. At the same time, monitoring is not always built on a systematic basis and does not have clear, measurable criteria that allow making conclusions and developing recommendations for adjustments to the EP.

The members of the EEC note the directional development of the Institution towards improvement of the internal and external quality assurance system in the context of the mission

and strategic development plan of the Institution.

As part of the conducted analysis for compliance with the requirements of the standard, the committee notes that the Centre has difficulties in understanding and using the mechanism of using the processed information to improve the internal quality assurance system.

Area of strength/ best practice

No areas of strength have been identified for this standard.

Recommendations of the EEC

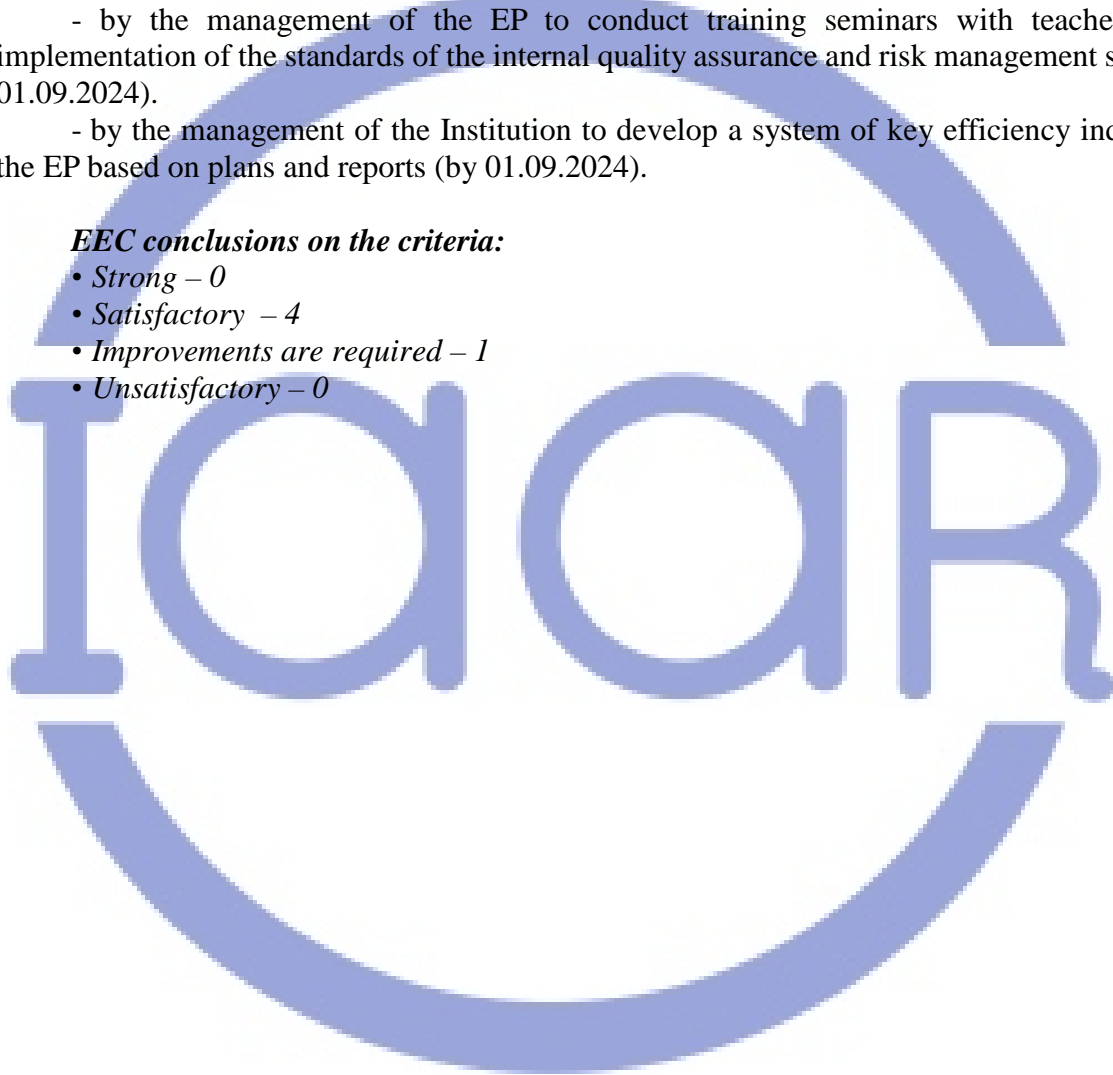
- by the management of the Institution to develop a formalised mechanism for analysing the results of the questionnaire with the development of a corrective action plan in the context of structural subdivisions and ensuring control over their implementation (by 01.11.2023)

- by the management of the EP to conduct training seminars with teachers on the implementation of the standards of the internal quality assurance and risk management system (by 01.09.2024).

- by the management of the Institution to develop a system of key efficiency indicators of the EP based on plans and reports (by 01.09.2024).

EEC conclusions on the criteria:

- *Strong* – 0
- *Satisfactory* – 4
- *Improvements are required* – 1
- *Unsatisfactory* – 0



(VII) REVIEW OF AREAS OF STRENGTH/BEST PRACTICES FOR EACH STANDARD

Strategic Development and Quality Assurance Standard

No areas of strength have been identified for this standard.

Leadership and Management Standard

No areas of strength have been identified for this standard.

Educational Programme and Outcomes Standard

No areas of strength have been identified for this standard.

Student Admission, Academic Performance, Recognition and Certification Standard

No areas of strength have been identified for this standard.

Student-centred learning, teaching and assessment Standard

No areas of strength have been identified for this standard.

Teachers Standard

- the Institution demonstrates full compliance of academic and pedagogical qualifications and professional experience of teachers with the requirements and objectives of the EP, as evidenced by the qualifications of teachers involved in a particular EP.
- the Institution's management demonstrates high interest and responsibility for the quality of teachers' work.

Educational Resources and Student Support System Standard

No areas of strength have been identified for this standard.

Public Awareness Standard

No areas of strength have been identified for this standard.

Ongoing monitoring and periodic programme evaluation Standard

No areas of strength have been identified for this standard.

(VIII) REVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

Strategic Development and Quality Assurance Standard

- to develop internal development plans or roadmaps for the implementation of the Development Strategy with indication of time periods, as well as to appoint responsible subdivisions for implementation by 01.01.2024.

- to organise training seminars with employees of structural subdivisions on updating the development strategy and quality policy, as well as to explain the processes of the internal quality assurance system by 01.03.2024.

Leadership and Management Standard

- to develop and approve work plans of structural subdivisions with indication of deadlines for implementation of measures by 01.03.2024 and to monitor implementation on a permanent basis within the framework of proceedings of collegial bodies and meetings;

- to develop documented procedure for identifying risks and developing measures to minimise them (by 01.01.2024).

Educational Programme and Outcomes Standard

- to prepare and approve the Regulations (procedure or instructions) for the development of the EP with the indication of necessary sections, definition of content requirements, control measures of the course, methodological recommendations. (by 01.01.2024).

Student Admission, Academic Performance, Recognition and Certification Standard

None.

Student-centred learning, teaching and assessment Standard

- to consider the possibility of expanding the functionality of personal accounts of the students in order to promptly inform stakeholders and receive feedback from them (opinions, complaints, appeals, etc.) (by 01.01.2025).

Teachers Standard

- by the management of the PI to concrete the regulations on motivation of teachers for wide use of innovations and technologies by 01.03.2024.

Educational Resources and Student Support System Standard

- by the management of organisation to develop a roadmap for further development of the LMS in order to fill it with modern content and connect students to modern professional reference systems and databases (by 01.09.2024);

- to organise training of teachers on more complete use of LMS functional opportunities (by 01.09.2025).

Public Awareness Standard

- to develop a documented procedure for promptly informing the public about the Institution's events and comprehensive information about the developed and implemented EPs (by 01.09.2024);

- to consider the possibility of creating a specialised section of the website with normative documentation, including those approved by the EPs (by 01.01.2024);

- to supplement information on the Institution's website with admission requirements and procedures; officially published normative, reference and educational and methodological documents (by 01.01.2024).

Ongoing monitoring and periodic programme evaluation Standard

- by the management of the Institution to develop a formalised mechanism for analysing the results of the questionnaire with the development of a corrective action plan in the context of structural subdivisions and ensuring control over their implementation (by 01.11.2023)

- by the management of the EP to conduct training seminars with teachers on the implementation of the standards of the internal quality assurance and risk management system (by 01.09.2024).

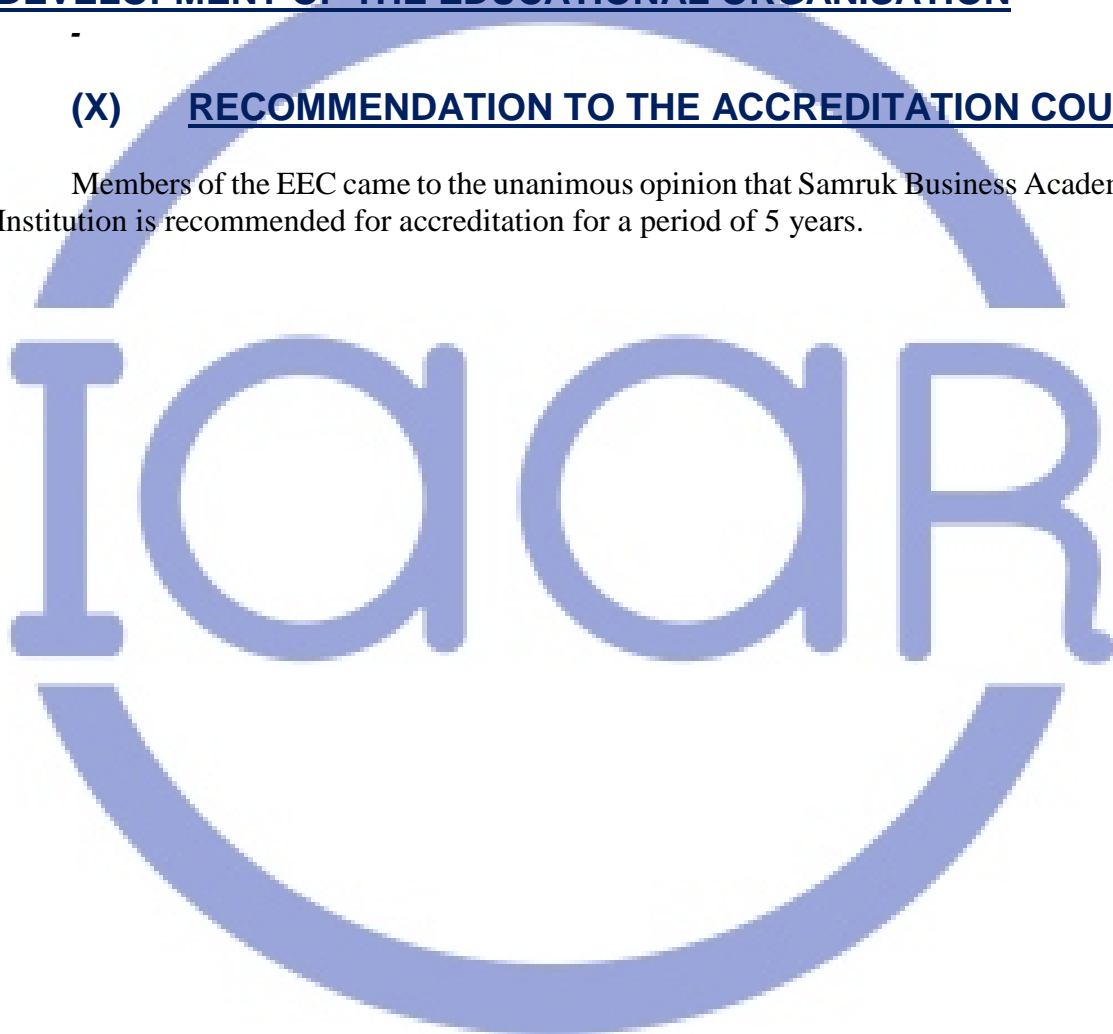
- by the management of the Institution to develop a system of key efficiency indicators of the EP based on plans and reports (by 01.09.2024).

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL ORGANISATION

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(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

Members of the EEC came to the unanimous opinion that Samruk Business Academy Private Institution is recommended for accreditation for a period of 5 years.



Annex 1. "PARAMETERS OF INSTITUTIONAL PROFILE"

Assessment table

№		IAAR International Standards ESG Part 1.	Position of the educational organisation			
			Strong	Satisfactory	Improvements are required	Unsatisfactory
Standard 1. STRATEGIC DEVELOPMENT AND QUALITY ASSURANCE POLICY						
1.	1	The organisation demonstrates the development of its own mission, vision, development strategy and quality assurance policy based on an analysis of external and internal factors, with broad involvement of a variety of stakeholders.		+		
2.	2	The organisation demonstrates the operation of an internal quality assurance system		+		
3.	3	The organisation implements the EP management processes in accordance with the Quality Assurance Strategy and Policy, and is responsible for the quality of the EP as a whole.		+		
4.	4	The organisation demonstrates consistency in reviewing the development strategy and quality assurance policy, and improving the internal quality assurance system.			+	
Standard 2. LEADERSHIP AND MANAGEMENT						
5.	1	The organisation implements the management processes of the Department of Science and Postgraduate Education/EP, including planning and resource distribution, in accordance with its mission and strategy.		+		
6.	2	The organisation ensures that it has appropriate administrative and academic staff, employees to implement the EP, proper management and allocation of resources.		+		
7.	3	The organisation demonstrates clear identification of responsible employees for business processes, unambiguous distribution of personnel job duties, delineation of functions of collegial bodies, involvement of key stakeholders in the work of collegial management bodies, management of innovations within the framework of Department of Science and Postgraduate Education/EP management.		+		
8.	4	The organisation demonstrates the development of annual performance plans based on the development strategy, analysis of the efficiency of change, including within the framework of Department of Science and Postgraduate Education/EP management.			+	

9.	5	The organisation demonstrates a mechanism for identifying risks and making decisions based on them, as well as a procedure for regularly reviewing the efficiency of implemented decisions and measures.			+	
10.	6	The organisation demonstrates openness and accessibility of managers and administration to students, teachers and other interested parties, as well as training for management and employees in Management in Education programmes.		+		
Standard 3. EDUCATIONAL PROGRAMME AND LEARNING OUTCOMES						
11.	1	The organisation has mechanisms for the development and approval of the EP. The OP is developed in accordance with the established objectives, including learning outcomes. The overall structure, composition and duration of the EP is described, components are clearly established, practice and theory are integrated, and the requirements of national legislation are taken into account.			+	
12.	2	The educational outcomes of the EP are clearly defined, explained and take into account national qualifications frameworks, and qualifications frameworks in the European Higher Education Area (FQ-EHEA).		+		
13.	3	The development and updating of the EP content are carried out in accordance with the needs of the international labour market and the demands of stakeholders: the state, society, employers and students.		+		
14.	4	The content of the programme, its components (modules/disciplines) are logically linked, take into account professional standards and scientific achievements in the subject area of knowledge and are focused on educational outcomes.		+		
15.	5	The implemented types of learning activities, teaching methods, interdisciplinarity and practice-orientedness of the EP components, cooperation with scientific and educational organisations ensure the achievement of educational objectives and results.		+		
16.	6	The organisation demonstrates the competitive advantages of the EP (based on comparison with similar programmes in content, target audience, educational outcomes and cost) in the education and labour market (regional/national/international).		+		
17.	7	The organisation demonstrates effectiveness of training, professional development of graduates and potential demand for the EP.		+		
Standard 4. STUDENT ADMISSION, ACADEMIC PERFORMANCE, RECOGNITION AND CERTIFICATION						
18.	1	The organisation has predetermined, published and consistently applied rules governing all periods of the student's lifecycle i.e. admission, academic performance, recognition and certification.			+	

19.	2	The admission conditions are defined, take into account the specificities of the target groups and support the achievement of the EP objectives.		+		
20.	3	The objectives of the EP are presented, accessible to students, covering skills and professional competences		+		
21.	4	The organisation shall present the application of the European Credit Transfer and Accumulation System (ECTS) and the implementation of modularity of the EP.		+		
22.	5	The certificate and the supplement/transcript reflect the educational outcomes. Recognition of the educational outcomes is applied taking into account the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 2017)		+		
Standard 5. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT						
23.	1	The organisation ensures the adequacy and feasibility of the individual plan of students, their active role in the cooperative construction of the educational process, as well as takes into account the interests, needs and characteristics of students.		+		
24.	2	The organisation is flexible in its use of a variety of training and teaching methods, including innovative ones, which allows it to make faster progress in training.		+		
25.	3	Training and methodological materials of the EP, criteria for assessing training achievements are up-to-date and available to students in electronic form, focused on the educational outcomes.		+		
26.	4	The rules and forms of control, assessment of training achievements correspond to the planned educational outcomes. The organisation guarantees that the established educational outcomes are achieved by the students.		+		
27.	5	The organisation provides regular feedback to students to determine satisfaction with the educational quality and environment.		+		
Standard 6. TEACHERS						
28.	1	The organisation has objective and transparent processes for the recruitment and professional development of staff to ensure that teachers are competent in achieving the planned educational outcomes.		+		
29.	2	The organisation demonstrates consistency of academic and pedagogical qualifications and professional experience of teachers with the requirements and objectives of the EP and allows for flexible adaptation to changing requirements.	+			
30.	3	The organisation ensures systematic internal interaction and cooperation of teachers to develop and integrate components of the EP (modules/disciplines) to its objectives and the planned educational outcomes.		+		
31.	4	The organisation demonstrates the application of various methods of motivating teachers to make extensive use of innovation and advanced technology.		+		

32.	5	The organisation has developed and implements the professional development programme for teachers and employees (both professional and pedagogical qualifications); assessment and recognition of their academic performance.		+		
33.	6	The organisation is responsible for the work quality of teachers and employees and providing a favourable conditions for their effective work.	+			
Standard 7. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM						
34.	1	The organisation ensures the availability of necessary, accessible and relevant to the objectives of the EP educational resources. Training and methodological materials are up-to-date and correspond to the content of the EP		+		
35.	2	Material, financial, information resources and student support services are sufficient to implement the EP and achieve the planned educational outcomes. The quantity and quality of media, laboratory and IT equipment of classrooms correspond to the needs of the EP.		+		
36.	3	The organisation regularly assesses and updates material and technical facilities and equipment to ensure that they meet the requirements of the EP and ensure the quality of education.		+		
37.	4	The organisation creates conditions for the wide use by teachers and students of existing and new information and communication technologies in the educational process, individual study, communication with colleagues, as well as provides access to data and information systems relevant to the profile of training.		+		
38.	5	Teachers have access to resources needed to plan and implement training methods, assess students, and develop innovations in educational programmes. Teachers and personnel, including the EP supervisor, provide academic and counselling support to students on a regular basis.		+		
39.	6	The educational environment and student support provided is accessible and ensures the achievement of the planned educational outcomes.		+		
Standard 8. PUBLIC AWARENESS						
40.	1	The organisation informs the public about its activities (including in the context of the EP). The information provided is clear, reliable, objective, relevant and accessible.			+	
41.	2	The Department of Science and Postgraduate Education uses a variety of information dissemination methods (including media, web resources, information networks, etc.) to inform the general public and interested parties.		+		
42.	3	The organisation demonstrates that the web resource reflects information describing the organisation as a whole and in the context of the EP. The information about the EP (admission requirements and procedures, programme components (modules/disciplines), final control and assessment procedures, etc., is properly documented and published taking into account the specific needs of students.			+	

43.	4	The organisation informs the public about the results of monitoring of the EP implementation, results of stakeholder feedback analysis, external assessment of the quality of the Department of Science and Postgraduate Education/EP.			+	
44.	5	The Department of Science and Postgraduate Education demonstrates transparency and legal certainty in the contractual relationships between the DSPE and students, the DSPE and teachers.			+	
Standard 9. ONGOING MONITORING AND PERIODIC PROGRAMME EVALUATION						
45.	1	The organisation conducts monitoring and periodic assessment of the continuous professional education programme to ensure that it achieves its objective and confirms its relevance to the needs of students and society.			+	
46.	2	<p>The organisation has mechanisms for collecting and analysing information about its activities and uses the information obtained in the work of the internal quality assurance system. The DSPE ensures that students and employees are involved in the process of collecting, analysing information and planning further procedures.</p> <p>In collecting information, the DSPE takes into account the following:</p> <ul style="list-style-type: none"> - key performance indicators - contingent of students - level of academic performance, achievements of students and expulsion - students' satisfaction with the implementation of the EP, its content - accessibility of educational resources and student support services - professional development of the graduates of the EP. 			+	
47.	3	The organisation conducts continuous monitoring of the educational programme based on the definition and implementation of the mechanism of assessment of the EP, its content, taking into account the mission and the planned educational outcomes, as well as the assessment of the knowledge and skills acquired and the available educational resources.			+	
48.	4	The results of monitoring and periodic evaluation of the EP, monitoring of students' and employers' requests lead to continuous improvement of the EP. All interested parties are informed about the planned or undertaken actions in relation to the EP.			+	
49.	5	External assessment is carried out in accordance with recognised quality standards on a regular basis and the results are communicated to students and contribute to the quality improvement process.			+	
Total						

		2	38	9	-
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Annex 2. PROGRAMME OF THE VISIT TO THE EDUCATIONAL ORGANISATION



SAMRUK
BUSINESS ACADEMY

AGREED by
Director
Director of Samruk Business Academy
_____**Dzhumagaziyeva Sh.K.**
September 25, 2023



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІН
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ
НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»
INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

APPROVED BY
Chief Executive Officer
"Independent Agency for
accreditation and rating"
Non-profit Institution
_____**Zhumagulova A. B.**
September 25, 2023

**PROGRAMME OF THE VISIT OF THE EXTERNAL EXPERT COMMITTEE
OF THE INDEPENDENT AGENCY FOR ACCREDITATION AND RATING (IAAR)
TO SAMRUK BUSINESS ACADEMY
(INTERNATIONAL INSTITUTIONAL ACCREDITATION)**

Date of the visit: September 25-26, 2023 (Astana time)

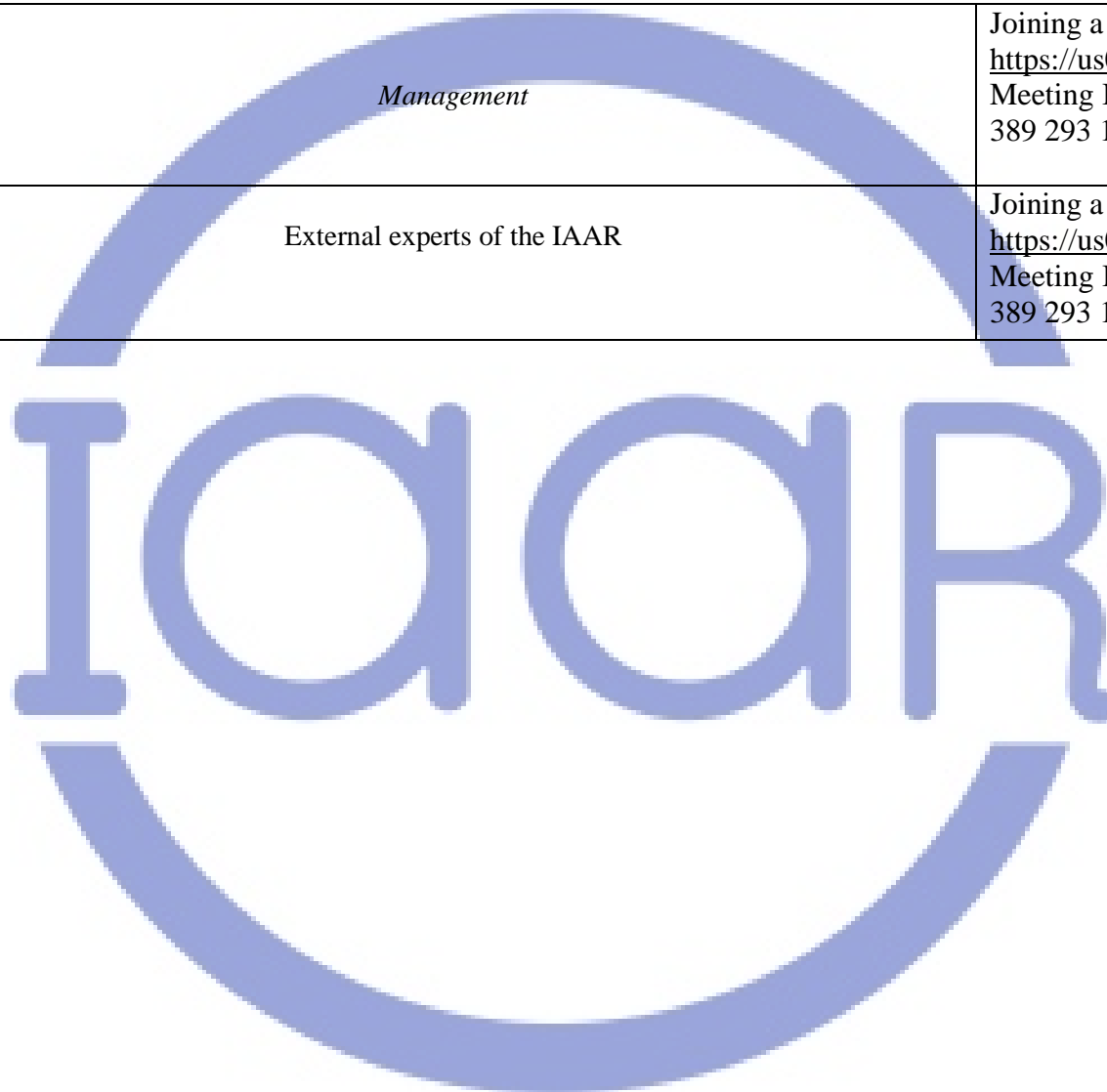
Date and time	The EEC work with target groups	Position and surname, first name, patronymic of target group participants	Communication form
<i>September 24, 2023</i>			
15.00-16.00	Preparatory meeting of the EEC	<i>External experts of the IAAR</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765 (<i>for the EEC only</i>)
<i>Day 1: September 25, 2023</i>			
10.00-10.30	Distribution of expert responsibilities, resolution of organisational issues	<i>External experts of the IAAR</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765 (<i>for the EEC only</i>)
10.30 – 11.10	Meeting with the Director of Samruk Business Academy	<i>Director - Dzhumagazyeva Sholpan Kaniyevna</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765
11.10-11.20	Technical break		
11.20-12.00	Meeting with the Deputy Directors	<i>1. Baiseitova Zhanna Arystanovna, Deputy Director for Business Development, MBA, DBA</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765
12.00-12.10	Technical break		
12.10-12.50	Meeting with the Heads of Structural Subdivisions of Samruk Business Academy	<i>1. Khasan Diana Khasankyzy - Director of Cooperative Education Department 2. Tanirbergenov Nurdaulet Sagyndykovich - Director of HR Consulting Department 3. Kairat Ayana - Director of Finance and Procurement Department 4. Markenov Sultanbek Serikovich - Director of the Department of Digitalisation and Business Promotion</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765

12.50–13.00	Technical break		
13.00–14.00	Lunch (members of the EEC only)		
14.00–14.10	Work of the EEC	<i>External experts of the IAAR</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765 (<i>for the EEC only</i>)
14.10–15.00	Visual inspection of Samruk Business Academy	Training classrooms No. 3416, 3417. Workrooms of the educational departments	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765
15.00–16.00	Work of the EEC	<i>External experts of the IAAR</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765 (<i>for the EEC only</i>)
16.00–16.50	Meeting with the Heads of EPs	<ol style="list-style-type: none"> 1. Mukanova Aidana Syrymbekkyzy - Head of Quality Control Group 2. Zhilkibakova Botagoz Khusainovna- Director of the Department of Educational Administration 3. Zhunusova Anel Zhomartovna - Head of the Technical Competence Development Division of the Cooperative Education Department 	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765
16.50–17.00	Technical break		
17.00–17.50	Meeting with the faculty of the EPs	<ol style="list-style-type: none"> 1. Podnebesny Victor - Expert in safety management and labour safety issues of Samruk Business Academy PI, IOSH&NEBOSH, "Effective Instructor" ISSA. 2. Oprya Valeriy - management coach (member of global Fortune 100 coaching teams - Marshall Goldsmith and Global Coach Group), expert in talent management, leadership and organisational efficiency, Senior Professional in Human Resources - International (SPHRi), FranklinCovey accredited facilitator, Specialist in leadership assessment and development (Global Leadership Practitioner, British Psychological Society). 3. Sharipov Zhandos - Master of Geology, PhD postdoctoral student, lecturer of geology and mining technology, Director of Department of Samruk-Kazyna JSC 4. Khamitova Aizhan - Teacher with 25 years of experience in the oil sector in the field of interaction with government bodies, stakeholders and media, CSR. 	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765

		<p>5. <i>Mustafin Yerlan - Certified coaches of Service Quality Institute, USA, Master of Psychology, expert in the field of management and efficiency.</i></p> <p>6. <i>Aikeyev Abylai - The first accredited Kanban coaches in Kazakhstan from Kanban University. Certified Expert of Lean Six Sigma Black Belt (Lean Production))</i></p> <p>7. <i>Zhanseitov Maksat - Talent Development and Management Expert.</i></p> <p>8. <i>Batayev Arman - Bachelor of Purdue University, Indiana, USA, Member of the Association of Chartered Certified Accountants (ACCA), financial literacy course teacher.</i></p> <p>9. <i>Dautov Asset - Business coaches and teacher, expert in labour law, author of articles and explanations on the application of labour legislation of the Republic of Kazakhstan. Member of the working group on amendments and additions to the Labour Code of the Republic of Kazakhstan.</i></p> <p>10. <i>Zhetruov Zhasulan - teacher, PhD in Oil and Gas Engineering, MSc, Head of Digitalisation of Field Development Service of KMG Engineering LLP</i></p>	
17.00-17.50	Questionnaire survey of the faculty (in parallel)	Annex No. 1	The link is sent to the teacher's e-mail address personally
17.50-18.20	Work of the EEC. Discussion of the results of the first day	<i>External experts of the IAAR</i>	<p>Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765 <i>(for the EEC only)</i></p>
Day 2: September 26, 2023			
10.00-10.30	Work of the EEC	<i>External experts of the IAAR</i>	<p>Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765 <i>(for the EEC only)</i></p>
10.30-11.20	Meeting with students	<p>1. <i>Igizbayev Kadyrbek, Director of Social Policy, Corporate Governance and Administrative Support Department of Samruk-Kazyna JSC</i></p> <p>2. <i>Rysova Gaukhar, Labor Protection and Environment Senior Manager of Samruk-Kazyna Odeu LLP</i></p> <p>3. <i>Danata Amanzholova, Training Manager of Kazakhmys LLP</i></p> <p>4. <i>Nurgaliyev Aslan, Chief Manager of HR Department of NAC Kazatomprom JSC</i></p> <p>5. <i>Yeskarayeva Baglan, Senior Specialist of the Personnel Attraction and Development Sector of the Human Resources Department of the Human Resources Management Department of JSC NC KMG</i></p>	<p>Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765</p>

		6. <i>Shaldybayeva Almagul, Chief Manager of Human Resource Management and Social Policy Department of KTZ Gruzovye perevozki LLP</i> 7. <i>Podolyak Lyubov, Chief Manager of JSC NC KTZ</i> 8. <i>Abylgazina Kuralay, Leading Specialist of the Press Service of JSC NC KMG</i> 9. <i>Sartbayeva Asem, Chief Manager of Samruk-Kazyna JSC</i> 10. <i>Bakirova Sara, Chief Manager of Kazakhtelecom JSC</i>	
11.20-13.00	Questionnaire survey of students (in parallel)	Annex No. 2	The link is sent to the e-mail address of the student personally
11.20-11.30	Technical break		
11.30-13.00	Work with the documents of the departments supervising training	1. <i>Mukanova Aidana Syrymbekkyzy - Head of Quality Control Group</i> 2. <i>Khasan Diana Khasankyzy - Director of Cooperative Education Department</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765
13.00-14.00	<i>Lunch (members of the EEC only)</i>		
14.00-15.30	Work of the EEC, discussion of the results of the second day and parameters, development and discussion of recommendations (is being recorded)	<i>External experts of the IAAR</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765 (<i>for the EEC only</i>)
15.30-16.00	Preparation of information by the Chairperson on the results of the external assessment	<i>Chairperson of the EEC</i>	Individual work of the chairperson
16.00-16.15	Work of the EEC, discussion, decision-making by voting (is being recorded)	<i>External experts of the IAAR</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765 (<i>for the EEC only</i>)

16.15-16.30	Technical break		
16.30-17.00	Final meeting of the EEC with the management of Samruk Business Academy	<i>Management</i>	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765
17.00-17.30	Work of the EEC, discussion of quality assessment results	External experts of the IAAR	Joining a Zoom meeting https://us02web.zoom.us/j/3892931765 Meeting ID: 389 293 1765 (<i>for the EEC only</i>)



Annex 3. RESULTS OF THE FACULTY QUESTIONNAIRE

Total number of questionnaires: 16

1. What is your position?

Staff member	6.3%
Non-staff member (freelancer)	6.3%
Business coach	87.4%

2. Academic degree, academic title

Bachelor	12.5%
Master	50%
Candidate of Sciences	6.3%
Candidate of Science	6.3%
None	25%

3. Work experience in the organisation

More than 5 years	18.8%
1 year-5 years	62.5%
Less than 1 year	18.8%

Question	Very good	Good	Neither good nor bad	Bad	Very bad
4. How well does the content of the educational programme meet your needs?	93.8	6.3			
5. How do you assess the opportunities provided by the organisation for the professional development of the faculty?	81.3	18.7			

6. To what extent can teachers use their own teaching methodologies?	55.3	44.7			
7. To what extent can teachers use educational innovations?	68.8	31.3			
8. How is the attention of the institution's management paid to the content of the educational programme?	68.8	31.3			
9. Assess the openness and accessibility of the management to teachers	68.8	31.3			
10. Evaluate the involvement of the faculty in managerial and strategic decision-making process	50	50			
11. Assess the level of feedback from the faculty to management	62.5	37.5			
12. Assess the opportunities created for professional and personal growth for each teacher and employee	56.3	43.8			
13. How is the work on professional development of the faculty organised?	75	25			
14. Development of new educational programmes/training disciplines/training methods	75	25			
15. Assess the extent to which the knowledge of students received at this university corresponds to the realities of the requirements of the modern labour market	50	50			
16. How does the management and administration of the university perceive criticism in their address?	56.3	43.8			
17. Assess how well your study load matches your expectations and capabilities?	43.8	56.3			
18. Assess the extent to which the educational programme meets the expectations of the labour market and employers in terms of content and quality of implementation	62.5	37.5			

19. Why do you work for this organisation?

- Permanent inner-city employment
- The opportunity for further development and the process of achieving these opportunities are of paramount importance
- My thing
- For family reasons
- Prospect of going to an international level and dynamic team
- I wanted to improve the professional skills of local employees
- I like it.
- I am very promising

20. How often do you encounter the following problems in your work?:

Question	Often	Sometimes	Never
1. Lack of classrooms			100

Overcrowding of training groups (too many students in a group)		12.5	87.5
3. Uncomfortable timetable			100
4. Inadequate conditions for classrooms			100
5. Lack of technical facilities in classrooms	6.3		93.8
6. Other problems (if any). Please indicate which ones	<ul style="list-style-type: none"> • It's all good. • None • Inconsistent with the agreement • Practically none • No problem 		



Annex 4: RESULTS OF THE STUDENT QUESTIONNAIRE

Total number of questionnaires: 16

1. Gender?

Male	50%
Female	50%

2. How satisfied are you with:

Question	Completely satisfied	Partially satisfied	Partially unsatisfied	Unsatisfied	Difficult to answer
1. Relationship with the dean's office (school, faculty, department)	100				
2. Accessibility of the dean's office (school, faculty, department)	87.5	12.5			
3. Accessibility of academic counselling to you	87.5	12.5			
4. Support with educational materials during the training process	93.8	6.3			
5. Relationship between the student and the coach	81.3	18.8			
6. Financial and administrative services of the educational institution	87.5	12.5			10
7. Satisfaction with existing educational resources	81.3	18.8			
8. The content and information content of the website of educational institution	75	18.8	6.3		20
9. Training rooms, classrooms for large groups	87.5	6.3	6.3		
10. Quality of the education programme in general	81.3	18.8			
11. Quality of the training programmes in the EP	87.5	6.3	6.3		
12. Training methods in general	75	25			
13. Responsiveness to feedback from teachers regarding the training process	87.5	12.5			
14. Quality of teaching in general	75	25			

15. Quality of examination materials (tests and examination questions, etc.)	87.5	12.5			
16. Informing students about courses, educational programmes and the academic degree awarded	87.5	12.5			

3. How much do you agree with:

Question	Full agreement	I agree	I partially agree	I don't agree	Full disagreement
1. The course programme was clearly presented	81.3	18.8			
2. The course content is well structured	68.8	31.3			
3. The key terms are sufficiently explained	87.5	12.5			
4. The material proposed by the teacher is relevant and reflects the latest developments in science and practice	75	18.8	6.3		
5. The teacher uses effective teaching methods	75	18.8	6.3		
6. The teacher knows the material to be taught	75	18.8	6.3		
7. The teacher's explanations are clear	68.8	25	6.3		
8. The teacher presents the material in an interesting way	75	25			
9. The teacher meets my personal development and professional formation requirements	68.8	25	6.3		
10. Appearance and mannerisms of the teacher are appropriate	81.3	18.8			
11. The teacher shows a positive attitude towards the students	81.3	18.8			
12. The teacher has professional language skills	75	18.8	6.3		
13. Equal opportunities are provided for all students	87.5	12.5			

4. Other problems regarding the quality of teaching

No problem.

The training is conducted in a professional manner, I have not noticed any problems or disadvantages I am completely satisfied with the quality of teaching, the material provided and the efficiency of the training process! Thank you for your work! Everything is well thought out and logical.