



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the External Expert Committee on the assessment of compliance with the requirements of the standards of specialized accreditation of educational programs

7M04106 Business administration (MBA)
7M04107 Business administration (EMBA)
8D04104 Business administration (DBA)

of Turan University

in the period from April 3 to April 5, 2024

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Committee

Addressed to
Accreditation Council of
IAAR



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

AC – Academic calendar
BC – Basic courses
GSB – Graduate School of Business
EEC – External expert committee
SAC – State attestation committee
SCES – State compulsory educational standard
BA – Business administration
UNT – Unified National Testing
EHEA – European Higher Education Area
ECTS – European Credit Transfer System
ILC – Information and library complex
ICT – Information and communication technologies
IC – Individual curriculum
EC – Elective component
CT – Complex testing
CTE – Credit technology of education
CEC – Catalog of elective courses
MSHE RK – Ministry of Science and Higher Education of the Republic of Kazakhstan
MEP – Modular educational programs
RW – Research work
SRW – Research work of students
RC – Required component
GEC – General education courses
EP – Educational programs
MC – Major courses
TS – Teaching staff
RIEL – Republican Interuniversity Electronic Library
RK – Republic of Kazakhstan
WC – Working curriculum
QMS – Quality Management System
SVE – Secondary vocational education
SSS – students' self-study
OH – office hours
SC – Standard curriculum
EMCC – Educational and methodological complex of the course
EMD – Educational and Methodological Department
EMC – Educational and Methodological Council
MBA - Master of Business Administration
EMBA - Executive Master of Business Administration
DBA - Doctor of Business Administration

(II) INTRODUCTION

In accordance with order No. 40-24-OD dated January 31, 2024 of the Independent Agency for Accreditation and Rating, from April 3 to April 5, 2024, an external expert commission assessed the compliance of educational programs 7M04106 Business administration (MBA), 7M04107 Business administration (EMBA), 8D04104 Business administration (DBA) of Turan University with the standards of specialized accreditation of IAAR (dated June 16, 2020 No. 57-20-OD, sixth edition) in a hybrid format.

The report of the external expert committee (EEC) contains an assessment of the submitted educational programs according to the IAAR criteria, the EEC recommendations for further improvement of educational programs and the parameters of the profile of educational programs.

The composition of EEC:

1) **Chairman of the IAAR committee** – Yuri Eduardovich Belykh, Candidate of Physical and Mathematical Sciences, Associate Professor, 1st Category IAAR Expert (Republic of Belarus) *Offline participation*

2) **IAAR Expert** – Almagul Medikhatovna Kanagatova, Doctor of Philological Sciences, CEO of Global Nomad Education (Republic of Kazakhstan) *Offline participation*

3) **IAAR Expert** – Svetlana Leonidovna Boyko, Candidate of Medical Sciences, Dean of the Faculty of Grodno State Medical University (Republic of Belarus) *Online participation*

4) **IAAR Expert** – Timur Saatdinovich Kartbaev, PhD, Academician of the International Academy of Informatization, Information Systems Officer, Kazakh National Women's Pedagogical University (Republic of Kazakhstan) *Offline participation*

5) **IAAR Expert** – Adalat Akhmetovna Yussupova, MBA, Head of the Educational and Methodological Center, Lecturer, Department of Vocal Art and Department of Music Education and Pedagogical Innovations, Kurmangazy Kazakh National Conservatory (Republic of Kazakhstan) *Offline participation*

6) **IAAR Expert** – Serik Syrlybayevich Kairdenov, Master of Law, Candidate of Economic Sciences, Associate Professor, Ualikhanov Kokshetau University (Kokshetau, Republic of Kazakhstan) *Online participation*

7) **IAAR Expert** – Aliya Sagyndykovna Aktymbaeva, Candidate of Geographical Sciences, Associate Professor, Department of Recreational Geography and Tourism, Al-Farabi Kazakh National University (Almaty) *Offline participation*

8) **IAAR Expert** – Aigul Temirbolatovna Yergaliyeva, Candidate of Art History, Associate Professor of the Department of Traditional Music and Performing Arts, Utemisov West Kazakhstan University (Republic of Kazakhstan) *Offline participation*

9) **IAAR Expert, employer** - Kalamkas Karimtayevna Khamzina, specialist, Department of Culture of Akmola region (Republic of Kazakhstan) *Online participation*

10) **IAAR Expert, employer** - Niyaz Zhalgasuly, Director of the Alatau branch of the National Chamber of Entrepreneurs "Atameken" (Republic of Kazakhstan) *Offline participation*

11) **IAAR Expert, student** – Aruzhan Muratkyzy Tynymbayeva, 2nd year Master's student, Gumilyov Eurasian National University, Member of the Students Alliance of Kazakhstan (Republic of Kazakhstan) *Online participation*

12) **IAAR Expert, student** – Adilet Sailau, 3rd year student of the Information Systems program at Al-Farabi Kazakh National University, Member of the Students Alliance of Kazakhstan (Republic of Kazakhstan) *Offline participation*

13) **IAAR Expert, student** - Sanjar Sayatghanuly Abdurusul, 4th year student of Tourism, Ablai Khan Kazakh University of International Relations and World Languages, Member of the Students Alliance of Kazakhstan (Almaty, Republic of Kazakhstan) *Offline participation*

14) **IAAR Expert, student** - Maral Berikbolkyzy Bolat, 2nd year student of the Clinical

Psychology program, Member of the Students Alliance of Kazakhstan, Aktobe Regional University named after K. Zhubanov (Republic of Kazakhstan) *Online participation*

15) **IAAR Coordinator** –Malika Akhyadovna Saidulayeva, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Offline participation*



(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Department of Business Administration within the structure of the Graduate School of Business (GSB) implement the educational programs 7M04106 – Business administration (MBA), 7M04107 - Business administration (EMBA) and 8D04104 - Business administration (DBA).

Master's degree training has been carried out since the 2017–2018 academic year, and graduates are awarded the degree of Master of Business Administration (EMBA/MBA). Doctor of Business Administration (DBA) training has been carried out since the 2020–2021 academic year, and graduates are awarded the degree of Doctor of Business Administration (DBA).

The contingent of MBA, EMBA and DBA students is formed at the expense of graduates of Almaty universities. There are 18 MBA and EMBA undergraduates and 7 DBA doctoral students mastering the EP Business Administration.

Educational activities in the field of MBA, EMBA and DBA studies within Business Administration are carried out on the basis of state license No. 14001575 dated 02/05/2014 and its appendix (No. 14001575 dated 02/05/2014).

The first graduation year for Masters of Business Administration is 2018, and for Doctors of Business Administration – 2023. The employment rate of MBA, EMBA and DBA graduates is 100%.

EP 7M04106 (6M052000) – Business Administration (MBA) is accredited by IAAR. Certificate of Accreditation: EP 7M04106 (6M052000) – Business Administration (MBA) No. AB 2308 dated 04/05/2019. In 2021 and 2023, the EP underwent post-accreditation monitoring. The EP is included in the EP Register of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

The core teaching staff of the Department of Business Administration are teachers with academic degrees, business trainers of the Graduate School of Business and invited business practitioners. Invited scientists and professors from near and far abroad are also involved in the educational process.

Close attention is paid to attracting foreign teachers to conduct methodological and scientific seminars for teaching staff and students, based on the Regulation on the procedure for attracting foreign specialists.

The department's faculty regularly publishes the results of their research. The teaching staff of the department actively participate in various scientific and practical conferences at the national and international level, in domestic and foreign journals, international conferences, peer-reviewed Scopus databases, and participate in international research, such as the GUESSS project.

The University encourages the participation of the faculty in mobility programs, in research with foreign partners and international projects based on the Regulation on the rating system for assessing the activities of the faculty of Turan University. As part of the implementation of internal and external academic mobility programs for teaching staff and students, the University concludes contracts with recognized and accredited universities. Within the framework of students' academic mobility, the educational programs are harmonized with such partner universities as Amity University, Turan International University (TIU), etc.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International specialized accreditation of educational programs:

- 7M04107 Business Administration (EMBA), 8D04104 Business Administration (DBA) according to IAAR standards is being conducted for the first time. 7M04106 Business Administration (MBA).

In accordance with the order No. 6-19-OD dated 01/24/2019 of the Independent Agency for Accreditation and Rating, the External Expert Committee assessed the compliance of Turan University with the standards of specialized accreditation of the IAAR from February 20 to February 22 (inclusive) 2019 for educational programs 5B050700/6M050700/7D050700 Management, 7M04106 Business Administration (MBA), 5B050800/6M050800 Accounting and auditing.

The composition of the previous EEC at Turan University (2019):

Chairman – Yuri Nikolaevich Pak, Doctor of Technical Sciences, Professor of Karaganda State Technical University.

Foreign expert – Sofio Khundadze, PhD, DBA, Associate Professor, Head of the Department of Educational Programs Development, Department of Quality Assurance, European University (Tbilisi, Republic of Georgia).

National expert – Klara Umirzakovna Kunakova, Doctor of Pedagogical Sciences, Professor of the Department of Theoretical and Applied Linguistics of the Kazakh University of International Relations and World Languages named after Ablai Khan (Almaty).

Employer – Askar Aituov, head of the innovation laboratory DAR Lab (Almaty).

Student – Zarina Bakytzhankyzy Nurmukhan, 3rd year student of the specialty 5B011900 – Foreign language: two foreign languages, Kazakh University of International Relations and World Languages named after Ablai Khan (Almaty).

National expert – Sedep Toktamuratovna Mirzhakypova, Doctor of Economics, Professor at Narxoz University (Almaty).

National expert – Maya Zhetkergenovna Arzayeva, Head of the Department of Finance, Graduate School of Economics and Business, Kazakh National University named after Al-Farabi (Almaty).

Student – Daryn Ermekbayuly Toleubai, a student of the specialty "5B050900 Finance" of the Kazakhstan Engineering and Technology University (Almaty).

National expert – Aigul Kuanyshbaevna Rakisheva, Candidate of Economics, Associate Professor, Corresponding Member of the International Academy of Science and Practice of Production Organization, Member of the Expert Project Club "Astana ExProClub - 2025", Member of the Astana Project Managers Club (Astana).

National expert – Zhamal Madakhmetovna Ayapova, Candidate of Economics, DBA, Director of the School of Business, Kazakh State Law University, (Astana).

Student – Aida Erzhankyzy Suleimenova, 3rd year student of the specialty "6B051100 Marketing" of the Kazakhstan Engineering and Technological University (Almaty).

Foreign expert – Vladimir Alekseevich Zernov, Doctor of Technical Sciences, Professor, Rector of the Russian New University, Chairman of the Association Council of Private Educational Organizations of Higher Education and Professional Educational Organizations of Russia (Moscow).

National expert – Farida Ravilyevna Gusmanova, Candidate of Physical and Mathematical Sciences, Associate Professor, Department of Informatics, Kazakh National University named after al-Farabi (Almaty).

Student – Aizada Aydinkyzy Kasymkhan, 3rd year student of the specialty 5B070400 Computer Science and Software, Kazakh National University named after Al-Farabi (Almaty).

IAAR Observer – Guliyash Balkenovna Niyazova, head of the project for institutional and specialized accreditation of universities (Astana).

Recommendations to the University within the framework of the previous accreditation procedure for the educational program 7M04106 Business Administration (MBA) (2019):

Educational Program Management Standard

To strengthen the analysis of risk management in the strategic management system of the university.

To allocate the EP Business Administration to a separate Business School as an additional professional training program for managers of higher and middle level with mandatory work experience of at least 3 years, respectively, with an independent contingent of practice-oriented speakers with extensive experience in management and practical work.

Information Management and Reporting Standard

To optimize the workflow process within the University.

To continue to improve the infrastructure of distance learning.

Development and Approval of the Educational Program Standard

To update the content of academic courses of educational programs taking into account modern trends in the development of the country for the formation of professional competencies of students.

Student-centered Learning, Teaching and Assessment of Academic Performance Standard

To intensify its own developments in the field of teaching methods of academic courses.

To describe in more detail the criteria and methods of assessment for each course to increase the transparency of scoring in the syllabuses.

Students Standard

To expand the range of programs for internal and external academic mobility of students.

Teaching Staff Standard

To encourage the participation of teachers in academic mobility programs, joint research with foreign partners and international projects.

Educational Resources and Student Support Systems Standard

To continue work on strengthening the practice orientation of the courses offered.

On April 5, 2019, by the decision of the IAAR Accreditation Council, the educational program 7M04106 Business Administration (MBA) implemented by Turan University was accredited for 5 years.

To implement the recommendations, the University developed an action plan approved on May 2, 2019. The interim reports of Turan University reflect the results of the planned activities.

Post-monitoring control to assess the implementation of the recommendations of the IAAR EEC, formed based on the results of the specialized accreditation of educational program 7M04106 Business Administration (MBA) by the IAAR expert group was carried out at Turan University on June 7, 2021 (stage 1) and April 24, 2023 (stage 2). Post-accreditation monitoring of the activities of Turan University was carried out within the framework of the action plan for the implementation of the EEC recommendations and was carried out in accordance with the requirements of the regulation on conducting post-accreditation monitoring.

Post-accreditation monitoring of the activities of Turan University showed that, in general, the recommendations given by the EEC are being implemented, with the exception of some recommendations.

At the same time, the members of the EEC who conducted re-accreditation **from April 3 to 5, 2024, established** that the following work had been carried out in accordance with the recommendations of the previous EEC:

The status of accredited educational programs in terms of implementing the recommendations of the previous EEC:

Educational Program Management Standard

To strengthen the analysis of risk management in the strategic management system of the university.

The relevant work has been carried out within the framework of this standard at the university. Risk management standards have been developed.

To allocate the EP Business Administration to a separate Business School.

This recommendation has been implemented in full. The EP provides professional training for top-level managers with an independent body of practice-oriented teaching staff with extensive experience in management and practical work.

Information Management and Reporting Standard

To optimize the workflow process within the University.

To continue to improve the infrastructure of distance learning.

This recommendation has been implemented in full. The University has optimized the document flow processes. For example, in the 2021–2022 academic year, the University switched to LMS Canvas. At this stage, the transfer of curricula, working curricula, student transcripts, and rating statements of all EPs to the LMS ASU has been completed. The process of improving the distance education infrastructure continues. In order to provide the educational process with educational materials on distance learning technologies, the staff of departments record video lectures that they upload to the University’s educational portal LMS CANVAS.

Development and Approval of the Educational Program Standard

To update the content of academic courses of educational programs taking into account modern trends in the development of the country for the formation of professional competencies of students.

An EP is a system of developed and approved documents that reflect the needs of the labor market, modern trends in the development of the country's economy and the requirements of executive authorities and relevant industry requirements based on the State Educational Standard.

Student-centered Learning, Teaching and Assessment of Academic Performance Standard

To intensify its own developments in the field of teaching methods of academic courses.

To describe in more detail the criteria and methods of assessment for each course to increase the transparency of scoring in the syllabuses.

*Within the framework of this standard, systematic work is carried out on the development by each teaching staff of their own methodological developments in order to create high-quality content. The teaching staff involved in conducting classes in the specified EPs have their own syllabus developed within the framework of the requirements of the State Educational Standard and regulatory documents of the University. We believe that the work on improving the quality of syllabuses in terms of criteria and assessment methods to increase the transparency of scoring **has not been carried out in full**, taking into account international standards when designing modern syllabuses for the EPs.*

Students Standard

To expand the range of programs for internal and external academic mobility of students.

The management of the EP is working to expand the range of internal and external academic mobility programs for EP students.

Teaching Staff Standard

To encourage the participation of teachers in academic mobility programs, joint research with foreign partners and international projects.

This recommendation has been implemented, since the faculty of the EP participates in academic mobility programs, there is supporting data about this in the submitted reports, during the interview with the faculty of the EP.

Educational Resources and Student Support Systems Standard

To continue work on strengthening the practice orientation of the courses offered.

This recommendation has been implemented; when developing courses, comprehensive work is carried out taking into account market needs and constant monitoring of the needs of the country's economy.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Visit Program of the expert committee for the specialized accreditation of educational programs of Turan University in the period from April 3 to 5, 2024.

In order to coordinate the work of the EEC, an online introductory meeting took place on 04.04.2024, during which powers were distributed among the members of the committee, the schedule of the visit was clarified, and the agreement was reached on the selection of examination methods.

In order to obtain objective information on the quality of educational programs and the entire infrastructure of the University, to clarify the content of self-assessment reports, the meetings took place with the Rector, Vice-rectors, heads of structural divisions, deans, heads of departments, teachers, students, graduates and employers. Overall, 40 representatives took part in the meetings (Table 1).

Table 1 – Information about employees and students who took part in meetings with the EEC IAAR:

Participant category	Quantity
Rector	1
Vice-Rector's body	4
Heads of structural divisions	15
Deans	3
Heads of Departments	7
Teaching staff	3
Students, master's students, doctoral students	4
Graduates	3
Employers	3
Total	40

During the visual inspection, the members of the EEC got acquainted with the state of the material and technical base, visited the laboratories of the Apple Digital Lab, the Center for Entrepreneurship and Innovation, and the Center for Innovative Development of the Region.

At the meetings of the IAAR EEC with the University's target groups, the mechanisms for implementing the University's policy were clarified and individual data presented in the University's self-assessment report were specified.

The members of the EEC visited the practice bases of the accredited programs: the law firm Goldberg & Gilmore Law.

According to the Visit Program, classes on the accredited educational programs were not held along with the approved schedule.

In accordance with the accreditation procedure, a survey of 111 people was conducted, including: Graduate School of Business - 14 people (12.6%)

In order to confirm the information provided in the Self-assessment Report, the external experts requested and analyzed the working documentation of the University. Along with this, the experts studied the Internet positioning of the University through its official website <https://turan.edu.kz/>.

As part of the planned program, recommendations for improving accredited educational programs of Turan University, developed by the EEC based on the results of the examination, were presented at the meeting with the management on 04/05/2024.

(VI) COMPLIANCE WITH THE SPECIALISED ACCREDITATION STANDARDS

6.1. Educational Program Management Standard

- ✓ *The University must demonstrate the development of the goal and strategy for the development of the educational program based on the analysis of external and internal factors with the broad involvement of various stakeholders.*
- ✓ *Quality assurance policies should reflect the relationship between research, teaching and learning.*
- ✓ *The University demonstrates the development of a quality assurance culture.*
- ✓ *Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint/double degree education and academic mobility.*
- ✓ *The management of the EP ensures transparency of the EP development plan based on an analysis of its functioning, the actual positioning of the University and the focus of its activities on meeting the needs of students, the state, employers and other interested parties.*
- ✓ *The management of the educational program demonstrates the functioning of mechanisms for the formation and regular revision of the educational program development plan and monitoring of its implementation, assessment of the achievement of learning goals, compliance with the needs of students, employers and society, and decision-making aimed at continuous improvement of the educational program.*
- ✓ *The management of the educational program must involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational program development plan.*
- ✓ *The management of the EP must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the development strategy of the educational organization.*
- ✓ *The University must demonstrate a clear definition of those responsible for business processes within the EP, the distribution of job responsibilities of personnel, and the delineation of the functions of collegial bodies.*
- ✓ *The management of the EP ensures the coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, and involves all interested persons in this process.*
- ✓ *The management of the EP must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions.*
- ✓ *The management of the educational program must implement risk management.*
- ✓ *The management of the educational program must ensure the participation of representatives of stakeholders (employers, teaching staff, and students) in the collegial bodies managing the educational program, as well as their representativeness in decision-making on issues of managing the educational program.*
- ✓ *The university must demonstrate innovation management within the EP, including analysis and implementation of innovative proposals.*
- ✓ *The EP management must demonstrate its openness and accessibility to students, faculty, employers and other stakeholders.*
- ✓ *The management of the educational program confirms the completion of training in educational management programs.*
- ✓ *The management of the educational program should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

Evidentiary part

The educational programs (EPs) 7M04106 – Business administration (MBA), 7M04107 – Business administration (EMBA), and 8D04104 – Business administration (DBA) are running based on the current Development Strategy of Turan University for 2021–2024. They correspond the Mission, Vision, and Values of the University, and adhere to the quality management system based on the requirements of the International Standard ISO 9001.

The goals and strategies for the development of MBA, EMBA and DBA educational programs have been designed taking into account the requirements and expectations of employers, which is confirmed by active interaction with business representatives. The EPs are focused on developing leadership qualities and management skills relevant to the services market in the field of economics and business development. At the level of structural divisions, the planning and management of the EPs is reflected in the goals of the Graduate School of Business (GSB) and the Department of Business Administration (BA). The Department of BA aims at theoretical and practical training of specialists in accordance with national standards and the University's quality policy, the needs of the market and stakeholders. The Department of BA regularly reviews the EP development plan and monitors its implementation. Control over the implementation of the EP is carried out by the head of the department, the dean of the faculty, heads of services and departments, and vice-rectors of Turan University.

When forming the accredited educational programs, the following was taken into consideration: the goals, objectives and target indicators specified in the Development Strategy for Almaty until 2050, the Regional Entrepreneurship Development Program “Almaty Business – 2025”, etc.

The MBA, EMBA and DBA programs implement a culture of continuous quality improvement, regularly updating course materials and teaching methods. Program management analyzes program performance and uses it to plan development, focusing on student needs and market demands.

Quality assurance policy is closely linked to research and training, especially in DBA programs, where research is a key part of the learning process.

Among the internal factors, special attention is paid to the educational and methodological base and the professionalism of the teaching staff. The assessment of these resources made it possible to identify the needs for additional educational resources and professional development of the teaching staff of the educational program, which is key to maintaining the high level of the proposed programs.

The heads of the MBA, EMBA and DBA educational programs ensure transparency of all processes related to the management and development of the EP, and actively manage potential risks. The management of the GSB and the BA department systematically identify, analyze and minimize potential threats, since risk management is an important element of the internal quality assessment system.

The GSB actively involves representatives of interested parties, including employers, faculty and students, in the processes of discussing and developing educational programs, conducting regular SWOT analysis, and then holding regular discussions at Advisory Councils. This includes the development of new teaching methods, the introduction of innovative technologies and updating of courses in accordance with current market requirements and academic standards.

The GSB, BA department, heads of educational programs regularly meet with students and faculty, ensuring open dialogue and accessibility for all parties; systematically analyze progress achieved since the last external quality assurance procedure and use this data in preparation for the next accreditation.

The faculty of the BA department actively participate in educational events and trainings on management and quality of education. This is confirmed by certificates and documentation on the completion of relevant programs, which increases their competencies in managing the quality of educational programs and ensures their compliance with modern requirements.

The GSB work systematically to improve the quality of education in the MBA, EMBA, and DBA educational programs, flexibly adapting to changes while maintaining the trend of compliance with approved requirements and regulatory documents.

Analytical part

Since 2019, there has been a significant breakthrough in the development of educational programs 7M04106 - Business Administration (MBA); 7M04107 - Business Administration (EMBA); 8D04104 - Business Administration (DBA). The management of the EP has demonstrated systematic work and openness to change and growth since the last external quality assurance procedure.

The development plan for MBA, EMBA and DBA educational programs is not only implemented on the basis of the University Development Strategy for 2021–2024, but is also integrated with Almaty Development Strategy until 2050, the Regional Entrepreneurship Development Program Almaty Business – 2025, etc. The MBA, EMBA and DBA educational programs are closely linked to the strategic goals of the city, which makes their content relevant and in demand. The integration of these programs allows graduates to make a significant contribution to the economic and social development of Almaty and Kazakhstan as a whole. Preparing for a key role in the development of the region, graduates become valuable specialists capable of solving both local and global problems.

The management of the MBA, EMBA and DBA educational programs is integrated into the strategic goals of the Graduate School of Business (GSB) and the Department of Business Administration (BA). The plans of the GSB and the Department of Business Administration contain deadlines for the implementation of activities, responsible persons and a column for marking the completion; educational, methodological, logistical, and practice-oriented issues of the development of the educational program are taken into account. At the individual level, planning is represented by the personal plans of the teaching staff of the BA department. The EP development plan is posted on the website in the MBA section (<https://turan.edu.kz/ru/master-of->

business-administration/) and DBA section (<https://turan.edu.kz/ru/doctor-of-business-administration/>).

Those responsible for business processes are identified at accredited EPs, these parameters are set in documents, in internal regulations and procedures of the GSB. The analysis of the materials provided on the university's website, as well as the information obtained during interviews conducted on accredited educational programs, allow us to state that the GSB management attaches special importance to the development of quality culture.

The EP management is carried out within the framework of the internal quality management system of QMS, access to which is provided through the university's website in the Library section (www.lib.turan-edu.kz); Academic Policy; Quality Assurance Policy; Code of Ethics for Science and Innovation of Turan University (<https://drive.google.com/file/d/1KizNh6ue0YEzTWAhOHhGV9VqOLQQ4ZYj/view>). At the same time, the need to improve the quality management mechanism of outsourcing services and partner programs of the GSB is revealed.

Facilitation sessions are held on a systematic basis to maintain the involvement of administrative, management personnel, teaching staff in strategic planning; and the development of a quality culture. During the reporting period, annual facilitation sessions were held on a planned basis. Topics of the facilitation sessions for the reporting period: Strategic Spiral of Development of Turan University: A New Turn (January 2020), University Development Strategy: From Intentions to Results| Development Roadmap 2021-2024 (January 2021), New Model for Sustainable Growth (January 2022), Blind Spots, or Indifference to the Overall Result: Causes and Effects (January 2023), Priority Areas of the Strategy (January 2024).

The MBA, EMBA and DBA educational programs effectively integrate scientific research into the learning process, thereby ensuring the relevance and practical orientation of the training courses. This integration contributes to the development of students' critical thinking and analytical skills, preparing them to solve real professional tasks in a dynamically changing business environment. DBA programs actively introduce scientific research into the educational process, prepare highly qualified practitioners capable of innovation and leadership in their industries.

The MBA, EMBA and DBA programs are characterized by adaptability and flexibility in managing educational processes, and modify their approaches to current market requirements and student needs. The quality assurance processes of these programs do not only include the teaching staff of BA department, students and graduates, but also key stakeholders (employers and industrial partners), which allows for the formation of truly in-demand competencies and qualifications. Among the experts and employers involved are Vice-President for Economics and Finance of JSC Araltuz Ishanova M. A. and Head of the System Services Department of KEGOC branch Tuleulieva A.B., as well as leading teaching staff of the department. The program development strategy is regularly reviewed and adjusted in response to changes in the external and internal environment, including market trends and legislative innovations, as well as the resources and professional skills of the teaching staff. Modular educational programs (MEP) are discussed at department meetings and approved by the Academic Council, after which they are published on the official website of the University, ensuring transparency and accessibility of information for all interested parties.

At the same time, there is a need to create a discussion platform between all stakeholders of educational programs in the format of an international business forum, which would contribute to increasing the meaningful value of programs.

The management of the MBA, EMBA and DBA programs ensures transparency of all processes related to the management and development of programs, as well as comprehensively manages potential risks. The procedure and mechanism for managing the risks of the educational programs are defined in the documented QMS procedures of Management of the Modular Educational Program and Risk Management. For example, according to the educational programs Business Administration, risks with high, medium and low levels of criticality are defined; the standards are reflected in the Risk Management Action Plan of the BA Department. The risk

management plan correlates with the annual report of the Director of the GSB. In the 2021–2022 academic year, 30 risks were identified for the department's educational programs, of which 50% of risks are determined to be of high criticality, 40% of risks of medium criticality, and 10% of risks of low criticality. In the 2022-2023 academic year, the risks reduced by almost 2 times (-53%). In the 2023-2024 academic year, risks with a high level of criticality decreased by 50% compared to the previous period. Management measures have been identified for each risk. The risk management plan correlates with the annual report of the Director of the GSB. The report reflects the SWOT analysis carried out for further medium- and short-term planning. The integration of identification procedures, assessment methods, risk minimization and monitoring strategies into a single comprehensive document will contribute to increasing the effectiveness of risk management.

The management and teaching staff of the Department of Business Administration possess certificates in Management in Education, Risk Management in Higher Education Institutions, and Effective Management in Education. At the same time, constant changes in the field of business education, including due to the technological development of business, require constant improvement of the competencies of teaching staff in the application of innovative teaching methods.

Strengths/best practices for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

Due to strict compliance with established standards, systemic feedback and a culture of self-assessment, the MBA, EMBA and DBA educational programs maintain a level of quality and constantly adapt to changes, which ensures their sustainability and relevance in the modern educational and professional context of business education development in the country.

EEC recommendations for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

1. The Department of Business Administration, in cooperation with the heads of the MBA, EMBA and DBA educational programs, will develop and implement a unified Quality Standard system for all types of outsourcing services and partnership programs of the Graduate School of Business.

Deadline: development of the Quality Standard and start of implementation of the quality control system – by the end of 2024; implementation of the Quality Standard – by mid-2025.

2. The management of the Graduate School of Business and the heads of educational programs should continue to update the MBA, EMBA and DBA regularly based on the analysis of the Strategy for the Development of Almaty until 2050, the Regional Entrepreneurship Development Program Almaty Business – 2025.

The deadline is January 1, 2025.

3. The Graduate School of Business should hold an international business forum to discuss cases based on the best international standards and identify the needs of all participants in the educational process (students-graduates-teaching staff-expert partners).

The deadline is January 1, 2026.

4. The Graduate School of Business should develop a Comprehensive Risk Management Plan, including risk identification, assessment methods, minimization and monitoring strategies.

The deadline is January 1, 2025.

5. The Department of Business Administration, in cooperation with the heads of the MBA, EMBA and DBA educational programs, should conduct an International Methodological seminar for teaching staff, trainers and management of business schools in Kazakhstan and abroad on the introduction and use of innovative teaching methods.

The deadline is January 1, 2026.

Conclusions of the EEC for EP 7M04106 - Business Administration (MBA), 7M04107 - Business Administration (EMBA), 8D04104 - Business Administration (DBA): strong criterion - 1, satisfactory criteria - 15, suggests improvement - 1.



6.2. Information Management and Reporting Standard

- ✓ *The University must demonstrate the development of the goal and strategy for the development of the EP based on the analysis of external and internal factors. The University must ensure the functioning of the system for collecting, analyzing and managing information based on modern information and communication technologies and software.*
- ✓ *The management of the EP demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.*
- ✓ *The management of the EP demonstrates the presence of a reporting system reflecting the activities of all structural divisions and departments within the EP, including the assessment of their effectiveness.*
- ✓ *The University must determine the frequency, forms and methods of assessing the management of the educational program, the activities of collegial bodies and structural divisions, and senior management.*
- ✓ *The University must demonstrate a mechanism for ensuring the protection of information, including the identification of persons responsible for the reliability and timeliness of information analysis and the provision of data.*
- ✓ *The University demonstrates the involvement of students, employees and faculty in the processes of collecting and analyzing information, as well as making decisions based on them.*
- ✓ *The management of the EP must demonstrate the existence of mechanisms for communication with students, employees and other stakeholders, including conflict resolution.*
- ✓ *The University must ensure that the degree of satisfaction of the needs of students, faculty and staff within the EP is measured and demonstrate evidence of eliminating the identified deficiencies.*
- ✓ *The University must evaluate the effectiveness and efficiency of activities in the context of the EP.*
- ✓ *The information collected and analyzed by the university within the framework of the EP should take into account:*
 - ✓ *key performance indicators;*
 - ✓ *dynamics of the student body by forms and types;*
 - ✓ *level of academic performance, student achievements and expulsion;*
 - ✓ *student satisfaction with the implementation of the EP and the quality of education at the University;*
 - ✓ *availability of educational resources and support systems for students;*
 - ✓ *employment and career growth of graduates.*
- ✓ *Students, faculty and staff must document their consent to the processing of personal data.*
- ✓ *The management of the educational institution must facilitate the provision of necessary information in the relevant fields of science.*

Evidentiary part

The Graduate School of Business, Department of Business Administration, uses the Turan Automated Control System for the purpose of operational and strategic management of information and reporting within the framework of the MBA, EMBA, DBA educational programs. GSB management, through the use of the Turan Automated Control System, analyzes external factors (economic trends, industry changes and labor market requirements) and internal factors (academic resources and needs of students of accredited programs) in its daily practice, using the information collected to manage educational processes.

The heads of educational programs integrate information in all areas of the educational process, including: 1) document management; 2) personnel records; 3) contingent; 4) educational process; 5) reference books; 6) science.

The system provides open access to information for all participants in the educational process at the GSB and at the Department of Business Administration, including students, teaching staff and administrative staff. This helps to improve student engagement and motivation, as well as enhances the effectiveness of management and quality control of educational services within the framework of MBA, EMBA and DBA programs. All interested parties of these programs have access to the Turan corporate email, the LMS Canvas educational platform and the electronic library on the portal turan-edu.kz. The management of educational programs has a reporting system that reflects the activities of all structural divisions and departments, including an assessment of their effectiveness within the framework of these programs.

To improve the quality of the internal system for providing MBA, EMBA and DBA educational programs, EP managers regularly analyze student satisfaction and the effectiveness of courses. The evaluation of programs is carried out on the basis of a comprehensive analysis of various indicators: students' academic performance, results of internships, quality of final theses and results of state examinations. Based on this data, measures are taken to improve the educational process.

In addition, information on the employment of graduates of the EP serves as an important

source for the analysis and planning of educational and training initiatives. When developing educational programs, the teaching staff integrates modern information and communication technologies and software solutions for creating original syllabuses and educational materials. This makes it possible to effectively adapt educational processes to modern market requirements, optimize teaching methods and guarantee the quality of education at the MBA, EMBA and DBA levels.

The HSB establishes clear mechanisms for assessing the management of MBA, EMBA and DBA educational programs: analysis of academic performance, completion of all types of internships, residual knowledge, and quality of final papers and results of state examinations. These data are discussed at meetings of collegial bodies, such as the BA Department, the Advisory Council of the GSB, and approved by the Academic Council of Turan University.

Students in the MBA, EMBA and DBA educational programs are provided with strict data protection measures, including information security policy and access control system. In general, Turan University guarantees the integrity and confidentiality of information; participation of students and faculty in the management of educational processes, including through the selection of courses and direct participation in the assessment of the quality of education; participate in regular surveys and questionnaires conducted among students and faculty of the BA Department. All this contributes to the development of the quality of the organization of the academic process, where the opinions and proposals of all participants in the educational process (students, faculty of the department, graduates, employers, partners, experts) are taken into account and give significance to the management decisions of the GSB, inspire trust and respect, and a desire to integrate and become involved as academic partners of the educational program.

Analytical part

The analysis of the MBA, EMBA, and DBA educational programs at the Graduate School of Business of Turan University shows that the information system of the Turan Automated Control System plays a key role in the collection, analysis and systematization of data, thereby ensuring strategic and operational program management. This includes everything from students' academic achievements to information about the professional development of the teaching staff.

The GSB information resources are available in three languages: Kazakh, English and Russian, which ensures wide accessibility and multicultural interaction vital to the global business environment. This is in line with the practices of leading global business schools, which adhere to the principles of multilingualism and intercultural exchange to expand their global influence. Detailed information about the faculty, partners and program benefits is provided on the GSB section of the website <https://turan.edu.kz/ru/fakulteti/graduate-school-of-business/>.

The reporting and analysis process includes regular documentation in departmental meeting minutes and annual reports of the GSB and the BA department. This underlines the commitment of the heads of the MBA, EMBA, and DBA educational programs to transparency and continuous improvement, comparable to the methods used by leading business schools around the world, which maintain a rigorous reporting system to improve the quality of educational services.

The information system of the Turan Automated Control System not only contributes to the effective collection and analysis of data, but is also a vital tool for managing educational processes. Usually, such knowledge management systems use advanced technologies to ensure the reliability of data and their accessibility to interested parties (information is systematized in all areas of the educational process: personal files of students, study sheets, IC of students, transcripts, a database of teaching staff, publications, information on advanced training of teaching staff). Responsibility for the organization of the educational process is assigned to the Dean of the faculty and the director of the GSB, which corresponds to management practices in higher education institutions, where a clear delegation of responsibility contributes to improving the effectiveness of training and management (asu.turan-edu.kz). Data integration by means of Turan automated control system provides information intended for operational and strategic management of accredited EP.

The Dean of the Faculty/Director of the GSB is responsible for organizing the movement of

the contingent of students. The head of the Student Documentation Department is responsible for documenting the movement of the contingent of students, for the formation and management of the personal file of students.

Turan University Career Center provides comprehensive support to students and graduates who actively interact with the business community and contribute to the successful employment of graduates.

The Dean of the Graduate School of Business reports annually on the implementation of the educational program development plan at a meeting of the Governing Council. This demonstrates transparency and a systematic approach to reporting and performance evaluation.

Based on the analysis and evaluation of control indicators, the GSB develops preventive and corrective measures.

Ethical conduct and conflict management procedures through the Student and Corporate Codes of Conduct are aimed at creating a fair and ethical learning environment.

All students and employees upon admission or employment sign the "Consent to the collection and processing of personal data", which guarantees the protection and confidentiality of information in accordance with international standards. Documents (consent) for the processing of personal data are stored in the personal file of each student.

Each element of the EEC analysis not only confirms the commitment of the GSB and the accredited educational institutions to international standards of quality and efficiency, but also emphasizes the desire of educational program leaders to continuously improve and adapt to the rapidly changing world of higher education.

Strengths/best practices for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The information system of the Turan Automated Control System of accredited Educational programs MBA, EMBA, DBA provides a single source of reliable data for all participants in the educational process, maintains a high-quality level of information management based on modern information and communication technologies and software tools, conducts systematic monitoring and analysis, uses an electronic document management system to collect and analyze data on the quality of teaching and student satisfaction, which allows you to quickly respond to emerging issues and new requests, it differs in accessibility.

EEC recommendations for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

None.

Conclusions of the EEC for EP 7M04106 - Business Administration (MBA), 7M04107 - Business Administration (EMBA), 8D04104 - Business Administration (DBA): strong criterion – 1, satisfactory criteria – 16.

6.3. Development and Approval of the Educational Program Standard

- ✓ *The University must demonstrate the existence of a documented procedure for the development of the EP and its approval at the institutional level.*
- ✓ *The University must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes.*
- ✓ *The management of the educational program should determine the impact of courses and professional practices on the formation of learning outcomes.*
- ✓ *The University demonstrates the existence of a graduate model of the EP describing learning outcomes and personal qualities.*
- ✓ *The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of the NSQ, QF-EHEA.*
- ✓ *The management of the EP should demonstrate the modular structure of the program based on ECTS, ensure that the structure of the content meets the set goals with a focus on achieving the planned learning outcomes for each graduate.*
- ✓ *The management of the educational program should ensure that the content of academic courses and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral studies).*
- ✓ *The management of the EP must demonstrate the conduct of external expertise of the EP.*
- ✓ *The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP.*
- ✓ *The management of the educational program should demonstrate the uniqueness of the educational program, its positioning in the educational market (regional/national/ international).*
- ✓ *An important factor is the possibility of preparing students for professional certification.*
- ✓ *An important factor is the availability of joint(s) and/or double-degree EP with foreign universities.*

Evidentiary part

The procedures for developing and approving the MBA, EMBA, and DBA educational programs are documented and included multidimensional consultations with internal and external stakeholders, including the GSB Academic Council, the GSB Advisory Council, and the expert community, which ensured a deep understanding of market needs and compliance of the accredited programs with professional requirements. The educational programs MBA, EMBA, DBA are developed and approved in accordance with the regulatory legal acts in the field of higher and postgraduate education in Kazakhstan, as well as with the documentation developed by Turan University and internal regulatory documents, in accordance with the approved strategy. All documents were developed and approved by the Department of Business Administration and the Advisory Council of the Graduate School of Business, as well as the Academic Council of Turan University.

Within the framework of each MBA, EMBA and DBA educational program, a qualitative analysis was conducted to determine their goals and expected results, where not only the goals and expected results are regulated, but also the content, conditions and technologies for implementing the educational process. The heads of the EP developed and approved methodological documents (modular educational program), curricula for the entire period of study, catalogs of educational modules and other materials that contribute to maintaining a high level of quality of training. All these measures made it possible to create a clear connection between the training modules and the key skills required in the business environment. The expected learning outcomes are directly related to the acquisition of specific professional competencies, such as strategic planning, leadership and business communication. Systematic work on linking theoretical knowledge with practical skills provides graduates of the MBA, EMBA and DBA programs with a real opportunity to apply the acquired knowledge in practice, increasing their competitiveness in the professional arena of our country.

The MBA, EMBA and DBA programs are structured on a modular basis using the ECTS system, which provides flexibility in the choice of courses and recognition of degrees at the international level, which facilitates the international exchange of students and the development of double degree programs with foreign educational institutions.

In every MBA, EMBA, and DBA educational program, professional practice is a mandatory part of the curriculum. A database of practices has been approved for all accredited educational programs, where practical management and business leadership skills are integrated, professional practice allows students to apply their knowledge in real conditions, when faced with professional tasks and solutions.

The development and evaluation of MBA, EMBA, DBA programs takes place with the active participation of all stakeholders, including students, faculty, employers and graduates, which ensures that the accredited programs meet the expectations and needs of all participants in

the educational process.

As part of the visit of the EEC and the documentation presented by the Graduate School of Business, a general model of a graduate of the MBA, EMBA, DBA programs was presented, which contains key competencies and qualities of compliance with modern requirements for changing market conditions, and the active influence of graduates on the development of industries. The Department of Business Administration, with the involvement of graduates, continues systematic work on the creation of Model of an MBA program graduate, Model of an EMBA program graduate, Model of a DBA program graduate.

The MBA and EMBA programs provide for the degree of "Master of Business Administration", and the DBA program provides for the degree of "Doctor of Business Administration", which meets international standards.

The programs are developed taking into account the Dublin descriptors, which ensure that the content of the disciplines and learning outcomes correspond to the level of master's and doctoral studies.

The GSB regularly conducts external assessments of educational programs to assess their quality. The results obtained are used to make adjustments to the programs, which guarantees their compliance with modern requirements and international quality standards. These actions confirm the commitment of the Graduate School of Business to maintaining high standards in education and preparing graduates who fully meet the requirements of the international business community.

Employers and faculty actively participate in the management of MBA, EMBA, and DBA programs and in ensuring their quality, including through participation in the development of curricula and modules.

In recent years, the MBA, EMBA, and DBA programs have been positioned in the Almaty business education market; program managers are conducting targeted activities to strengthen their uniqueness, develop the program, and set ambitious goals to gain a reputation at the national level.

The heads of the EP are working on integrating the professional certification of PMI (Project Management Institute) in project management into the educational programs MBA, EMBA, DBA, which will significantly enhance the practical and professional value of the EP.

The Higher School of Business, together with the University's International Department, is expanding cooperation with international universities and is conducting an additional benchmark of the world's best business schools to strengthen the MBA, EMBA and DBA programs.

Analytical part

The GSB effectively integrates processes and quickly adapts to changes in the academic and business environment, developing competitive MBA, EMBA and DBA educational programs. At the institutional level, the procedure for developing and approving these programs complies with established standards. Special attention is paid to the design of programs, and documented procedures have been developed to improve the quality of implementation of accredited programs. The main emphasis is on the collegial adoption of changes to the programs, based on data and analysis of proposals from the Department of Management and the heads of the MBA, EMBA and DBA programs. Educational programs are developed and approved in accordance with the procedure "Management of a modular educational program". For example, for the 2023-2024 academic year, modular educational programs of MBA, EMBA and DBA got approved, available at the information links: MBA and DBA programs.

As part of the systemic approach, the Graduate School of Business regularly holds strategic sessions with key stakeholders. The purpose of these sessions is to review and update the goals of the MBA, EMBA and DBA educational programs to ensure their relevance and compliance with the strategic objectives of the school, as well as to develop a competitive model of the Graduate School of Business graduate.

The EEC confirms that the design of MBA, EMBA and DBA educational programs is carried out on the basis of cooperation agreements with enterprises and business companies. The EEC was convinced that the partnership is manifested in various formats: business partners of the GSB

provide bases for internships, involve their trainers for reviewing and assessing final theses, as well as for conducting classes. In addition, representatives of Almaty business participate in master classes, guest lectures, conferences and round tables organized by the GSB and the Department of Business Administration, and make their contribution by participating in surveys that help improve the quality of educational programs.

The integration of professional practice into the MBA, EMBA and DBA programs emphasizes the applied focus of training. The GSB has a base of practices that open up opportunities for establishing professional contacts and developing a network of business connections for students, which is extremely important for a future career in management and business. Among the key business partners of the GSB, the following organizations can be distinguished: Samruk-Kazyna JSC, Technograd LLP, Goldberg & Gilmore International company, SevenR Logistics LLP, Schneider Electric Kazakhstan, KEGOC JSC, SBE ZT Armtek Group and others.

The Graduate School of Business not only developed but also published the Graduate Model for its accredited educational programs on its official website, demonstrating its commitment to the quality and relevance of its educational offerings. Currently, the GSB team is working to adapt this model even more precisely to the various competencies that graduates need at different levels of study. Particular attention is paid to the differentiation of models for master's and doctoral programs, especially in the framework of MBA, EMBA and DBA programs: the MBA EP aims to develop the managerial skills necessary for leadership at the secondary and higher levels; while the EMBA EP deepens these competencies, bringing them to the level of senior managers in one academic year; the DBA EP offers advanced knowledge and skills in the field of business consulting and entrepreneurship for already established managers. Such differentiation of graduate models for different levels of educational programs will allow you to customize training for specific career ambitions and levels of competence, which corresponds to the best international practices of leading international educational institutions.

The qualifications awarded to graduates of the MBA, EMBA and DBA programs are defined in the curricula and correspond to the NSC and QF-EHEA levels. Graduates are awarded the degree of "Master of Business Administration (MBA)", "Master of Business Administration (EMBA)". Graduates are awarded the degree of "Doctor of Business Administration (DBA)".

The structure of the EP is based on ECTS and guarantees international compatibility and recognition of educational credits. Upon completion of the educational program, a student must complete at least 120 credits for the degree "7M04106-Business Administration" MBA, 60 credits for EMBA. To obtain a Doctor of Business Administration (DBA) degree upon completion of the educational program "8D04104-Business Administration", a student must complete at least 180 credits. The MEPs are developed in light of the implementation of the requirements of the Bologna Process for quality assurance of higher education in accordance with the Dublin descriptors that graduates of all levels of education must possess.

Not only the faculty of the BA department, but also students, graduates, employers and the expert community are actively involved in the process of developing and improving the MBA, EMBA and DBA programs. This multilateral participation guarantees that the accredited programs meet current market requirements and include relevant courses and methods. The creation of educational programs is based on a logical sequence of training courses, taking into account prerequisites and postrequisites. This ensures deep and structured training of students. It is necessary to continue regular updating of the EP and relevant courses, based on the analysis of feedback from all participants in the educational process and data on the latest trends and market requirements, which maintains a high level of relevance and quality of education. For example, develop an internal interactive platform for collecting feedback, open a chat, use the capabilities of forms.google in real time to ensure the collection and analysis of opinions of all stakeholders.

The GSB actively promotes the creation of a comprehensive and continuous system of higher education, which includes bachelor's, master's and doctoral programs, ensuring effective cooperation with the business community. The DBA and EMBA programs play a key role in

bringing in experienced business practitioners to teach and mentor students. For example, Goldberg & Gilmore managing partners A. Kulisheva and D. Izbakov, who are studying in the doctoral program, teach in the field of international law and provide internships in their organization. Similarly, other professionals such as M. Yelebekova and A. Blumenstein share their expertise through courses and master classes in the areas of restaurant and hotel business and finance. The GSB also provides a viable path for its graduates to MBA programs, further strengthening the connection between theoretical education and practical application of knowledge in real business situations.

Regular external examinations of the MBA, EMBA, and DBA programs, with the participation of international partners and accredited institutions, are critically important for the GSB to ensure a high level of quality education and compliance with international standards. Feedback from key employers, such as representatives of Araltuz JSC, KEGOC JSC, C.A.PetroGroup and Green Oil LLP, confirm the importance of this approach. The GSB needs to continue its activities in this vein and reach the level of external expertise and reviews from internationally accredited institutions such as AACSB and AMBA, which represent the gold standard in business education, which will expand the international recognition of educational programs. This approach will make it possible to prepare globally competitive graduates of the MBA, EMBA, and DBA educational programs.

The GSB understands the strategic importance of international cooperation and its contribution to improving the quality of educational programs at Turan University. The EEC confirms the desire of the GSB to actively integrate into the global educational and research space as one of the strategic areas of work. The GSB's cooperation with universities in the Russian Federation, Uzbekistan, India and China contributes to strengthening international relations and the exchange of academic experience. The opening of a branch of Turan International University in Uzbekistan and the conclusion of cooperation agreements with leading educational institutions such as Ural Federal University and Amity University confirm the effectiveness of this strategy. Academic mobility programs are particularly important, which allow professors and students to share knowledge and experience that contribute to the growth of the quality of education and research activities. Such events as the involvement of Mamta Singh to conduct classes, the initiation of joint educational programs with the world's leading educational institutions show dynamic development and adaptation to world educational standards, strengthening the international authority of the Graduate School of Business. At the same time, there is an unrealized potential for the development and launch of two-degree programs in partnership with a foreign university, which would increase the competitiveness of the university in the business education market.

In conclusion, this standard confirms that the Graduate School of Business effectively combines academic resources and professional experience, strengthens strategic ties with the business community, develops competitive and in-demand educational programs that prepare graduates for a successful career in the dynamically changing business world.

Strengths/best practices for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

Not identified.

EEC recommendations for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

1. The Department of Business Administration, in cooperation with the heads of the MBA, EMBA and DBA educational programs, should conduct a comprehensive benchmarking study of the best business schools in the world, with special attention to educational programs that have received international AACSB and AMBA accreditations, for further development of the EP for the next 5 years.

Deadline: January 1, 2025

2. The Department of Business Administration should develop and register an exclusive two-degree EMBA program in partnership with a foreign university in the educational register.

Deadline: March 1, 2025

3. The Graduate School of Business should launch an exclusive two-degree EMBA program developed in cooperation with a foreign partner university.

Deadline: September 1, 2025.

4. The heads of the MBA, EMBA, and DBA educational programs should develop an internal interactive platform for collecting and analyzing feedback from all participants in the GSB educational process.

Deadline: September 1, 2026

5. The GSB, together with the BA Department, shall finalize: unique Graduate Models for accredited MBA programs; Graduate Models for accredited EMBA programs; Graduate Models for accredited DBA programs by November 1, 2024.

Deadline: November 1, 2024

Conclusions of the EEC for EP 7M04106 - Business Administration (MBA), 7M04107 - Business Administration (EMBA), 8D04104 - Business Administration (DBA): satisfactory criteria – 10, suggest improvement – 2.



6.4. Continuous Monitoring and Periodic Evaluation of Educational Programs Standard

- ✓ *The University should ensure the revision of the structure and content of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society.*
- ✓ *The University must demonstrate the existence of a documented procedure for monitoring and periodic evaluation in order to achieve the goal of the EP and its continuous improvement.*
- ✓ *Monitoring and periodic evaluation of the EP should consider:*
 - ✓ *content of the program in the context of the latest achievements of science and technology in a particular discipline;*
 - ✓ *changes in the needs of society and the professional environment;*
 - ✓ *workload, academic performance and graduation of students;*
 - ✓ *effectiveness of student assessment procedures;*
 - ✓ *needs and satisfaction of students;*
 - ✓ *compliance of the educational environment and the activities of support services with the goals of the EP.*
- ✓ *The management of the EP should publish information about the changes to the EP, inform interested parties about any planned or undertaken actions within the framework of the EP.*
- ✓ *Support services should identify the needs of various groups of students and their degree of satisfaction with the organization of training, teaching, assessment, and mastering of the EP in general.*

Evidentiary part

The Department of Business Administration conducts systematic work on monitoring and evaluating the learning outcomes of the MBA, EMBA and DBA educational programs, responding to current trends in the labor market and strives to meet the requirements of employers. This update is carried out through active interaction with stakeholders and a thorough analysis of the requests of professional and business communities. The introduction of new courses, such as digital marketing, directly reflects the modern requirements of the business environment, which contributes to increasing the relevance and competitiveness of graduates.

The Graduate School of Business and the Department of Business Administration have developed strict procedures for monitoring and evaluating the quality of educational programs, including regular meetings of teaching staff, a comprehensive analysis of the success of students and graduates, as well as systematic feedback from employers. All proposed changes are thoroughly discussed and approved at meetings of the Department of Business Administration, the GSB Advisory Board, and the Academic Council of Turan University.

The GSB curriculum update is based on the latest research and innovations in business education, which meets the standards of leading business schools in Kazakhstan. Regular strategic sessions with the participation of all key stakeholders contribute to the analysis and update of the content of the MBA, EMBA and DBA programs, bringing them into line with the current requirements of the professional environment and the expectations of society.

In the process of evaluating educational programs, various methods adapted from the best practices of business education in the country and the world are used, including project work, case methods and traditional exams. These methods ensure a comprehensive and accurate assessment of the competencies of students, which is the key to training highly qualified personnel in the field of business education. The heads of the MBA, EMBA and DBA educational programs systematically collect information about the needs of students and their satisfaction with the educational process using questionnaires, interviews and face-to-face meetings. The collected data is analyzed to optimize educational services and ensure that educational standards meet both current market requirements and student expectations.

Systematic monitoring and periodic evaluation of the MBA, EMBA and DBA educational programs significantly improve the quality of education. Regular holding of open lectures and attendance of classes by members of the Quality Assurance Committee of Turan University, as well as mutual visits to classes by faculty of the department create an interconnected feedback network and contribute to the continuous improvement of the educational process.

The BA Department provides timely information to students and partners about all planned or already implemented changes in the MBA, EMBA, and DBA, which includes the active use of modern communication platforms and resources of Turan University. Students have access to all educational documents from their electronic page, including catalogs of elective courses of the

MBA, EMBA, DBA (<https://turan.edu.kz/ru/instituczionalnyj-analiz/>). Modular EPs are discussed and adjusted annually on the basis of the Department and strengthened at the Academic Council. Approved MEPs are uploaded to the website in the MBA section, the division is MEP (<https://turan.edu.kz/ru/master-of-business-administration/>) and in the DBA section, the division is MEP (<https://turan.edu.kz/ru/doctor-of-business-administration/>).

The GSB focuses on student satisfaction and their career success after completing the MBA, EMBA and DBA educational programs.

Monitoring and periodic evaluation of the MBA, EMBA and DBA educational programs cover a wide range of aspects, ensuring their relevance, adaptability and quality, which ultimately contributes to the training of qualified specialists capable of meeting modern challenges of professional and social life.

Analytical part

The MBA, EMBA, and DBA educational programs are regularly updated taking into account SWOT analysis, interaction with students, teaching staff of the Department of Business Administration, graduates of the Graduate School of Business, and employers. The key figures in this process are the heads of the MBA, EMBA, and DBA educational programs, who study the latest trends and requirements of the labor market, new requests through regular analysis of market needs and feedback from stakeholders, interaction with students and teaching staff through questionnaires to improve the quality of education. All of the above makes it possible to make changes, amendments to curricula, introduce new courses, taking into account the legislative and internal regulatory documents of Turan University. The Graduate School of Business cooperates with business leaders, Almaty companies, and the professional community through systematic collection of data and stakeholder opinions through structured focus groups, seminars, and conferences where new trends and demands of the labor market are discussed. The result of the activity was the introduction of new courses at the BA Department on digital transformation, strategic management and global business strategies, which reflects the requirements of the modern business environment.

The Graduate School of Business regularly reviews and adapts curricula, taking into account market trends and employer requirements. This is achieved through close cooperation with the industry through the GSB Advisory Council, consisting of leading experts and business leaders, whose tasks include monitoring the state of curriculum courses, monitoring the quality of teaching, monitoring the availability of educational materials for the specialty, etc.

Monitoring and evaluation of MBA, EMBA, and DBA educational programs is carried out within the framework of strategic planning of the GSB with the participation of all faculty and employees. This includes regular audits, analysis of students' academic performance, and evaluation of their final work, which ensures continuous improvement of the quality of education. In this vein, the BA Department developed internal procedures regulating the methodology for developing and evaluating accredited educational programs. All changes and innovations are discussed at meetings of the Department of BA, and contribute to the transparency of processes and the involvement of all interested parties in the process of educational activities of the GSB.

The MBA, EMBA, and DBA educational programs actively integrate feedback from graduates and employers. The GSB monitors the employment of its graduates; this monitoring is carried out by collecting certificates within 6 months after the defense, receiving a report from the State Center for Employment Policy on the availability of pension fund contributions within a year after the defense, and also by calling graduates annually. The employment rate of MBA, EMBA and DBA graduates is 100%. MBA/EMBA graduates highly rate the level of professionalism of the university's teaching staff, which is reflected in their reviews (<https://turan.edu.kz/ru/master-of-business-administration/>). Effective interaction of the Department of BA with the business community through professional seminars and master classes contributes to the constant updating of programs and the preparation of students for real business challenges.

The introduction of open classes and a system of mutual lecture visits at the Graduate School

of Business is a strategic step that not only promotes the effective exchange of knowledge and experience between the faculty of the BA Department, but also significantly improves the educational process and student satisfaction. This practice includes regular monitoring and evaluation of the effectiveness of the MBA, EMBA and DBA educational programs, and is implemented through the active participation of experienced trainers, members of the Quality Assurance Committee, and other faculty members of the department. The use of multifaceted methods such as open lectures and peer visits not only stimulates academic enrichment and professional development of faculty, but also creates an environment in which each student can access a variety of perspectives and approaches to learning. This, in turn, forms a deeper understanding of the subject area and prepares students for a successful career in the dynamically changing world of business. An example of the effectiveness of this approach are the lectures of Professor Kuznetsova O. N. on the topic of 'Psychology of Decision Making' and Professor Nurmukhanova G. Zh., who revealed the complex aspects of 'Stress and the Individual' in an organizational context.

Monitoring and evaluation procedures are carefully documented and integrated into the HSB strategic planning. The development of each MBA, EMBA and DBA educational program is based on a long-term strategy, which is regularly reviewed by the GSB Advisory Council to comply with national and international educational and professional trends. The existing methodology for monitoring and evaluating educational programs should be supplemented by the introduction of information systems with modules for automatic data collection and analysis. Such an approach not only ensures high quality education, but also guarantees that accredited programs are constantly adapting to the changing world, maintaining relevance and value for students and employers of the GSB.

Strengths/best practices for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):
Not identified.

EEC recommendations for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The Graduate School of Business and the Department of Business Administration should study and further implement a Data Monitoring and Analysis System using modern Data analytics methods to assess educational trends and preferences of students in MBA, EMBA, and DBA educational programs.

Deadline: January 1, 2026

Conclusions of the EEC for EP 7M04106 - Business Administration (MBA), 7M04107 - Business Administration (EMBA), 8D04104 - Business Administration (DBA): satisfactory criteria – 10.

6.5. Student-centered Learning, Teaching and Assessment of Academic Performance Standard

- ✓ *The management of the educational program should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.*
- ✓ *The management of the EP should ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and evaluation of learning outcomes that ensure the achievement of the goals of the EP, including competencies, skills to perform scientific work at the required level.*
- ✓ *The management of the EP should determine the mechanisms for distributing the educational load of students between theory and practice within the framework of the EP, ensuring the development of the content and achievement of the goals of the EP by each graduate.*
- ✓ *An important factor is the availability of own research in the field of teaching methods of the courses of the EP.*
- ✓ *The University must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and goals of the EP.*
- ✓ *The University must ensure the consistency, transparency and objectivity of the mechanism for evaluating the learning outcomes of EP training, publication of criteria and assessment methods in advance.*
- ✓ *Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area.*
- ✓ *The management of the educational program should demonstrate the existence of a feedback system for the use of various teaching methods and evaluation of learning outcomes.*
- ✓ *The management of the educational program should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.*
- ✓ *The management of the educational program must demonstrate the existence of a procedure for responding to student complaints.*

Evidentiary part

The "Student-centered learning, teaching and assessment of academic performance" standard defines the strategic guidelines of the GSB in the area of designing and implementing educational programs MBA, EMBA and DBA. The GSB and the Department of BA implement the tasks of systematically updating the accredited educational programs based on an ongoing analysis of needs and providing flexible learning paths for their master's and doctoral students.

The Department of BA applies a student-centered approach, demonstrated through regular meetings with direct participants in the educational process, namely with students in the MBA, EMBA and DBA programs, to discuss the requests and needs of students. This allows the Department to make changes and improvements to the curricula aimed at increasing their relevance and practical value.

Master's and doctoral students of the GSB select courses and modules through the Turan information system, which allows them to adapt the curriculum to their individual needs. Students are responsible for compiling the IC and the completeness of the course of study in accordance with the requirements of the working modular plan of the specialty. Students register for modules, choose the content of their studies in accordance with their interests and professional plans. The class schedule is formed based on the registration of students for modules (courses). The academic stream and group size for MBA, EMBA and DBA programs is no more than 15 people. Graduates of the GSB confirm the effectiveness of this system, noting that the training has always met their professional needs - according to survey results, more than 85% of graduates highly appreciated the flexibility of the educational process.

The MBA, EMBA and DBA educational programs are designed based on the study of the development of business education, modern teaching methods and assessment of learning outcomes, ensuring the achievement of the goals of the Graduate School of Business. For example, the DBA program is specifically designed to achieve key educational goals, including the development of business competencies and research skills, which allows GSB graduates to successfully realize themselves both in research and in practice, making informed management decisions and introducing innovations into their industries.

The heads of the accredited educational programs pay sufficient attention to the development of mechanisms for distributing the workload, which contribute to achieving the goals of the educational program. It is also important that in the MBA, EMBA and DBA educational programs, a harmonious combination of theory and practice is one of the priorities in designing the programs. During the study of the documents and the visit of the EEC, several approaches were identified: integration of case methods and project-based learning, which allow students to apply theoretical knowledge in practice through real business scenarios and projects. MBA and EMBA

programs include projects where master's students work directly with companies to solve real business problems; role-playing games and simulations: simulations of business operations and management decisions allow students to experience the complexities of management work and learn to make decisions under conditions of uncertainty; guest lectures from practicing specialists and industry leaders: the involvement of business representatives enriches the educational process and provides students with the opportunity to learn about the latest trends and challenges in business from practitioners.

The Department of BA has developed assessment materials that correspond to the goals of the educational program: the heads of the educational program pay attention to the development and updating of assessment materials in accordance with the curricula and goals of each program, which includes examination cards, project assignments, case studies and portfolios, which are aimed at testing the theoretical knowledge and practical skills of students; all assessment criteria and assessment methods are published on the official website of the GSB and are available to all students, which ensures transparency and understanding of the assessment requirements.

Each course of the MBA, EMBA and DBA educational programs is accompanied by the development of the author's syllabuses by the teaching staff of the BA department, which clearly describe the criteria and methods of assessment, ensure transparency and predictability of assessment procedures for students.

The GSB faculty and management regularly take advanced training courses. Reports on the courses and their effect are reflected in the annual analytical reports of the department, discussed at the meetings of the Department.

The GSB feedback system includes not only questionnaires, but also regular open meetings of students with the administration and teaching staff of the BA department, which allows to quickly respond to suggestions and comments from students in accredited programs. Due to this, over the past year, more than 20 changes were made to curricula and teaching methods based on feedback from students, which are provided in documents and reports of the Department and GSB.

The GSB and the BA Department have a developed complaints and appeals procedure; the effectiveness of this system is confirmed by annual reports on the consideration of complaints, in which more than 95% of students expressed satisfaction with the consideration of their appeals.

The Graduate School of Business and the Department of Business Administration, represented by their teaching staff, demonstrate commitment to student-centered learning; follow national and international standards in teaching, which contribute not only to academic, but also to the professional growth of master and doctoral students.

Analytical part

The GSB and the Department of BA create a modern, dynamic and inclusive educational environment for students in the MBA, EMBA, and DBA programs, where conditions are created for the formation of individual educational trajectories, with the opportunity to choose courses and modules. Students of the educational programs are provided with all necessary documents: a reference book for the entire period of study; professional internship programs; methodological guidelines for writing master's and doctoral dissertations; syllabuses for all studied courses; and an individual curriculum.

While the EEC was visiting studying the documents, conducting interviews and questionnaires of the teaching staff, the presence of their own research in the field of teaching methods of the disciplines of the EP MBA, EMBA and DBA was not revealed. The BA Department needs to pay increased attention to its own research in the field of teaching methods of the disciplines of the EP, which will ultimately improve its position in the educational market of graduate business schools at the national level.

The EEC confirms that the curricula of the accredited educational programs are developed taking into account the balance of theoretical and practical classes.

The procedure for assessing learning outcomes is based on the Dublin descriptors, all criteria are clearly described in the teaching staff syllabuses. The EEC confirms that the syllabuses contain

clear and measurable assessment criteria that are directly related to the learning outcomes and competencies expected from graduates of the EP.

Planning and organization of monitoring of students' knowledge is carried out based on the Academic Policy and the Regulation on the procedure for conducting current monitoring of academic performance, midterm and final assessment of students at the University (<https://turan.edu.kz/ru/normativnye-dokumenty/>).

The faculty of the GSB and the Department of BA demonstrate professional qualifications and mastery in the application of advanced methods of assessing learning outcomes, which is especially important for MBA programs, where the emphasis is on the development of management thinking and practical skills. This makes the accredited programs at the GSB and the BA Department not only relevant and competitive, but also ensures that they are always based on the latest achievements in business education and assessment methodology. Teaching methods are developed and improved through participation in various trainings and courses on learning methods and assessing students' results. The staff with various certificates confirm this.

The feedback system for accredited educational programs is an important area of activity for the GSB and the Department of BA. Based on consistent data from student surveys, it is confirmed that the GSB effectively implements a feedback system, which is critically important for improving teaching methods and assessing learning outcomes in accredited programs. The faculty regularly participates in professional developments and integrates modern assessment methods, which allows them to adapt curricula to current requirements and student feedback. Survey data show student satisfaction with the accessibility and quality of the educational process, which indicates a constant improvement in the qualifications of the faculty of the BA Department and their competencies in the use of innovative educational technologies. The feedback system at the GSB does not only improve the educational environment, but it also enhances the overall quality of education, making programs adapted to the needs of modern business.

Master's and doctoral students participate in the formation of their educational path, the choice of courses and approaches to learning. Registration for modules (courses) takes place during the period specified in the academic calendar of Turan University.

The EEC confirms that in the process of studying documents and interviewing students, it was revealed that there are clear and easily accessible procedures for filing and reviewing complaints, including online forms and contact details of those responsible, reviewing appeals and requests from students, ensuring their rights and interests in the educational process.

The MBA, EMBA and DBA educational programs demonstrate a commitment to providing high-quality business education that takes into account the individual needs and professional interests of the GSB master's and doctoral students.

Strengths/best practices for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

Not identified.

EEC recommendations for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The Graduate School of Business should establish cooperation and conclude Memorandums with the other Higher Schools of Business in Kazakhstan to exchange experience and best practices in the field of teaching methods of management courses.

Deadline: September 1, 2026.

Conclusions of the EEC for EP 7M04106 - Business Administration (MBA), 7M04107 - Business Administration (EMBA), 8D04104 - Business Administration (DBA): satisfactory criteria – 9, suggests improvement – 1.

6.6. Students Standard

- ✓ *The University must demonstrate the policy of forming a contingent of students and ensure transparency, publication of procedures governing the life cycle of students (from admission to completion).*
- ✓ *The management of the educational program should provide for special adaptation and support programs for newly enrolled and foreign students.*
- ✓ *The University must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a recognition mechanism for the results of academic mobility of students, as well as the results of additional, formal and non-formal education.*
- ✓ *The University should provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for training.*
- ✓ *The University should encourage students to self-educate and develop outside the main program (extracurricular activities).*
- ✓ *An important factor is the availability of a support mechanism for gifted students.*
- ✓ *The University should demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications.*
- ✓ *The University must provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, and maintain contact with them.*
- ✓ *The University must demonstrate the procedure for issuing documents to graduates confirming their qualifications, including the achieved learning outcomes.*
- ✓ *The management of the EP must demonstrate that graduates of the program possess skills that are relevant and in demand in the labor market.*
- ✓ *The management of the EP should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.*
- ✓ *An important factor is the presence of an active alumni association.*

Evidentiary part

The Academic Policy for the formation of the contingent of students of the Graduate School of Business and the Department of Business Administration is based on the regulatory documents of the Graduate School of Business and, in general, Turan University. Transparent and public procedures for the admission of students to the MBA, EMBA, DBA educational programs have been developed. For example, the admission process includes case evaluation, testing of English language skills and approval of scientific supervisors for research projects, which contributes to the creation of a fair and competitive environment for candidates.

The contingent is formed from the students' own funds, the rector's grants and other sources. Currently, 18 MBA and EMBA students and 7 DBA doctoral students are studying at the Department of Business Administration. In 2019–2020, the enrollment in the educational programs was as follows: MBA, EMBA – 10 master's students, no DBA; in 2020–2021: MBA, EMBA – 8 master's students, DBA – 4 doctoral students; in 2021–2022: MBA, EMBA – 16 master's students, DBA – 5 doctoral students; in 2022–2023: MBA, EMBA – 13 master's students, DBA – 6 doctoral students.

The rules and procedures of the GSB and the BA department ensure the planned development of the student's academic career from the moment of admission and integration into the educational environment and ensure a high-quality level of the educational process, consistent with best practices:

- an 'Orientation Week' is held for new students, providing resources such as a handbook, access to the university's corporate systems, an introduction to Academic Policy and course registration;
- there is access to global resources and new educational opportunities for studying under academic mobility programs in accordance with the Lisbon Convention, through cooperation with universities and research centers;
- each student is provided with resources for independent learning. For example, there is access to electronic teaching and methodological complexes and the LMS Canvas system;
- internal grants are allocated for gifted undergraduate students to enroll in MBA programs;
- cooperation has been concluded with key employers in the country. Cooperation has been concluded with companies such as Techno Grad LLP, Goldberg & Gilmore, and Schneider Electric Kazakhstan for practical training and possible employment of students;
- the GSB documents do not mention specific examples of cooperation with ENIC/NARIC, but focus on international standards for the recognition of educational programs;
- systematic monitoring of the employment of graduates of the MBA, EMBA, DBA

educational programs is carried out, programs are constantly updated in accordance with the needs of the market of Kazakhstan, the city of Almaty with the involvement of the business community;

- upon successful completion of studies at accredited educational programs, a graduation ceremony is held with an appendix and seals signed by the rector of Turan University;
- the Alumni Alliance is established at Turan University, where graduates of accredited EPs are gradually involved in the community and build new communication opportunities.

Analytical part

The policy for forming the contingent of students for the MBA, EMBA and DBA educational programs was developed by the GSB and the BA department, is strictly regulated by the regulatory documents of Turan University, has a transparent and fair selection process that corresponds to national and international educational practices.

The MBA and EMBA programs accept people with a bachelor's or specialist's degree. The DBA doctoral program accepts people with a master's degree.

Admission to accredited educational programs is carried out three times a year. At the same time, knowledge of English is checked, and candidates solve a case in front of a committee.

The contingent is formed from citizens' own funds, the rector's grant and other sources. The state grant is not provided for the "Business Administration" program, however, there are benefits and discounts that are annually approved by the "Regulations on Tuition for MBA, EMBA and DBA Programs".

The GSB provides a range of discounts and benefits for applicants to MBA and EMBA programs, which demonstrates a strategic focus on supporting and encouraging high achievements of students and staff of Turan University. Among these support measures: discounts of up to 25% for graduates with honors and university staff, as well as special offers for corporate clients and teachers. In addition, there is a competition called "Best Graduate", following which the best graduates receive grants for further education, which emphasizes the desire of Turan University to develop and realize the potential of gifted students.

The GSB and the Department of Business Administration conduct an Orientation Week for new students of the MBA, EMBA, DBA Educational Programs, where they get acquainted with the campus, meet with the GSB management, teaching staff, get acquainted with academic policies (academic calendar, class schedule, internal regulations, policies and procedures for filing complaints and appeals). They are acquainted with the Student Code consisting of a general code of conduct. Some introductory courses are held and individual attention is paid to each student, a guidebook is issued, login and password of the corporate email for access to the Turan automated control system, an electronic library; and registration for disciplines is carried out.

The accreditation of educational programs that comply with the Lisbon Convention promotes harmonization with international standards and strengthens the academic mobility of students, which is confirmed by cooperation with universities such as Amity and Turan International University. There are successful internships of doctoral students at Yeditepe University and MBA and EMBA master students at UrFU, where participants not only gained new knowledge on the course "Digital HR", but also certificates confirming their competences.

Students of the MBA, EMBA, and DBA programs pay serious attention to issues of personal development, development of leadership competencies, and work on growth thinking. All information resources of the University, library resources, extracurricular activities within the framework of service to the University and the city contribute to the design of a student's personal development trajectory, which demonstrates the commitment of the GSB and the BA department to create an educational environment focused on students, their needs and a successful future, which makes MBA, EMBA and DBA programs attractive and competitive in the educational services market of Kazakhstan.

The GSB meets the criterion of providing students with internship places and assistance in employment of graduates, demonstrating a well-structured procedure for supporting and maintaining contacts with the alumni for students of Turan University. As a strategic partner,

Schneider Electric Kazakhstan provides significant opportunities for undergraduate students in STEM fields, providing them with internships with prospects for further employment. In addition, the GSB is actively expanding its network of potential employers through agreements with leading companies such as TechnoGrad LLC, the international company Goldberg & Gilmore and SevenR Logistics LLC, which underlines its commitment not only to providing high-quality internships but also to actively assist in the employment process of graduates.

At the same time, the task of improving the quality of interaction with graduates requires the creation of a communication platform similar to foreign business schools. Such a platform in the form of an association or union will increase the involvement of graduates in improving the content of educational programs, in expanding career opportunities for other graduates, and will enrich the program with real business cases.

Strengths/best practices for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The Graduate School of Business strategically supports gifted students and university staff by offering a range of discounts and benefits on MBA and EMBA programs for gifted students, which creates financial incentives, favorable conditions for professional and personal growth, and makes a significant contribution to the development of the country's human capital.

EEC recommendations for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The Department of Business Administration is to conduct an analytical study of the current Alumni Associations of the world's leading business schools by October 1, 2024. The heads of the MBA, EMBA, and DBA educational programs are to develop and submit for approval to the Advisory Council of the Graduate School of Business a Concept for the Alumni Association that will fully comply with the goals and objectives of the Graduate School of Business.

Deadline: January 1, 2025

Conclusions of the EEC for EP 7M04106 - Business Administration (MBA), 7M04107 - Business Administration (EMBA), 8D04104 - Business Administration (DBA): strong criterion – I, satisfactory criteria – II.

6.7. Teaching Staff Standard

- ✓ *The University should have an objective and transparent HR policy in the context of the EP, including hiring (including invited teaching staff), professional growth and staff development, ensuring the professional competence of the entire staff.*
- ✓ *The University must demonstrate that the qualitative composition of teaching staff meets the established qualification requirements, the university's strategy, and the goals of the EP.*
- ✓ *The management of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching.*
- ✓ *The University should provide opportunities for career growth and professional development of teaching staff, including young teachers.*
- ✓ *The University should involve specialists in the relevant industries with professional competencies that meet the requirements of the EP in teaching.*
- ✓ *The University must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff.*
- ✓ *The University should demonstrate the widespread use of information and communication technologies and software by the teaching staff in the educational process (for example, online training, e-portfolio, MOOCs, etc.).*
- ✓ *The University should demonstrate the focus of its activities on the development of academic mobility, attracting the best foreign and domestic teachers.*
- ✓ *The University must demonstrate the involvement of each teacher in promoting a quality culture and academic integrity at the University, and determine the contribution of teaching staff, including invited ones, to achieving the goals of the EP.*
- ✓ *An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country.*

Evidentiary part

The management of the Graduate School of Business guarantees transparency and objectivity in the process of selecting teaching staff, strictly following the requirements of the legislation of the Republic of Kazakhstan and the internal regulations of the University. The Graduate School of Business, in cooperation with the Department of Business Administration, promotes and implements the personnel policy of Turan University. This policy covers all aspects of employment, including recruitment, as well as professional and career development of members of the academic community. Particular attention is paid to professional development through multi-level training and development programs, which include participation in international conferences and research activities. These initiatives are aimed primarily at supporting the standards of professional competence of the teaching staff, a key factor in the success of master's and doctoral students at the GSB.

The teaching staff of the MBA, EMBA and DBA programs meets the qualification requirements, which is confirmed by regular assessments of their work. The teachers have the necessary academic degrees and professional experience, ensuring that the educational results correspond to the strategic goals of the GSB and Turan University.

The transition to student-centred learning has impacted the roles of the BA Department's faculty, who actively use interactive and innovative teaching methods. This includes working in small groups, project-based learning and the use of digital educational resources to improve interaction with students and deepen their knowledge.

The personnel policy of the MBA, EMBA, and DBA educational programs supports the desire for career growth and professional development of teachers, including participation in international programs and conferences.

Accredited educational programs cooperate with business representatives and industry experts, which enriches the educational process with real practical experience and promotes a deeper understanding of market requirements. Invited trainers from business structures and experts regularly conduct master classes and seminars, sharing their competencies and experience.

ICT is actively used in training. For example, Karabaeva N., a business trainer, actively uses modern methods, such as metaphorical business games "Cinderella" and "Ugly Duckling" in the courses "Strategic Marketing" and "Digital Marketing", which contributes to better perception of the material by students and the development of their analytical skills.

The faculty of the BA Department attend the classes of their colleagues from the accredited educational programs: there is a schedule of visits and mutual visits to classes; supporting records with an analysis of the academic classes; conclusions on the quality of classes are recorded on assessment sheets; there are also long-term plans for advanced training; as part of academic mobility, the faculty of the BA Department travel to foreign universities to conduct lectures and

seminars for foreign students.

The core teaching staff of the Department of BA includes professors with academic degrees and significant management experience, such as professors Nurmukhanova G.Zh., Kuznetsova O.N., and Onyusheva I.V. Associate professors Tusayeva A.K. and Absametova A.M. are fellows of the international Bolashak program, which emphasizes their global thinking and desire to improve professional competencies in the field of management in higher education.

The involvement of business trainers and practitioners, such as M. Ishanova and T. Ospanov, as well as international scholars, including Professor Roland Giese from Germany and C. Dababrata from the UK, in the educational process helps to enrich the MBA, EMBA and DBA programs with relevant practical and international knowledge.

The DBA and EMBA programs train business practitioners involved in bachelor's degree programs, namely:

1) Managing partners of Goldberg&Gilmore Kulisheva A. (doctoral student of 2020-2021 enrollment year), Izbanov D. (doctoral student of 2022-2023 enrollment year) teach classes to students of the EP International Law and organize internship on the basis of their organization;

2) GSB business coach Yelebekova M. (PhD student of 2022-2023 enrollment year) teaches undergraduate courses in the specialty Restaurant and Hotel Business;

3) Blumenstein A. (graduate student of the EMBA of 2023-2024 enrollment year) conducts master classes for 1st year students on the EP Restaurant and Hotel Business;

4) Temirgalieva A. (graduate student of EMBA 2023-2024 enrollment year) conducts guest lectures and master classes for students of 3-4 courses in Finance, and is also an expert consultant on diploma projects in the field of financial calculations.

The educational process involves visiting scientists-professors from near and far abroad: Roland Giese, Doctor of Economics, Professor (University of Applied Sciences Zittau-Goerlitz, Germany), Chowdhury Dababrata, Professor (University of London). Also, a foreign teacher is Elena Vladimirovna Lysenko, PhD, associate professor of the Ural Federal University named after the First President of Russia B.N.Yeltsin, who conducted training on the course "Digital HR Management: new trends in human resource management". Mamta Singh, PhD, was engaged as a foreign teacher to give lectures and conduct seminars on Financial Management in English.

The Department actively uses information and communication technologies in the educational process, which includes online courses on the Coursera platform and teaching methods through LMS Canvas. Such innovative approaches support student-centered learning and ensure that students are trained according to the current requirements of the labor market. The teaching staff of the Department Nurmukhanova G.Zh., Kuznetsova O.N., Tusayeva A.K. completed a training course for teachers "Methods of working with educational materials and organization of the educational process in LMS Canvas".

Like many universities in the country, Turan signed a memorandum of cooperation with Coursera. This cooperation allows the faculty and students of the Department to use actively the COURSERA platform to take courses. For example, A.K. Tusayeva successfully completed Duke University courses such as "Startup Assessment Methods", "Startup Financing" and "Blockchain Business Models", which confirm the integration of online learning, e-portfolio and other digital technologies into the educational process of the EP.

Systematic professional development of the teaching staff of the Department plays a key role in maintaining the relevance of knowledge and teaching methods, e.g. Nurmukhanova G. Zh. and Tusayeva A.K. demonstrate certificates of the course "Management in Education". These teachers are fellows of the Bolashak program within the framework of the 500 Scientists project with the internship program "Management of Higher Education". Teaching staff of the BA Department go annually through advanced training courses within the framework of the "School of Pedagogical Excellence". The teaching staff of the Department demonstrate certificates of completion of the Winter School: Ospanov T.T., Karabayeva N., and Khan E.A.

In addition, the faculty of the BA Department organize courses for all teachers of Turan University. For example, in the 2023-2024 academic year, as part of the School of Pedagogical

Excellence, teachers held a seminar on the topic of "Assessing the educational achievements of students as a type of professional activity of a university teacher", which confirms the trust of the pedagogical community in the faculty of the BA Department.

The research activities of the BA Department within the framework of the MBA, EMBA, DBA educational programs are one of the priorities. The total volume of publications of the teaching staff in 2021 was 5.2 pp, in 2022 - 26.8 pp, in 2023 - 14 pp. In 2022, the articles were published by professor of the department I.V. Onyusheva together with foreign professors from Stanford University (Thailand). The articles were published in the Journal "Global Socio-Economic Dynamics" The EUrASEANs, which is included in the peer-reviewed database of Thailand - TCI (Tier 2).

Analytical part

The management of the Graduate School of Business ensures a high level of professionalism and competence of the teaching staff of the BA Department through transparent personnel policy, support for career growth, active use of ICT, development of academic mobility and involvement in regional and national development. These factors contribute to the successful achievement of the strategic goals of educational programs and maintain a high standard of quality of education at the Graduate School of Business.

The management of the GSB is distinguished by transparency and objectivity in the process of selecting the teaching and professorial staff for the accredited educational programs. The personnel policy complies with the legislation of the Republic of Kazakhstan, as well as international standards, as well as the academic policy of Turan University ("Regulations on the competitive replacement of teaching and professorial staff positions" and the annual teaching load) and covers all aspects of employment, including hiring, professional and career development of members of the academic community. Sufficient attention is paid to improving the qualifications through multi-level training and development programs, participation in international conferences and research activities of the teaching staff.

The teaching staff of the MBA, EMBA and DBA educational programs meet the qualification requirements, the documents provided to the members of the EEC confirm this compliance. The teachers and trainers of the MBA, EMBA and DBA educational programs have the necessary academic degrees and professional experience, ensuring that the educational results correspond to the strategic goals of the GSB and Turan University.

The transition to student-centred learning has impacted the roles of the Business Administration faculty, who use interactive and innovative teaching methods. This includes small group work, project-based learning and the use of digital educational resources to improve interaction with students, deepen their professional, and research competencies.

The personnel policy of the MBA, EMBA and DBA educational programs supports the desire for career growth and professional development of the teaching staff of the BA Department, including participation in international programs and conferences. The EEC confirms that the accredited educational programs cooperate with business representatives and industry experts, which enriches the educational process with real practical experience.

The GSB attracts specialists from relevant industries to teach, who have professional competencies that meet the requirements of the MBA, EMBA and DBA programs. Invited trainers from business structures, such as Karabayeva N., Ishanova M., and Ospanov T., actively conduct master classes and seminars, sharing their experience.

The GSB demonstrates the presence of a mechanism for motivating the professional and personal development of the teaching staff. Systematic professional development of the teachers of the BA department plays a key role in maintaining the relevance of knowledge and teaching methods. For example, the teaching staff of the department regularly undergo advanced training courses and participate in international programs; the teachers of the BA department confirmed this fact during the visit of the members of the EEC.

The faculty of the BA Department uses information and communication technologies and

software in the educational process. Examples include the use of online courses on the Coursera platform and teaching methods through the LMS Canvas. This supports student-centered learning and ensures that students are prepared according to current labor market requirements.

The GSB demonstrates its focus on developing academic mobility and attracting the best foreign and domestic teachers. The faculty of the BA Department travels to foreign universities to conduct lectures and seminars, where the faculty receives new competencies and professional experience to improve their own educational process in teaching.

The EEC confirms that teachers and trainers of the accredited educational programs are involved in promoting the culture of quality and academic integrity at the University. The teaching staff of the BA Department attend classes of colleagues from the accredited educational programs, analyze them and record conclusions about the quality of the classes.

The faculty of the BA Department directly participate in the development of the economy, education, science and culture of the region and the country. For example, professors Nurmukhanova G. Zh., Kuznetsova O. N., and Onyusheva I. V. have significant management experience integrated into scientific publications, which they present to the community and contribute to the development of cooperation, collaborations of universities and stakeholders, and the promotion of ideas.

Investments in the career growth and professional development of the GSB and BA Department faculty, including young faculty, are a key asset of the MBA, EMBA and DBA educational programs, which is especially important in the field of business education, where practical experience and relevant knowledge play a decisive role.

Strengths/best practices for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

Investments in career growth and professional development of the GSB and BA Department faculty, including young faculty, are a key asset of the MBA, EMBA and DBA educational programs, which is especially important in the field of business education, where practical experience and relevant knowledge play a decisive role.

EEC recommendations for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

None.

Conclusions of the EEC for EP 7M04106 - Business Administration (MBA), 7M04107 - Business Administration (EMBA), 8D04104 - Business Administration (DBA): strong criterion – 1, satisfactory criteria – 9.

6.8. Educational Resources and Student Support Systems Standard

- ✓ *The University must ensure that the infrastructure, educational resources, including material and technical ones, meet the goals of the educational program.*
- ✓ *The management of the EP must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment to ensure the achievement of the goals of the EP.*
- ✓ *The University must demonstrate the compliance of information resources with the needs of the University and the implemented educational programs, including in the following areas:*
- ✓ *technological support for students and teaching staff in accordance with educational programs (for example, online training, modeling, databases, data analysis programs);*
- ✓ *library resources, including the collection of educational, methodological and scientific literature on general education, basic and specialized courses on paper and electronic media, periodicals, access to scientific databases;*
- ✓ *examination of research results, graduation papers, dissertations on plagiarism;*
- ✓ *access to educational Internet resources;*
- ✓ *WI-FI functioning on its territory.*
- ✓ *The University must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of the research work of teaching staff, employees and students.*
- ✓ *The University should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy.*
- ✓ *The management of the educational program should demonstrate the availability of support procedures for various groups of students, including information and counseling.*
- ✓ *The management of the educational program should show the availability of conditions for the advancement of the student along an individual educational trajectory.*
- ✓ *The University should take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs).*
- ✓ *The University must ensure that the infrastructure meets the security requirements.*

Evidentiary part

Turan University is equipped with advanced technology and equipment, classrooms and laboratories, appropriate educational and methodological literature and a unified information system, which creates ideal conditions for training in accredited educational programs. Modern equipment and materials meet both local and international standards, which contributes to the implementation of MBA, EMBA, DBA programs at a high level. The university has specialized offices and laboratories equipped with modern equipment, which ensures the high-quality implementation of educational programs.

The EEC confirms that the GSB is actively working to improve and update its educational resources and infrastructure. The GSB department conducts regular audits to update equipment, include software in the educational process, to guarantee the relevance of graduates' skills. The auditorium space is equipped with modern video surveillance and security systems, and full access to medical services is provided, which guarantees a safe educational space for accredited educational programs. In general, a welcoming and accessible educational environment has been created for all stakeholders of the University.

The EP management carries out systematic work with the Turan University library to expand partnerships with international publishers and educational platforms to enrich the collection with relevant literature and case studies on the latest business trends. There is access to various academic and scientific resources, including electronic libraries and databases. Library collections are constantly updated and supplemented in accordance with the academic and research needs of master's and doctoral students.

The EP management supports scientific research by providing access to the necessary resources and funding publications, which was noted to the EEC by the GSB faculty and top management during interviews.

The EEC confirms that the university has created a caring environment for all stakeholders. It is noteworthy that there is a shuttle service for faculty and students so that they can safely get to the academic building, and then also safely get to their destination. There is a support system for students, there are many spaces where faculty and students can prepare for classes, and there is a network of small cafes on campus.

Analytical part

During the visit, owing to the reports provided, and the visual inspection of the GSB and the BA Department, the members of the EEC noted that the GSB and the BA Department are equipped with modern classrooms; workspaces guarantee students access to advanced digital tools and

educational platforms; there are specialized offices, laboratories and business incubators, coworking areas for meetings and classes.

For conducting classes, specialized rooms (304, 207), business hall, computer class 212 are used, where there are interactive whiteboards with Internet access, an interactive panel, system units, marker boards and flipcharts and other necessary means for teaching master's and doctoral students.

In the 2023–2024 academic year, the University opened a modern coworking space equipped with all technical means. The coworking zone in the Graduate School of Business is a necessary business space to stimulate innovation and collaboration among students in the MBA, EMBA and DBA programs. Such spaces not only facilitate the exchange of ideas and cross-disciplinary interactions, but also create a learning environment in which students can actually apply theoretical knowledge in practical projects, working on real business problems. This not only enhances their learning experience, but also prepares them for leadership and entrepreneurship in a highly competitive business environment.

The educational programs MBA, EMBA, DBA are provided with sufficient educational and methodological literature, accessible through the electronic Turan library. This library provides a wide range of resources, including scientific databases such as Scopus and Web of Science, which guarantees support for current research and educational programs MBA, EMBA, DBA. This contributes to improving the quality of the educational process and provides access to scientific resources like RMEB and international electronic resources, e.g. educational resource IPR SMART (IPRBOOKS), Scopus (Elsevier), ScienceDirect (Elsevier), Web of science (WoS), Nexis Uni (LexisNexis), IS Paragraph Lawyer (local access, offline version), IS Paragraph (online version): IS LAWYER and IS ACCOUNTANT. It is necessary to continue developing and diversifying information resources, taking into account the specifics and changes in business education, in order to provide students with access to the most relevant research and trends.

The members of the EEC confirm that they have access to the following databases: Kazakhstan National Electronic Library (KazNEL); Springer (Open Access Journals); Scientific Electronic Library eLibrary.ru; Kitap; Adilet; Taylor & Francis; Yurait; World Bank Electronic Library; Financial Sciences Portal; Gumer Library; Open University of Kazakhstan.

An analysis of library collection acquisitions over the past five years shows a significant shift from paper to electronic publications, reflecting the global trend of digitalization of educational resources. The reduction in the number of paper textbooks and manuals highlights the change in preferences of students and teachers in favor of more accessible and user-friendly digital formats. However, the observed decrease in the total revenue may also indicate possible financial constraints or changes in the budget policy of Turan University. These dynamics require libraries to adapt to the new conditions, optimize procurement and review the resource management strategy to meet the current and future needs of the educational process, especially for the MBA, EMBA and DBA programs. Setting up collaboration with platforms to access relevant resources, such as business cases, industrial databases, electronic journals and monographs will strengthen the resource base and simplify access to modern research and analytics.

During a visual visit to the library of Turan University and a conversation with the librarian, it was revealed that they conduct systematic monitoring of book supply for the accredited educational programs. For the MBA, EMBA and DBA educational programs, book supply is 100%.

As of the current date, there are 135 electronic and 152 paper publications in the Business Administration program.

Strengths/best practices for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The competitive advantage of the Graduate School of Business is the compliance of its infrastructure and educational resources, including the material and technical base, with the standards and requirements of the MBA, EMBA and DBA educational programs. Such compliance

maintains the relevance of educational programs, ensures their flexibility and adaptability to the constantly changing requirements of the business education market, promotes the development of in-demand skills and competencies, and strengthens the positions of graduates of the EP.

EEC recommendations for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):
None.

Conclusions of the EEC for EP 7M04106 - Business Administration (MBA), 7M04107 - Business Administration (EMBA), 8D04104 - Business Administration (DBA): strong criterion – 1, satisfactory – 12.



6.9. Informing the Public Standard

- ✓ *The University guarantees that the published information is accurate, objective, and relevant and reflects all areas of the university's activities within the framework of the educational program.*
- ✓ *Public awareness should include support and clarification of the national development programs of the country and the system of higher and postgraduate education.*
- ✓ *The University management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and interested persons.*
- ✓ *Information about the educational program is objective, relevant and should include:*
- ✓ *purpose and planned results of the EP, the assigned qualification;*
- ✓ *information about the assessment system of students' learning outcomes;*
- ✓ *information about academic mobility programs and other forms of cooperation with partner universities and employers;*
- ✓ *information about the opportunities for the development of personal and professional competencies of students and employment;*
- ✓ *information reflecting the positioning of the EP in the educational services market (at the regional, national, and international levels).*
- ✓ *An important factor is the publication of reliable information on the teaching staff on open resources, in terms of personalities.*
- ✓ *The University must publish audited financial statements on its own web resource.*
- ✓ *The University should post information and links to external resources based on the results of external assessment procedures.*
- ✓ *An important factor is the posting of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.*

Evidentiary part

Systematic public awareness of the attractiveness of the MBA, EMBA and DBA educational programs is one of the priority areas of activity of the GSB and the BA Department. Information on the specifics of the educational programs: the goals, learning outcomes in the accredited educational programs, awarded qualifications, the educational process, teaching, assessment, educational opportunities and opportunities for employment and career growth are presented in various sources, e.g. the website of the University and the GSB, on information networks and in brochures.

The section of the website contains information about the MBA and EMBA programs <https://turan.edu.kz/ru/master-of-business-administration/> and about DBA <https://turan.edu.kz/ru/doctor-of-business-administration/>. The programs provide up-to-date information about the specifics of educational programs, terms and cost of training, and requirements for applicants. Detailed information on courses, academic studies, business simulations and partnership programs with companies allows future students to better understand how education in these programs meets the requirements and expectations of the labor market. There is public exposure of student success, faculty quality, and unique teaching methods, which also attracts the attention of potential students and professionals seeking to improve their professional skills and career prospects.

Information on MBA, EMBA and DBA educational programs includes links to national educational standards, which helps support state policy in the field of higher education. Accredited educational programs actively use web resources, social networks and press releases to disseminate information, which ensures wide coverage and accessibility of information for various public groups.

The Turan system allows regular collection of data on the academic performance of students and the effectiveness of the teaching staff, which is used to adjust the curricula. The GSB actively uses the Turan automated control system in its daily activities to systematize the management of the educational process and science. This system includes modules for recording personnel, students, curricula and scientific publications.

The GSB actively uses its web resource and social networks to inform about its programs, cooperation with partners and academic life. The information is regularly updated and contains data on student admission, academic programs, cooperation with partner universities and employment opportunities for graduates.

List of the University's information channels on the Internet:

1. official website: <http://www.turan-edu.kz/>
2. social network Instagram https://www.instagram.com/univer_turan/
3. social network Facebook <https://www.facebook.com/university.turan/>
4. social network V Kontakte https://vk.com/univer_turan

5. social network of the GSB Instagram https://www.instagram.com/gsb_turan/

6. social network of STEM Business School Instagram https://www.instagram.com/turan_stem

Cooperation with business partners is reflected in the Instagram pages of the GSB and BS STEM. Information about the faculty is available on the University website in the Graduate School of Business section (<https://turan.edu.kz/ru/fakulteti/graduate-school-of-business/>).

Feedback from graduates reflects the specifics of learning MBA and EMBA courses <https://turan.edu.kz/ru/master-of-business-administration/>.

Analytical part

Open and active public communication plays a key role in improving the visibility and attractiveness of MBA, EMBA and DBA educational programs. Not only does it improve the overall perception of the programs, but it is also an important tool for the development of the programs, facilitating their deep interaction with the global educational and professional community. Within the global educational space, such information helps Business schools not only to maintain a high level of interest from students, but also to attract international accreditations, which serve as additional confirmation of the quality and competitiveness of educational programs. However, despite significant efforts in information openness, the GSB face a lack of data on accredited educational programs in international sources. The lack of information on partnerships and interactions on the websites of leading global business schools indicates gaps in international communication and integration. Overall, it is a general trend that many educational programs in Kazakhstan face the problem of underrepresentation in international rankings and reviews of the best business schools in the world, which reduces their competitiveness in the global market.

The management of the accredited EPs actively uses the website and social networks to inform about their initiatives, which helps to increase the availability and transparency of information for Kazakhstani consumers. Diversification of information materials, including video materials and printed publications, allows for more effective coverage of various audience segments. The Graduate School of Business and the Department of Business Administration recognize the importance of multilingual presentation of information. The Graduate School of Business webpages in Kazakh, English and Russian provide information about partners, program advantages, and full-time faculty involved in the MBA, EMBA, and DBA programs. Regular and transparent communication about the achievements of the EP and their contribution to the development of business education and the industry demonstrates their openness and commitment to continuous improvement (<https://turan.edu.kz/ru/fakulteti/graduate-school-of-business/>).

There is regular and transparent communication about the achievements of the EP and its contribution to the development of business education and industry. Deep interaction with the public through various information channels not only improves the visibility of the programs, but also actively contributes to strengthening the position of the GSB at the national level. Including up-to-date information on the specifics of educational programs, admission requirements, duration and cost of training, as well as detailed information on courses, academic research and business simulations contributes to the formation of a transparent and accessible educational product that meets the requirements and expectations of the labor market. However, there is a need to use evidence-based approaches to informing the public about the impact of educational programmes. For example, using data on graduate employment trends or satisfaction with career progression, as well as data on in-demand skills and competencies, would help inform the public more convincingly.

Dissemination through multiple platforms strengthens the strategic positioning of GSB programs and facilitates their integration into the professional community. This creates conditions for improving the quality of education and expanding its impact, which in turn attracts new students and professionals seeking to improve their skills and career prospects.

When studying the report, as a result of the meetings, the EEC notes that the EP management

is actively involved in the information analysis processes, using the Turan system to collect feedback and improve curricula. The EEC confirms the accuracy of the published information through regular data updates on the official website and through social networks. The system includes data on the goals and results of the EP, qualifications, assessment system and academic mobility.

Active and open public communication of the GSB plays a key role in improving the attractiveness and appeal of these programs. This improvement in perception is necessary for the development of the MBA, EMBA, DBA programs, facilitating their deep interaction with the educational and professional community of Kazakhstan. Diversification of information materials, including video materials and printed publications, allows for effective coverage of various market segments.

Strengths/best practices for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

Not identified.

EEC recommendations for EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The GSB together with the BA department should prepare an “Analytical note on employment trends of graduates of MBA, EMBA, DBA educational programs” in order to study the level of satisfaction of graduates with their career progress.

Deadline: November 1, 2025.

The structural division of the university responsible for strategic development and marketing, together with the GSB, should conduct a “Research on Supply and Demand in the Field of Business Education in Almaty” to identify key skills and knowledge that are most in demand in the market for adjusting and developing educational programs.

Deadline: November 1, 2025.

Conclusions of the EEC for EP 7M04106 - Business Administration (MBA), 7M04107 - Business Administration (EMBA), 8D04104 - Business Administration (DBA): satisfactory criteria – II, suggests improvement – I.

(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD

Educational Program Management Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

Due to strict compliance with established standards, systemic feedback and a culture of self-assessment, the MBA, EMBA and DBA educational programs maintain a level of quality and constantly adapt to changes, which ensures their sustainability and relevance in the modern educational and professional context of business education development in the country.

Information Management and Reporting Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The information system of the Turan Automated Control System of accredited educational programs MBA, EMBA, DBA provides a single source of reliable data for all participants in the educational process, maintains a high-quality level of information management based on modern information and communication technologies and software tools, conducts systematic monitoring and analysis, uses an electronic document management system to collect and analyze data on the quality of teaching and student satisfaction, which makes it possible to quickly respond to emerging issues and new requests, it differs in accessibility.

Development and Approval of the Educational Program Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

No strengths have been identified.

Continuous Monitoring and Periodic Evaluation of Educational Programs Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

No strengths have been identified.

Student-centred Learning, Teaching and Assessment of Academic Performance Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

No strengths have been identified.

Students Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The Graduate School of Business strategically supports gifted students and university staff by offering a range of discounts and benefits for MBA and EMBA programs for gifted students, which creates financial incentives, favorable conditions for professional and personal growth, and makes a significant contribution to the development of the country's human capital.

Teaching Staff Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

Investments in career growth and professional development of the teaching staff of the GSB and the Department of Business Administration, including young teachers, are a key asset of the MBA, EMBA and DBA educational programs, which is especially important in the field of business education, where practical experience and relevant knowledge play a crucial role.

Educational Resources and Student Support Systems Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

The competitive advantage of the Graduate School of Business is the compliance of its infrastructure and educational resources, including the material and technical base, with the standards and requirements of the MBA, EMBA and DBA educational programs. Such compliance maintains the relevance of educational programs, ensures their flexibility and adaptability to the constantly changing requirements of the business education market, promotes the development of in-demand skills and competencies, and strengthens the positions of graduates of the EP.

Informing the Public Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

No strengths have been identified.



(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

Educational Program Management Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

1. The Department of Business Administration, in cooperation with the heads of the MBA, EMBA and DBA educational programs, will develop and implement a unified Quality Standard system for all types of outsourcing services and partnership programs of the Graduate School of Business.

Deadline: development of the Quality Standard and start of implementation of the quality control system – by the end of 2024; implementation of the Quality Standard – by mid-2025.

2. The management of the Graduate School of Business and heads of educational programs should continue regular updating of the MBA, EMBA and DBA programs based on the analysis of the “Strategy for the Development of Almaty until 2050”, Regional Program for the Development of Entrepreneurship “Almaty Business – 2025”.

Deadline: January 1, 2025.

3. The Graduate School of Business should conduct an international business forum to discuss cases based on the best global standards and to determine the needs of all participants in the educational process (students-graduates-faculty-partners-experts).

Deadline: until January 1, 2026.

4. The Graduate School of Business should develop a Comprehensive Risk Management Plan, including risk identification, assessment methods, minimization and monitoring strategies.

Deadline: January 1, 2025.

5. The Department of Business Administration, in cooperation with the heads of the MBA, EMBA and DBA educational programs, should hold an International Methodological seminar for teaching staff, trainers and management of business schools in Kazakhstan and abroad on the introduction and use of innovative teaching methods.

Deadline: until January 1, 2026.

Information Management and Reporting Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

None.

Development and Approval of the Educational Program Standard

For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):

1. The Department of Business Administration, in cooperation with the heads of the MBA, EMBA and DBA educational programs, should conduct a comprehensive benchmarking study of the best business schools in the world, with special attention to educational programs that have received international AACSB and AMBA accreditations, for further development of the EP for the next 5 years.

Deadline: January 1, 2025.

2. The Department of Business Administration should develop and register in the educational register an exclusive two-degree EMBA program in partnership with a foreign university.

Deadline: March 1, 2025.

The Graduate School of Business should launch an exclusive two-degree EMBA program developed in cooperation with a foreign partner university.

Deadline: September 1, 2025.

3. The heads of the MBA, EMBA, and DBA educational programs should develop an internal interactive platform for collecting and analyzing feedback from all participants in the GSB educational process.

Deadline: September 1, 2026.

4. The GSB, together with the BA Department, shall finalize: unique Graduate Models for accredited MBA programs; Graduate Models for accredited EMBA programs; Graduate Models for accredited DBA programs by November 1, 2024.

Deadline: November 1, 2024.

***Continuous Monitoring and Periodic Evaluation of Educational Programs Standard
For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):***

The Graduate School of Business and the Department of Business Administration should study and subsequently implement a Data Monitoring and Analysis System using modern methods of data analytics to assess educational trends and preferences of students in MBA, EMBA, and DBA educational programs.

Deadline: January 1, 2026.

***Student-centred Learning, Teaching and Assessment of Academic Performance Standard
For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):***

The Graduate School of Business will establish cooperation and conclude Memorandums with the Higher Schools of Business in Kazakhstan to exchange experience and best practices in the field of teaching methods of management disciplines.

Deadline: September 1, 2026.

***Students Standard
For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):***

The Department of Business Administration is to conduct an analytical study of the current Alumni Associations of the world's leading business schools by October 1, 2024. The heads of the MBA, EMBA, and DBA educational programs are to develop and submit for approval to the Advisory Council of the Graduate School of Business a Concept for the Alumni Association that will fully comply with the goals and objectives of the Graduate School of Business.

Deadline: January 1, 2025.

***Teaching Staff Standard
For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):***

None.

***Educational Resources and Student Support Systems Standard
For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):***

None.

***Informing the Public Standard
For EP 7M04106 – Business Administration (MBA), 7M04107 – Business Administration (EMBA), 8D04104 – Business Administration (DBA):***

The GSB together with the BA department should prepare an “Analytical note on employment trends of graduates of MBA, EMBA, DBA educational programs” in order to study the level of satisfaction of graduates with their career progress.

Deadline: November 1, 2025.

The structural division of the university responsible for strategic development and marketing, together with the GSB, should conduct a “Research of Supply and Demand in the Field of Business Education in Almaty” to identify key skills and knowledge that are most in demand on the market for adjusting and developing educational programs.

Deadline: November 1, 2025.



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

There are no additional recommendations.



(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the EEC came to a unanimous opinion that the EP 7M04106 Business Administration (MBA), 7M04107 Business Administration (EMBA), 8D04104 Business Administration (DBA) are recommended for accreditation for the period of 5 years.



Appendix 1. Evaluation table “Conclusion of the external expert committee”

7M04106 – Business Administration (MBA)

7M04107 – Business Administration (EMBA)

8D04104 – Business Administration (DBA)

No.	No.	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Management of the Educational Program Standard						
1	1.	The University must demonstrate the development of the goal and strategy for the development of the educational program based on the analysis of external and internal factors with the broad involvement of various stakeholders.		+		
2	2.	Quality assurance policies should reflect the relationship between research, teaching and learning.		+		
3	3.	The University demonstrates the development of a quality assurance culture.	+			
4	4.	Commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/dual degree education and academic mobility.		+		
5	5.	The management of the EP ensures transparency in the development of the EP development plan based on an analysis of its functioning, the actual positioning of the University and the focus of its activities on meeting the needs of students, the state, employers and other interested parties.			+	
6	6.	The management of the educational program demonstrates the functioning of mechanisms for the formation and regular revision of the educational program development plan and monitoring of its implementation, assessment of the achievement of educational goals, compliance with the needs of students, employers and society, and decision-making aimed at continuous improvement of the educational program.		+		
7	7.	The management of the educational program must involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational program development plan.		+		
8	8.	The management of the educational program must demonstrate the individuality and uniqueness of the educational program development plan, its consistency with national development priorities and the development strategy of the educational organization.		+		
9	9.	The University must demonstrate a clear definition of those responsible for business processes within the EP, the distribution of job responsibilities of personnel, and the delineation of the functions of collegial bodies.		+		
10	10.	The management of the educational program ensures the coordination of the activities of all persons involved in the development and management of the EP and its continuous implementation, and also involves all interested persons in this process.		+		
11	11.	The management of the EP must ensure the transparency of the management system, the functioning of the internal quality assurance		+		

		system, including its design, management and monitoring, and the adoption of appropriate decisions.				
12	12.	The management of the EP must implement risk management		+		
13	13.	The management of the educational program must ensure the participation of representatives of interested parties (employers, teaching staff, and students) in the collegial bodies managing the educational program, as well as their representativeness in decision-making on issues of managing the educational program.		+		
14	14.	The University must demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.		+		
15	15.	The management of the educational program must demonstrate its openness and accessibility to students, teaching staff, employers and other interested parties.		+		
16	16.	The management of the educational program confirms completion of training in educational management programs.		+		
17	17.	The management of the educational program should ensure that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure.		+		
Total for the standard			1	15	1	0
Information Management and Reporting Standard						
18	1.	The University must ensure the functioning of a system for collecting, analyzing and managing information based on modern information and communication technologies and software.	+			
19	2.	The management of the educational program demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20	3.	The management of the educational program demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the EP, including an assessment of their performance.		+		
21	4.	The University must determine the frequency, forms and methods of assessing the management of the educational institution, the activities of collegial bodies and structural divisions, and senior management.		+		
22	5.	The University must demonstrate a mechanism for ensuring data protection, including the identification of persons responsible for the accuracy and timeliness of information analysis and the provision of data.		+		
23	6.	The University demonstrates the involvement of students, employees and faculty in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
24	7.	The management of the educational program must demonstrate the existence of mechanisms for communication with students, employees and other stakeholders, including conflict resolution.		+		
25	8.	The University must ensure the measurement of satisfaction of the needs of students, faculty and staff within the framework of the EP and demonstrate evidence of the elimination of identified deficiencies.		+		
26	9.	The University must evaluate the effectiveness and efficiency of activities in the context of the educational program.		+		
<i>The information collected and analyzed by the University within the framework of the EP must take into account:</i>						
27	10.	key performance indicators		+		
28	11.	dynamics of the student contingent in terms of forms and types		+		
29	12.	academic performance, student achievement and dropout		+		

30	13.	satisfaction of students with the implementation of the educational program and the quality of education at the University		+		
31	14.	availability of educational resources and support systems for students		+		
32	15.	employment and career growth of graduates		+		
33	16.	students, teaching staff and personnel must provide documentary evidence of their consent to the processing of personal data		+		
34	17.	the management of the EP should facilitate the provision of necessary information in the relevant fields of science.		+		
Total for the standard			1	16	0	0
Development and Approval of the Educational Program Standard						
35	1.	The University must demonstrate the existence of a documented procedure for developing the EP and its approval at the institutional level.		+		
36	2.	The University must demonstrate the compliance of the developed educational program with the established goals and designed learning outcomes.		+		
37	3.	The management of the educational program should determine the influence of courses and professional internships on the formation of learning outcomes.		+		
38	4.	The University demonstrates the presence of a graduate model of the EP, describing the learning outcomes and personal qualities.		+		
39	5.	The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a specified level of the NQF, QF-EHEA.		+		
40	6.	The management of the EP must demonstrate the modular structure of the program based on ECTS; ensure that the structure of the content of the EP corresponds to the set goals with a focus on achieving the planned learning outcomes for each graduate.		+		
41	7.	The management of the educational program must ensure that the content of academic courses and learning outcomes correspond to each other and to the level of education (bachelor's, master's, and doctoral level).		+		
42	8.	The management of the EP must demonstrate that external examinations of the EP have been carried out.			+	
43	9.	The management of the EP must provide evidence of the participation of students, faculty and other stakeholders in the development and quality assurance of the EP.		+		
44	10.	The management of the educational program must demonstrate the uniqueness of the educational program, its positioning in the educational market (regional/national/international).		+		
45	11.	An important factor is the ability to prepare students for professional certification.		+		
46	12.	An important factor is the presence of joint and/or double degree programs with foreign universities.			+	
Total for the standard			0	10	2	0
Continuous Monitoring and Periodic Evaluation of the Educational Program Standard						
47	1.	The University must ensure a revision of the structure and content of the educational program, taking into account changes in the labor market, employers' requirements and the social demands.		+		

48	2.	The University must demonstrate the existence of a documented procedure for monitoring and periodic evaluation to achieve the objectives of the EP and continuously improve it.		+		
<i>Monitoring and periodic evaluation of the EP should consider:</i>						
49	3.	the content of the program in the context of the latest achievements of science and technology in a specific subject		+		
50	4.	changes in the needs of society and the professional environment		+		
51	5.	workload, academic performance and graduation of students		+		
52	6.	the effectiveness of student assessment procedures		+		
53	7.	needs and satisfaction of learners		+		
54	8.	compliance of the educational environment and the activities of support services with the objectives of the educational program		+		
55	9.	The management of the EP must publish information about changes to the EP, inform interested parties about any planned or undertaken actions within the EP.		+		
56	10.	Support services should identify the needs of different groups of students and their level of satisfaction with the organization of learning, teaching, assessment, and mastering of the educational program as a whole.		+		
Total for the standard			0	10	0	0
Student-centered Learning, Teaching and Assessment of Academic Performance Standard						
57	1.	The management of the EP must ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.		+		
58	2.	The management of the educational program must ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the educational program goals, including competencies and skills for performing scientific work at the required level.		+		
59	3.	The management of the educational program must determine the mechanisms for distributing the students' academic workload between theory and practice within the educational program, ensuring that each graduate masters the content and achieves the educational program's goals.		+		
60	4.	An important factor is the presence of their own research in the field of teaching methods of the EP courses.			+	
61	5.	The University must ensure that the procedures for assessing learning outcomes correspond to the planned results and objectives of the educational program.		+		
62	6.	The University must ensure consistency, transparency and objectivity of the mechanism for assessing the learning outcomes of the EP, publication of criteria and methods for assessing learning outcomes in advance.		+		
63	7.	Assessors must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.		+		
64	8.	The management of the EP must demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes.		+		

65	9.	The management of the educational program should demonstrate support for learner autonomy while providing guidance and assistance from the teacher.		+		
66	10.	The management of the educational program must demonstrate the existence of a procedure for responding to student complaints.		+		
Total for the standard			0	9	1	0
Students Standard						
67	1.	The University must demonstrate the policy for forming the contingent of students and ensure transparency and publication of procedures regulating the life cycle of students (from admission to completion).		+		
68	2.	The management of the educational program should provide for the implementation of special adaptation and support programs for newly admitted and foreign students.		+		
69	3.	The University must demonstrate that its actions comply with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of students' academic mobility, as well as the results of additional, formal and informal education.		+		
70	4.	The University must provide opportunities for external and internal academic mobility of students, as well as assist them in obtaining external grants for studies.		+		
71	5.	The University should encourage students to self-education and development outside the core program (extracurricular activities).		+		
72	6.	An important factor is the presence of a mechanism to support gifted students.	+			
73	7.	The University must demonstrate cooperation with other educational organisations and national centres of the "European Network of National Information Centres on Academic Recognition and Mobility/National Academic Recognition Information Centres" ENIC/NARIC in order to ensure comparable recognition of qualifications.		+		
74	8.	The University must provide students with internships; demonstrate the procedure for facilitating the employment of graduates, and maintaining contact with them.		+		
75	9.	The University must demonstrate the procedure for issuing graduates with documents confirming their qualifications, including the learning outcomes achieved.		+		
76	10.	The management of the educational program must demonstrate that the program graduates have skills that are in demand in the labor market and that these skills are truly relevant.		+		
77	11.	The management of the educational program must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78	12.	An important factor is the presence of an active alumni association/association.		+		
Total for the standard			1	11	0	0
Teaching Staff Standard						
79	1.	The University must have an objective and transparent personnel policy in the context of the educational program, including hiring (including invited faculty), professional growth and development of personnel, ensuring the professional competence of the entire staff.		+		
80	2.	The University must demonstrate that the quality of the teaching staff complies with the established qualification requirements, the university strategy, and the goals of the educational program.		+		
81	3.	The management of the educational program must demonstrate the changing role of the teacher in connection with the transition to student-centred learning and teaching.		+		
82	4.	The University should provide opportunities for career growth and professional development of teaching staff, including young teachers.	+			

83	5.	The University must involve specialists from relevant fields in teaching, who have professional competencies that meet the requirements of the educational program.		+		
84	6.	The University must demonstrate the existence of a mechanism for motivating the professional and personal development of the teaching staff		+		
85	7.	The University must demonstrate the widespread use of information and communication technologies and software in the educational process by the teaching staff (for example, online learning, e-portfolio, MOOCs, etc.)		+		
86	8.	The University must demonstrate its focus on developing academic mobility and attracting the best foreign and domestic teachers.		+		
87	9.	The University must demonstrate the involvement of each teacher in promoting a quality culture and academic integrity in the University, determine the contribution of the teaching staff, including invited ones, to achieving the goals of the EP.		+		
88	10.	An important factor is the involvement of the teaching staff in the development of the economy, education, science and culture of the region and the country.		+		
Total for the standard			1	9	0	0
Educational Resources and Student Support Systems Standard						
89	1.	The University must guarantee that the infrastructure and educational resources, including material and technical resources, correspond to the goals of the educational program.	+			
90	2.	The management of the educational program must demonstrate the adequacy of classrooms, laboratories and other facilities equipped with modern equipment to ensure the achievement of the EP's goals.		+		
<i>The University must demonstrate that information resources meet the needs of the university and the educational programs being implemented, including in the following areas:</i>						
91	3.	technological support for students and teaching staff in accordance with educational programs (e.g. online learning, modeling, databases, data analysis programs)		+		
92	4.	library resources, including a collection of educational, methodological and scientific literature on general education, basic and specialized courses on paper and electronic media, periodicals, access to scientific databases		+		
93	5.	examination of research results, graduation papers, dissertations for plagiarism		+		
94	6.	access to educational Internet resources		+		
95	7.	Wi-Fi operation on the territory		+		
96	8.	The University must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of scientific research work done by faculty, staff, and students.		+		
97	9.	The University should strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in the relevant sectors of the economy.		+		
98	10.	The management of the educational program should demonstrate that there are procedures in place to support different groups of students, including information and consultation.		+		
99	11.	The management of the educational program must demonstrate the existence of conditions for the student's advancement along an individual educational trajectory.		+		
100	12.	The University must take into account the needs of different groups of students (adults, working students, international students, as well as students with special educational needs).		+		
101	13	The University must ensure that its infrastructure meets safety requirements.		+		

Total for the standard			1	12	0	0
Informing the Public Standard						
102	1.	The University guarantees that the published information is accurate, objective, relevant and reflects all areas of the University's activities within the framework of the educational program.		+		
103	2.	Public awareness should include support and clarification of the country's national development programs and the system of higher and postgraduate education.		+		
104	3.	The University management should use a variety of methods of disseminating information (including the media, web resources, information networks, etc.) to inform the general public and interested parties.		+		
<i>Information about the educational program is objective, up-to-date and must include:</i>						
105	4.	the aim and planned results of the educational program, the qualification awarded		+		
106	5.	information and the system of assessing the academic achievements of students		+		
107	6.	information on academic mobility programs and other forms of cooperation with partner universities and employers		+		
108	7.	information on opportunities for developing students' personal and professional competencies and employment		+		
109	8.	data reflecting the positioning of the educational institution in the educational services market (at the regional, national, international levels)			+	
110	9.	An important factor is the publication of reliable information on the teaching staff on open resources, in terms of personalities		+		
111	10.	The University must publish audited financial statements for the EP on its own web resource.		+		
112	11.	The University must post information and links to external resources based on the results of external assessment procedures.		+		
113	12.	An important factor is the placement of information on cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.		+		
Total for the standard			0	11	1	0
TOTAL			5	103	5	0