



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the external expert commission  
on the assessment work  
for compliance with institutional accreditation standards  
of the KAZAKH-GERMAN UNIVERSITY  
from March 11 to March 13, 2024

**INDEPENDENT ACCREDITATION AND RATING AGENCY**  
*External expert commission*

*Addressed to  
Accreditation  
IAAR Board*



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**2024**

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**(I) LIST OF ACRONYMS AND ABBREVIATIONS**

IAAR – Independent Accreditation and Rating Agency  
EEC – External Expert Commission  
DKU – German – Kazakh University  
EP – Educational program  
KPI – Key Performance Indicators  
FTS – Faculty and Teaching staff  
MOOC – Massive Open Online Course  
R&D – Research and development  
COAESN – Committee for Quality Assurance in Education and Science  
ISC - Information and software complex  
PAM – Post-accreditation monitoring  
NCE – National Chamber of Entrepreneurs  
SB – Scientific Board  
GKISES - German-Kazakh Institute for Sustainable Engineering Sciences  
AMP – Administrative and managerial personnel  
EMB – Educational and Methodological Board  
LMS – Learning Management System  
Media – Mass media  
CED – Catalog of elective disciplines  
IEP – Individual Education Plan  
DAAD – German Academic Exchange Service (Deutscher Akademischer Austauschdienst)  
BP – Bachelor’s program  
MP – Master’s program  
ICT – Information and Communication Technologies  
UNT – Unified National Testing

## **(II) INTRODUCTION**

In accordance with Order No. 24-24-OD dated January 26, 2024 of the Independent Agency for Accreditation and Rating, from March 11 to March 13, 2024, an external expert commission assessed the compliance of the German -Kazakh University with IAAR institutional accreditation standards (dated June 16, 2020 No. 57-20-OD, sixth edition).

The report of the external expert commission (EEC) contains an assessment of meeting the educational organization to the IAAR criteria, recommendations of the EEC for further improvement of the educational organization and parameters of the institutional profile.

### **Membership of EEC:**

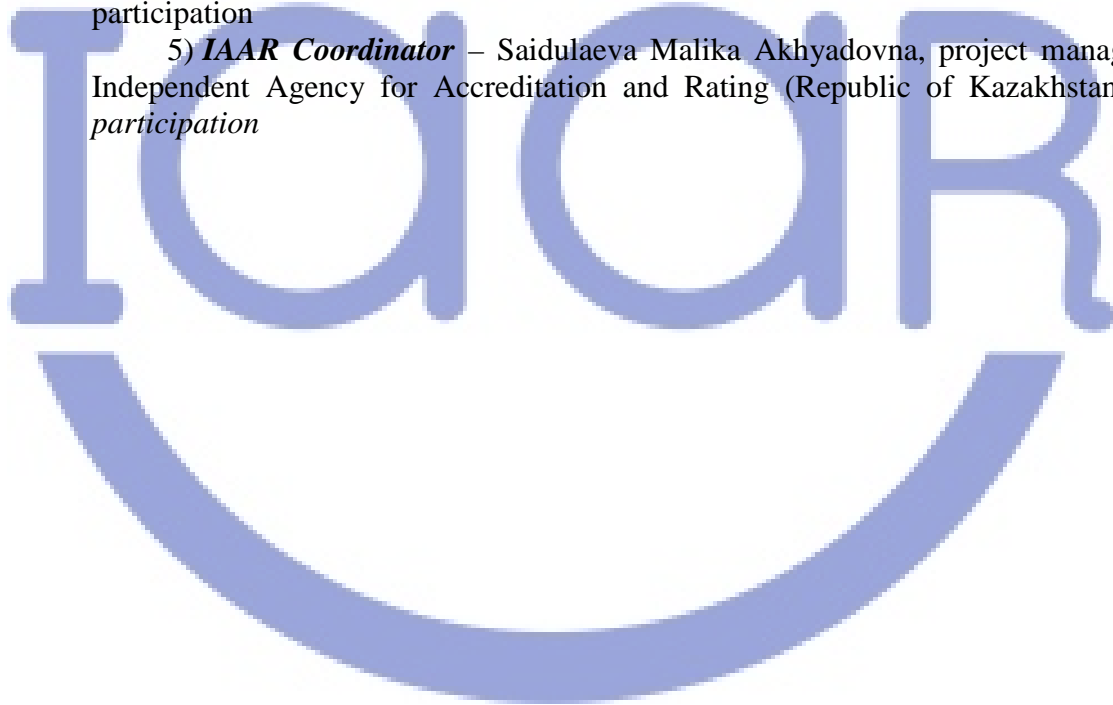
1) ***Chairman of the IAAR Commission*** –Milan Paul, professor, PhD, Masaryk University, ENQA expert (Czech Republic) Off-line participation

2) ***IAAR Expert***– Zakirova Dilnara Ikramkhanova, PhD, Associate Professor, Turan University (Republic of Kazakhstan) Off-line participation

3) ***IAAR expert, employer***– Madiev Temirlan Khaleluly, leading expert of the department for supporting investment projects of the Chamber of Entrepreneurs of Almaty (Republic of Kazakhstan) Off-line participation

4) ***IAAR expert, student***–Victoria Olegovna Sorokoletova, 4th year student, Kazakh University of International Relations and World Languages after Abylai Khan, Member of the Kazakhstan Student's Alliance (Republic of Kazakhstan) Off-line participation

5) ***IAAR Coordinator*** – Saidulaeva Malika Akhyadovna, project manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Off-line participation*



### **(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION**

The German -Kazakh University was founded in 1999 by the Public Foundation “Kazakh-German Cooperation in Education”. The foundation consists of representatives of German partner universities and citizens of the Republic of Kazakhstan.

An agreement between the governments of Germany and the Republic of Kazakhstan on further cooperation on the development of DKU determined its status as an international institution of higher education and, at the same time, provided with opportunity to teach new specialties in German curricula, drawn up taking into account the structure of Kazakhstani higher education programs. In pursuance of agreements between the two governments, KNU concluded Agreements on double-degree education with the following universities in Germany: University of Applied Sciences Mittweida, University of Applied Sciences Zittau/Görlitz, Schmalkalden University of Applied Sciences, Technical University of Applied Sciences Wildau, Hamburg University of Applied Sciences, University of Applied Sciences Rhine-Waal.

The university carries out educational activities based on the license (No. AB No. 0062190), issued by the Committee for Quality Assurance in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan in July 2, 2008.

Personnel training is carried out on the basis of 3 faculties with 10 bachelor's degree programs and 6 master's degrees.

In 2019, the university successfully passed the procedure of international institutional accreditation by the Independent Agency for Accreditation and Rating (IAAR) for a period of 5 years.

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

In the course of 17 – 19 of March, 2019 an external expert commission conducted assessment of the compliance of the German -Kazakh University with IAAR institutional accreditation standards based on the Order No. 24-19-OD dated March 14, 2019 of the Independent Agency for Accreditation and Rating.

Previous membership of the EEC in 2019:

*As the Chairman* – Mergul Sabitovna Kulakhmetova, candidate of philological sciences, associate professor of Pavlodar State Pedagogical University (Pavlodar).

*As the IAAR Observer* – Guliyash Balkenovna Niyazova, Project manager of universities institutional and specialized IAAR accreditation (Nur-Sultan).

*As the Foreign expert* – Tatyana Aleksandrovna Guzeva, Ph.D., Head of the Department of Educational Standards and Programs, Associate Professor of the Department of Rocket and Space Composite Structures, Moscow State Technical University named after Bauman (Moscow, Russia).

*As the National expert* – Alexander Evgenievich Baklanov, Ph.D., Associate Professor, East Kazakhstan State Technical University named after. D. Serikbaev (Ust-Kamenogorsk).

*As an Employer* – Sherniyaz Bulatuly Kabdushev, director of QAZTEX Innovations LLP (Almaty)

*As a Student* – Aizada Aidynkyzy Kasymkhan, 3rd year student of the specialty “5B070400 Computer Science and Software” at the Kazakh National University n.a. Al-Farabi (Almaty).

***Recommendations to the university in the frame of previous procedure in 2019:***

*The standard of “Strategic development and quality assurance”*

University management should specify steps to ensure links between research, teaching and learning in the field of quality assurance policies.

*The standard of “Leadership and Management”*

To develop key performance indicators (KPI) of the university to systematize data collection and analysis

To provide all university management with training on educational management programs.

*The standard of “Information Management and Reporting”*

The management of the university is recommended to systematically update information on the EP on the University website and make it available to students and all interested parties.

To introduce documented control of proprietary (licensed) and open source software for the right to use, including in the educational process.

*The standard of “Development and approval of educational programs”*

To continue work on conduction external examinations of the EP content.

To continue work on the development and implementation of joint educational programs with foreign educational organizations.

It is recommended to develop a model for designing educational programs based on the use of modern digital technologies to improve the efficiency of the learning administration and, as a result, improve the quality of education.

*The standard of “Continuous monitoring and periodic evaluation of educational programs”*

To ensure publication of the results of the educational programs content and structure revision in the context of market changes, employer requirements, and social demands of society on an ongoing basis.

The management of the university to provide senior management with training on educational management programs.

*The standard of “Student-centered learning, teaching and assessment”*

To increase the quantity and quality of FTS own research developments in the field of academic disciplines teaching methods of the accredited EP in the context of student-centered learning.

*The standard of “Students”*

To expand the range of internal and external EP students’ academic mobility, lend assistance in obtaining external grants for training.

To continue work to expand the range of master's degree programs.

The career center and graduate’s departments to continue going ahead with graduates’ employment and promotion, provide feedback to graduates and through the employment center to inform about youth practice implementation.

To conduct work with senior year regarding graduates actively involved in the University Alumni Association functioning.

*The standard of “Faculty and teaching staff”*

To provide FTS with activities plan for the purpose of professional development and career growth of teaching staff, and young teachers’ development as well.

To engage employer’s companies practitioners to teaching.

To expand the range of application of information and communication technologies by Faculty and teaching staff in the educational process (for example, online learning, e-portfolio, MOOC, etc.).

To design mechanisms for the participation of FTS in the life of society (the role of teaching staff in the education system, in development of the science, the region, creation of a cultural environment, participation in exhibitions, creativity competitions, charity programs, etc.).

*The standard of “Research work”*

The university is recommended to introduce research findings into the learning process, including consulting and commercialization activities.

To create conditions to ensure research findings recognized, and scientific projects registered, patents and certificate of authorship registered with authorized bodies.

To find an opportunity to increase funding to research work by expanding sources and forms of financing with using various forms of motivation.

*The standard of "Finance"*

To develop and demonstrate operational and strategic planning of own budget, as well as the presence of an internal audit system.

To create a mechanism (convenient algorithm) for assessing the sufficiency of financial support for various types of university activities, including university development strategies, development of EP, scientific projects

*The standard of "Educational Resources and Student Support Systems"*

To provide and demonstrate the sufficiency of material and technical resources and infrastructure, as well as information resources to perform an expert examination of the R&D and thesis work for plagiarism.

To develop a plan to introduce an equipment and software used for mastering EP in the educational process, similar to those used in the relevant industries.

To take into account needs of various groups of students (adults, working people, foreign students, as well as students with disabilities).

*The standard of "Public Awareness"*

To improve public awareness to explain the country's national development programs and the system of higher and postgraduate education.

Amend information and links with the results of external assessment.

Post more complete information about cooperation and interaction with partners, amongst which scientific/ consultancy firms, business partners, social partners and educational organizations

***The IAAR Accreditation Council by the decision dated 24<sup>th</sup> May of 2019 has accredited the KNU for 5 years.***

The university has developed an action plan in order to implement the recommendations. The results of the planned activities implemented found reflection in the interim reports of the KNU.

On May 14, 2021 (stage 1) and April 25, 2023 (stage 2) the IAAR expert group at KNU carried out post-monitoring control to assess the IAAR EEC recommendations, formed based on the results of performed institutional accreditation. Post-accreditation monitoring of the KNU activities was carried out within the framework of the action plan for the EEC recommendations implementation and was carried out in accordance with the post-accreditation monitoring regulations requirements.

Post-accreditation monitoring of the KNU activities has shown that, in general, the EEC recommendations have had implementation, with the exception of some recommendations.

At the same time, the EEC members, who carried out re-accreditation within 11 - 13 March, of 2024 established that, subsequent to the previous EEC recommendations, the following work was carried out:

The Kazakh-German University holds active works to introduce the findings of the research work of the university teachers and staff into the educational process. International journals with a high impact factor, as well as in commended by COAESN MSHE RK domestic scientific journals have published the findings of the research that planned to use in educational process.

The departments provisions and employees' job descriptions were revised and updated, and an effective system for teachers' selection and onboarding was built. The implementation of point 4 "Creating KPIs" was suspended after analyzing the correspondence of costs, both material and personal, to the results obtained. Due to the fact that the university and staff are small, implementing a comprehensive assessment system is not worth the cost. However, HR department have realized the KPI concept and worked on individual project points. In 2019, 14 employees from the bottom 8 were trained at the Association of Higher Educational Institutions of the Republic of Kazakhstan at the Kazakh National Pedagogical University named after Abay



under the Program for Advanced Training Teachers and Managers of Higher Professional Education and in 2020 6 employees at the Institute of Advanced Training and Continuing Education at Al-Farabi Kazakh National University under the program “Management in Education” for 72 hours.

Employees of the internal and external communications department, together with the Admissions Committee, monitor and update EP information at the website on the permanent basis in order to provide qualitative information to applicants, students and all interested parties. Monitoring the relevance of information on the EP and, accordingly, updating the content for students, employees, partner organizations, employers, applicants and other interested parties on the site is carried out on an ongoing basis. Website monitoring of update and extend of software licenses per structural divisions is carried out annually, as a rule, during the holidays or, depending on the validity period, the license is renewed at the end of the license period. An online application system for the purchase of new necessary software has also been developed, located on the educational portal. Sent to the department’s email applications shall ensure a prompt response to applications. The application is submitted in the form of a memo.

In order to get the students profound professional training and meet them market requirements, faculties regularly submit their EP to employers for examination. This procedure ensures that the content is updating taking into account the employers needs and the labor market changes, as well as the learning outcomes mainstreaming. In 2019-2020, the university entered in an agreement with Hochschule Rhein-Waal, developed a joint curriculum for the “International Relations” EP for the double-degree education program, determined the EP content, and a list of required disciplines. 3 students went to study under the double degree program for the first time in 2022-2023 academic year. For the purpose to enhance an efficiency of the University educational process management by the means of IT technologies and policy measures the Digitalization Department has been opened. As part of the university digitalization development in 2019 KNU purchased and introduced the Information and Software complex (IPK) “Univer 2.0”, which enabled to administer and manage academic activities of the University with a full cycle of coverage of the educational process, and to create a unified teaching and educational environment at KNU provided with ensuring personalized secured access to users (students, teachers, staff). Unification of Moodle system processes and constant improvement of algorithms in the Univer system made it possible to obtain IT analytics to identify problems, hidden opportunities, conduct comparative analysis, forecast and improve academic processes.

For the uninterrupted workflow of the information exchange process at the institutional level, between FTS and students, structural divisions, etc. a transition to the IPK “Univer” took place. The section “Educational Department” has employed the “EP examination” block, which presents the results of changes in the EP structure content corresponding to changes in the labor market, the employers’ requirements and other social demands of society. However, according to the analysis of the KNU website in Almaty doesn’t contain such information, which reduces the level of awareness of stakeholders about the results of the revision of the EP implemented by the KNU in Almaty.

FTS conducted own research in the field of teaching methods: Ph.D. M.Sh. Kulymbaeva (co-authors: faculty teachers; D.M. Tyulubaeva candidate of technical sciences, associate professor, Zh.K.Kegenbekov candidate of technical sciences, associate professor) “Improving the system of continuing technical education: glimpse into the future”; Ph.D., Associate Professor G.Kh.Myamisheva “Cyberandragogy: from e-learning to d-learning”; a textbook has been prepared for publication in English by Candidate of Philological Sciences, Associate Professor G.Kh. Myamisheva "How to teach philosophy: from teaching to facilitation." However, according to the information provided in the PAM Report Stage 2, the emphasis is on scientific publications (monographs and textbooks) and educational publications (textbooks), without an emphasis on their own research in the field of methodology.

The range of internal and external programs academic mobility was expanded during the reporting period, cooperation agreements were signed with universities KIMEP and Narxoz for internal academic mobility; external mobility of students is organized in partner universities in Germany, and academic mobility of teaching staff is also carried out. The University carries out academic mobility of students abroad on the basis of partner universities in Germany. The double degree programme implementation activity is ongoing. The master's degree program "Resource-saving production logistics" was developed and implemented at the Faculty of Engineering and Information Technology. In the 2023-2024 academic year, three new master's programs were launched: "Public Management" (major area), "Sustainable Business Management" (major area), "Industrial management – innovation & business expansion" (scientific and pedagogical area). The EP "Industrial management – innovation & business expansion" was developed jointly with Hochschule Mittweida. According to the results of study by the Scientific and Production Enterprise "Atameken", KNU is among the 10 strongest universities in terms of training students and employing graduates. The department assists graduates to find a job process. Currently, a number of mechanisms are being implemented to support students in finding work and subsequent employment. Interaction with the company during the reporting period continued at a good level - there were cooperation's on practical training, employment opportunities, representation of companies on the KNU campus, and joint cooperation on holding events for students. The university and Career Center actively interact with KNU graduates, who, in turn, are employers of this university. Moreover, as part of the preparatory stage, a draft document "Charter of the Association of Alumni of the German-Kazakh University" was developed. Graduates can act as full participants in networking between the university and companies.

In order to support young teachers, the university has developed a document "Personnel Policy" dated April 30, 2020. According to this document, the university has plans with steps to engage, activate and support the activities of young teachers. The university initiates and supports the growth of career of young teaching staff through doctoral and master's studies. With the purpose to tutoring the university invites representatives from various companies such as: for EP disciplines the "Telematics", "Mobile computing"- S.L. Tikhomirov (Philip Maurice Kazakhstan company) teaches the disciplines "Software Quality", "Databases in Information Systems (Databases 1)", "IT Project", for the EP discipline "Transport Logistics" Transport support for foreign economic activity - V.V. Korolev (General Director of TransAl LLP), for the EP disciplines Fundamentals of logistics for the EP "Transport Logistics" and "Production Logistics" - E.V. Mezentseva (General Director of Barrus Projects). The following practitioners exercise teaching at the Faculty of World Politics on disciplines: L.R. Karataeva - the Eurasian Center for People Management (ECPM); I.A. Chernykh - the Representative offices of the Rosa Luxemburg Foundation in Central Asia, etc. The university's information technology department conducted training courses for teaching staff. In 2019-2020, Dr. Barbara Janusz-Pavletta, Head of the UNESCO Chair in Water Resources Management at the German - Kazakh University, was involved in the development of a MOOC on the topic "Governance of transboundary freshwater security", including on international law. Along with this, B. Janusz-Pavletta is currently participating in the development of a MOOC on the topic "Water Cooperation and Diplomacy". This course is being created with the support of the University of Geneva, IHE Delft and is one of the flagship projects of the University Partnership for Water Cooperation and Diplomacy. In the future, the application of this online course is also planned in the discipline "Environmental and Climate Law" in the master's program "Integrated Water Resources Management". Amendments have been made to the Code of Corporate Culture (02/26/2021 Minutes No. 9 of the USSR), the university has developed a plan of internal and external events that promotes the development and maintenance of the existing corporate culture. Those responsible for social and educational aspects and social life of the university and society organize planned events to support corporate culture among students in the faculties.

Development of science is an important cornerstone of the DKU activities. Thus, the results of research work of the teaching staff of DKU are actively being introduced into the educational process. On July 10, 2020, a business incubator was opened to support scientific initiatives within the university before their commercialization. Work is underway to open a certified Center for Energy Efficiency Management and Renewable Energy Sources. Also, the implementation of research and development research is carried out by the communication and transfer logistics center LogCenter of the DKU. In 2022, the Eco-Business Incubator Program was launched - the international school of green business "Eco-Talk" gives the opportunity to the youth of Central Asia and Afghanistan to turn their eco-business ideas into working business projects. During the reporting period, 11 research projects were completed for a total amount of 579'191'181 tenge, which is approximately 38.7% of the total budget of the DKU. The university creates conditions for the development of research work of teaching staff studying; in 2020, the Regulations on the procedure for holding the "Best Researcher of the Year" competition were developed and put into effect, based on the results of which both internal grants and financial support from the DAAD are awarded. Conditions are being created to support research work in registration with authorized bodies. The university assists in the involvement of university teaching staff in the registration of copyright scientific works and the acquisition of patents, copyright certificates, in the implementation of research results in the educational process with the execution of implementation certificates. In 2019, the Regulations of the Kazakh-German University on the allocation of grants for carrying out research projects were developed (approved by the the DKU Administration on June 28, 2019, protocol No. 10).

The current Supervisory Board of the DKU is the main regulator of the financial support of the university. In 2019, at the German -Kazakh University, a method was developed and implemented for assessing and controlling financial revenues and expenses quarterly and at the end of the year. This process facilitates the effective assessment of revenues and adjustments to upcoming expenses in the following reporting period. The university has developed and put into effect a "Policy for the preparation and approval of the budget", which has been implemented since 2020. Decisions on approving transparency of budgeting are made taking into account the needs of all departments, faculties, structures and divisions of the university. The internal audit conducted to evaluate the EP takes into account the costs of equipment and its maintenance, software, updating the library collection and infrastructure. The analysis of each direction reflects not only quantitative indicators, but also qualitative ones. The mechanism for assessing the financial support of a university is systematically adjusted to meet the requirements of the time.

The university purchased "StrikePlagiarism" plagiarism checking software in the 2019-2020 academic year. Training seminars were organized for teaching staff and university staff on the use of this program. The university systematically organizes activities in the learning process and implements a transparency policy and anti-corruption measures related to the education quality policy. The university has organized monitoring of the necessary educational and technical equipment for all educational programs. In 2020, a register of software and hardware for EP was compiled and monitoring of the functionality and price offers for software necessary to ensure a continuous educational process and continuous operation of the university's structural divisions was carried out. In 2020, training seminars were held for staff and teaching staff. In 2020, the Academic Council of the university approved the "Plan for the implementation of measures for inclusive education at the Kazakh-German University." The university is equipped with educational buildings with external and internal ramps, tactile tiles and signs are installed, and equipped places for students with disabilities of the musculoskeletal system are installed in classrooms. The DKU website has been updated and equipped with a version for the visually impaired; a subscription has been issued to a number of electronic library resources that provide the opportunity to read in full-text and broadband format with a choice of background colors and audio listening.

In order to inform students, teachers and staff of DKU about national programs and state policies, a subsection “Strategies and Programs” was created, which contains the following documents: Kazakhstan-2050, Strategic Development Plan of the Republic of Kazakhstan until 2025, Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 -2025, “Digital Kazakhstan” program, articles and messages of the President of the Republic of Kazakhstan. The content on the site is updated on an ongoing basis, which allows us to provide users/visitors of the site with up-to-date information. On the website in the “Accreditation” section all certificates of external assessments of EP, institutional accreditation of the DKU IAAR, ACQUIN are presented. A “Collaboration” section has been created, which provides information on cooperation and interaction with scientific and business partners. Contains information about partner universities, the Double Degree program, cooperation with scientific and business partners, project work, etc. posted on the university website in the subsections “Partner Universities”, “Scientific Cooperation”, “Partner Companies”, where a list of partner universities from Germany for undergraduate and graduate programs is presented, existing agreements with universities in Germany, Russia, Kyrgyzstan, Uzbekistan are presented, Tajikistan, etc., reflects current information about scientific projects, university research centers, employers, student employment, etc.

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

The work of the EEC was carried out on the basis of the approved Visit Program of the expert commission on institutional accreditation of the German – Kazakh University from March 11 to March 13, 2024.

In order to coordinate the work of the EEC, an orientation meeting was held on March 10, 2024, during which powers were distributed among the commission members, the visit schedule was clarified, and agreement was reached on the choice of examination methods.

To obtain objective information about the organization of education and the entire infrastructure of the university, and to clarify the content of the self-assessment report, meetings were held with the president, rector, vice-presidents in areas of activity, heads of structural divisions, deans, teachers, students, graduates, and employers. A total of 123 representatives took part in the meetings (Table 1).

During the visual inspection, members of the EEC got acquainted with the state of the material and technical base, visited the laboratory of environmental chemistry, the laboratory of physics, the laboratory of electrical engineering, the laboratory of renewable energy sources, computer and lecture rooms, conference halls, etc.

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

<b>Category of participants</b>	<b>Quantity</b>
President	1
Rector	1
Pro-rector's building	4
Heads of structural divisions	18
Deans and heads of EP	11
Teachers	17
Students	33
Graduates	21
Employers	17
<b>Total</b>	<b>123</b>

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

EEC members visited practice bases: JSC IC Halyk, LLP EcoEnergoGaz, Red Crescent of Kazakhstan.

In accordance with the accreditation procedure, a survey of 30 teachers, 74 students, including students and undergraduates.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the university. Along with this, experts studied the online positioning of the university through the official website of the university <https://dku.kz/>.

As part of the planned program, recommendations for improving the activities of the German – Kazakh University, developed by the EEC based on the results of the examination, were presented at a meeting with the management on March 13, 2024.

## **(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS**

### **6.1. Standard “Strategic development and quality assurance”**

- ✓ *The university shall demonstrate the development of a unique mission, vision, and strategy based on an analysis of external and internal factors with broad involvement of diverse stakeholders.*
- ✓ *The university shall show that the mission, vision, and strategy are focused on meeting the needs of the state, society, sectors of the real economy, potential employers, students, and other stakeholders.*
- ✓ *The university shall demonstrate the transparency of processes in the formation, monitoring, and regular review of the mission, vision, strategy, and quality assurance policy.*
- ✓ *The university should have a published quality assurance policy, mission, vision, and strategy.*
- ✓ *The university develops documents for specific areas of activity and processes (plans, programs, regulations, etc.) that specify the quality assurance policy.*
- ✓ *The quality assurance policy should reflect the relationship between research, teaching, and learning.*
- ✓ *The university shall demonstrate the development of a quality assurance culture.*

#### ***Evidence part***

DKU is a public international university driven by the desire of Kazakhstan and Germany to deepen relations between science and education in both countries. To this end, DKU is organized as a network university that brings together science, society, and culture in Central Asia for sustainable development through the integration of education, research, transfer, and cooperation. The development of DKU's strategy took several stages: the development and formulation of the mission; preparation and adoption of the strategic plan; preparation and adoption of the development plan; monitoring, evaluation, discussion, and adjustments. The university's goals and principles include autonomy and quality, responsibility to society, Kazakhstan and Germany, university culture, teaching, and learning, and the knowledge triangle consisting of education, research, and innovation. The DKU's development strategy until 2028 consists of eight strategic areas of activity, each containing objectives and activities that lead to achieving these objectives::

**Focus on Energy Transformation:** DKU successfully collaborates with the Caspian University of Technology and Engineering named after Sh. Yessenov in Aktau, creating the Kazakhstan-German Institute of Sustainable Engineering (KINI) and contributing to national and international green hydrogen development issues.

**Supply of raw materials and sustainable mining:** establishment of a research institute in Oskemen, which in Europe, Germany and Kazakhstan contributes to the provision of raw materials and the development of a sustainable and modern mining industry in Kazakhstan.

**Sustainable Agricultural Systems:** DKU supports the development of sustainable agricultural systems and agriculture in Kazakhstan and Central Asia and creates a branch in collaboration with the Kazakh National Agrarian University and German partner universities.

Identity and Structures in Central Asia: DKU contributes to understanding the identity and structures of society in Kazakhstan and Central Asia.

Network University: DKU is recognized and acknowledged as a network university in Central Asia and Germany, supported by its stakeholders in science, production, politics, culture, and society in Germany and Kazakhstan.

Campus for DKU: DKU will become an attractive campus university in its three locations: Almaty, Aktau, and Ust-Kamenogorsk within 3-6 years.

Solid base: Ensuring and expanding DKU's international status and securing the university's financial sustainability.

Living science: DKU is developing a new research-focused scientific culture with strong research faculties based on a new university charter.

The strategy development process involved both internal and external stakeholders. Internal stakeholders include faculty, students, administrative staff, the founder, and a consortium of partner universities. External stakeholders are individuals or organizations outside the university that influence the university's successful operation, the formation of educational service proposals, etc. Based on the stakeholder analysis, a stakeholder matrix was developed, allowing stakeholders to be categorized by the degree of their interest in DKU.

To ensure that the mission and objectives of DKU align with the goals and tasks of the national education system and regional development, strategic documents on the development of education in the Republic of Kazakhstan, the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029, national regulatory acts, European quality assurance recommendations, and others were studied. This revealed a link between the needs of the state and society, potential employers, and all stakeholders.

The mission, principles and development strategy of the university are posted on the website (<https://dku.kz/ru/content/view/?slug=ob-nbsp-universitete&tab=0>) and are available to all interested parties.

The university has developed a Quality Manual (approved by the Academic Council Decision No. 1 of 07.09.2023), which aims to develop a unified approach to quality assurance within the university, directing the efforts of all departments toward achieving the university's strategic goals and further developing and improving educational programs. The Quality Assurance Policy (approved by the Academic Council Decision No. 6 of 23.02.2024) is posted on the university's website (<https://dku.kz/ru/content/view/?slug=ob-nbsp-universitete&tab=5>).

In the context of further developing a quality assurance culture, an Academic Policy is in place that regulates the main processes ensuring the quality and high performance of the staff's activities, as well as an Anti-Corruption Policy (<https://dku.kz/ru/content/view/?slug=ob-nbsp-universitete&tab=5>). Actions and measures for the further development of the quality culture of the educational, research, and educational processes are reflected in the University's Development Strategy and are included in the plans of structural divisions and departments. The strategic plans of the departments are aligned with the main areas of program development and the university's development strategy.

### ***Analytical part***

The EAC confirms that DKU has a quality assurance policy reflecting the link between research, teaching, and learning. Activities to develop a quality culture in the educational, research, and educational process are reflected in the university's Strategic Development Plan and are included in the work plans of the structural units. Experts confirm that the university's mission, vision, development directions (<https://dku.kz/ru/content/view/?slug=ob-nbsp-universitete&tab=0>), as well as quality assurance policy (<https://dku.kz/ru/content/view/?slug=ob-nbsp-universitete&tab=5>) are published, available, and posted on the university's website. The university has developed a set of documented procedures for the main components of the educational process.

The EAC particularly notes that the analysis of both external and internal factors has enabled the university to identify its strengths and weaknesses and take into account the requirements and needs of society, scientific and technological trends. The strategy development process was systematic and targeted, including stages of mission formulation, strategic plan development, and monitoring and evaluation of strategy implementation. The uniqueness of the university's strategy is manifested in its mission focused on deepening relations between Kazakhstan and Germany in the field of science and education, as well as the integration of education, research, and knowledge transfer. This allows the university to stand out among other educational institutions and create a unique educational space. Thus, DKU has demonstrated the development of a unique mission, vision, and strategy based on an analysis of external and internal factors with broad involvement of various stakeholders, emphasizing its commitment to innovative development and consideration of societal needs.

The university has also demonstrated that its mission, vision, and strategy are aimed to meeting the needs of the state, society, industries of the real economy, potential employers, students, and other interested parties through a series of measures and actions. First, the university has identified eight strategic areas of activity, each of which is aimed at solving specific problems and meeting the needs of various spheres of society and the economy. Having focused on energetic transformation, persistent extraction of minerals, agriculture, identity and community structures, the university seeks to actively influence real-world economic and social processes. Second, the university takes active cooperation with industry enterprises and employers to develop and implement innovative solutions. This partnership helps the university to adopt its training programs to the demands of the labor market and provide graduates with quality vocational education. Third, the university make active interaction with society and the state, participating in various research and educational projects, as well as consulting with state-running and social entity. Thus, the university remains relevant and helpful to demands in the social and economic spheres. Finally, the university ensures that needs of students were satisfied through working out training programs based on the requirements of the labor market and needs of economic sectors. This allows graduates to successfully integrate with professional environment and contribute to the society development.

***Strengths/Best Practices:***

- the DKU demonstrated the development of a unique mission, vision, and strategy, considering both external and internal factors and the broad involvement of various stakeholders.
- The university not only defines its mission and strategy but also takes an active part in realization through actions aimed to meet claims of a wide range of stakeholders and ensure the social and economic relevance to their activities.

***There are no recommendations for universities regarding this standard.***

***EAC conclusions based on the criteria:***

**According to the standard “Strategy development and quality assurance,” the educational organization has 2 strong and 5 satisfactory positions.**

**6.2. The standard of “Leadership and Management”**

- ✓ The university carries out management processes, including planning and resource allocation in accordance with the strategy.
- ✓ The university shall demonstrate the successful operation and improvement of its internal quality assurance system.
- ✓ The university shall demonstrate a risk management analysis.
- ✓ The university shall demonstrate that it has carried out an analysis of the effectiveness of the changes.
- ✓ The university shall demonstrate an analysis of identified inconsistencies and the implementation of developed corrective and preventive actions.
- ✓ The university shall demonstrate management of the educational process through the management of educational programs, including evaluation of their effectiveness.

- ✓ *The university demonstrates the development of annual activity plans, including teaching staff, based on the Strategy.*
- ✓ *A commitment to quality assurance must apply to all activities carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.*
- ✓ *The university shall provide evidence of the transparency of the university management system.*
- ✓ *The university shall ensure the participation of students and teaching staff in the work of collegial governing bodies.*
- ✓ *The university shall demonstrate evidence of openness and accessibility of managers and administration to students, teaching staff, parents and other interested parties.*
- ✓ *The university shall demonstrate innovation management, including the analysis and implementation of innovative proposals.*
- ✓ *The university should strive to participate in international, national and regional professional alliances, associations, etc.*
- ✓ *The university shall provide training to the management of the university, structural divisions and educational programs in educational management programs.*
- ✓ *The institution should ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

### ***Evidence Part***

The activity of the University management takes place in accordance with the legislation of the Republic of Kazakhstan, the Agreement on the development of DKU between both governments of two countries Germany and Kazakhstan, and internal regulatory documents, including the Charter and the DKU Strategy for 2024-2028. The organizational structure of DKU ensures effective management and allows the distribution of tasks between divisions, focusing efforts on the implementation of the university's mission and strategy. The leadership systematically analyzes the alignment of the structure with strategic goals and adjusts it if necessary. University management is based on the principles of unity of command and collegiality, where the Founder, Academic Council and Rectorate play key roles. The new structures strengthen the internal autonomy of the university and set direction towards German university structures.

Under the rector's leadership, the Academic and Methodological Board (AMB) operates as a collegial management body aimed at improving the organization of the educational process and the effectiveness of educational and methodological work at the university. University dean carry out planning, organizing, and coordinating the educational process at the faculties. The university has three faculties: Economics and Entrepreneurship, World Politics, and Engineering and Information Technologies. Heads of educational programs and Quality Commissions are also members of collegial management bodies, such as the university's AMB and Faculty Council. The Educational Affairs Department, International Department, Library, Quality Assurance Department, Digitalization Center, Student Support and Development Department, as well as the Career Center form an auxiliary organizational units.

Faculties and structural units prepare their work plans based on the university strategy and approve them at the beginning of the academic year. After that, analysis of activity reports is conducted in order to monitor implementation of the strategic plan and determine the development dynamics. Deans of faculties report on the work done and inform about priority areas for the next year to the Academic Council, while structural units present their results to the university leadership. The university president presents a brief report on the university's development at a general staff meeting. Monitoring of the planned tasks implementation allows to evaluating the effectiveness of educational programs by achieving the goals set and assessing the quality of their implementation. Thus, professional competencies in accordance with labor market demands and educational program development plan indicators take shape. Quality assessment includes expert evaluations by employers, graduates, and students as well.

Quality assurance is a priority in all areas of university activity, including cooperation with contractors and partners through outsourcing. This is specified in contracts with partners such as a security agency or utility services, confirming the university's commitment to high-quality standards in all forms of cooperation.

Conducting a SWOT analysis allows to identify both the strengths and weaknesses of the university, as well as potential risks. A working group, including university leadership, deans, and heads of departments, was created to identify risks. The main issues of risk analysis include the likelihood of risk occurrence, its potential impact on the university, and likelihood to undertake measures to minimize threats and capitalize on opportunities. Based on the analysis, a risk management action plan was drawn up, including specific actions to minimize the identified risks. For example, the strategy for 2024-2028



provides for increasing the university's own funds by implementing innovative projects in various fields, such as green hydrogen, energy efficiency, and agricultural systems.

University management is built on the principles of accessibility and openness, meaning all stakeholders, including staff, students, parents, and partners, have the opportunity to contact university leadership and structural units both in person and via email.

Management takes active engagement to support initiatives concerning innovation and creates own initiatives. Any department of the university may offer ideas to create or implement innovations. Proposals are discussed at meetings of the Presidium. If a positive decision is made, an expenditure estimate is prepared, which is then approved by the vice president for financial and administrative management.

The university regularly undergoes external quality assurance procedures. In 2019, DKU successfully passed institutional accreditation. Changes resulting from accreditation and the effectiveness of implemented measures are analyzed as part of post-accreditation monitoring

### ***Analytical part***

The Strategic Development Plan, mission, and quality policy underlined in preparation of every EP management document generated at the university. At the beginning of the academic year each university structural division followed by the accepted mission, goals and objectives sets up individual goals and objectives.

The management of the university and EP have demonstrated its openness and accessibility to students, teaching staff, employers and other interested parties.

The university management has completed training on educational management programs, which is a priority. The effectiveness of this training is confirmed by the practical application of the acquired theoretical knowledge, including the use of SWOT analysis, risk analysis and other management tools, especially in the context of EP management. University President V.Rommel (04-22.11.2021), rector A.A. Azhibaeva (04/24/2024 – 05/12/2024) have presented certificates on successful training completion. No heads of educational programs neither dean or vice-rectors provided any information or documents confirming completion of advanced training of the educational management courses.

The results of online survey amongst teachers and students demonstrated, that:

The FTS assess the openness and accessibility of management for students: 70% rated as “very well”, 30% as “good”; for teaching staff : 66.7% - “very good”, 26.7% as “good”, 6.7% rated it as “relatively bad”.

FTS believe that the management and administration of the university perceive criticism addressed to them: 60% as “very well”, 33.3% as “good”, 3.3% as “relatively poorly”, 3.3% rated it as “very poorly”.

Teaching staff as of relationship with immediate management: 83.3% were completely satisfied , 16.7% were partially satisfied.

Students’ opinion as of the level of accessibility and feedbacks of the university management: 62.2% were completely satisfied, 27% were partially satisfied, 9.5% were partially not satisfied, 1.4% found it difficult to answer.

Students’ opinion as of the level of accessibility of the dean's office: 73% of students were completely satisfied , 23% were partially satisfied, 1.4% not satisfied, 2.7% found it difficult to answer.

Students’ opinion as of the relationship with the dean’s office: 67.6% were completely satisfied, 27% were partially satisfied, 4.1% were partially not satisfied, 1.4% found it difficult to answer.

***There are no strengths/best practices identified.***

***Recommendations for the university:***

- Prior to start 2024-2025 academic year, to arrange advanced training of the educational management program for all heads of educational programs, deans and vice-rectors.

***VEC conclusions based on the criteria:***

**According to the “Leadership and Management” standard, the educational organization has 15 satisfactory positions.**

***6.3. The standard of “Information Management and Reporting”***

- ✓ *The university shall ensure the functioning of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software.*
- ✓ *The university shall demonstrate the use of processed, adequate information for the effective management of educational programs and improvement of the internal quality assurance system.*
- ✓ *The university shall have a system of regular reporting at all levels of the organizational structure, including assessment of the effectiveness and efficiency of the activities of departments, educational programs, scientific research and their interaction.*
- ✓ *The university shall establish the frequency, forms and methods of assessing the management of educational programs, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
- ✓ *The university shall demonstrate the determination of the procedure and ensuring the protection of information, including the identification of responsible persons for the accuracy and timeliness of information analysis and data provision.*
- ✓ *An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on it.*
- ✓ *The university shall demonstrate the presence of a mechanism for communication with students, employees and other interested parties, including the presence of conflict resolution mechanisms.*
- ✓ *The university shall ensure that the degree of satisfaction of the needs of teaching staff, staff and students is measured and demonstrate evidence of eliminating the identified deficiencies.*
- ✓ *The university shall evaluate the effectiveness and efficiency of its activities, including in the context of EP.*
- ✓ *Information collected and analyzed by the university must take into account:*
  - ✓ *- key performance indicators;*
  - ✓ *- dynamics of the student population in terms of forms and types;*
  - ✓ *- level of academic performance, student achievement and expulsion;*
  - ✓ *- student satisfaction with the EP implementation and the quality of education at the university;*
  - ✓ *- availability of educational resources and support systems for students;*
  - ✓ *- employment and career growth of graduates.*
- ✓ *Students, teaching staff and other internal stakeholders must document their consent to the processing of personal data.*
- ✓ *The university must help provide all the necessary information in the relevant fields of science.*

***Evidence part***

The university exercises continuous information exchange between various levels of management, structural divisions, staff and students on issues of monitoring and evaluation of educational programs. This process includes maintaining the website (<https://dku.kz/ru>), use of the information and software complex “Univer 2.0”, e-mail and online survey system. All information about the educational program, including curricula, courses, and course descriptions, is available through the university's Learning Management System (LMS). The university uses the collected information for decision-making tasks and process improvements. In addition, the university has the necessary software to regulate information flow, and information exchange within the university is carried out through corporate email. Each student is also provided with an individual email address for official communications with the university.

Network folders Pushkina-Common and Furmanova-Common are used for working with electronic documents and storing information about current events and tasks. They allow you to share documents such as syllabuses and reports. The University informs the external environment through its website and social networks, as well as through a corporate mailing system. Information about the educational process is stored and analyzed in the “Univer 2.0” system, which is also used to automate the educational process and integrate data with external sources. In addition, the university uses the LMS “Moodle” to store educational materials and exchange information between teachers and students in four languages. Both systems provide access to materials from electronic devices and provide data backup.

Access to information is determined by its nature and the need to perform duties. General information is posted on the university website for a wide range of people. Internal information

needed to improve processes or make management decisions is provided through internal communication channels such as intranets, internal mail, and network folders.

The university regularly monitors access to information in various information systems, such as “Univer 2.0” and others. The university uses several automated information systems to manage educational and administrative processes, accounting, the learning environment and other aspects of activity. Confidential information such as commercial, financial and personal information is protected by law and access to it is limited to a specific group of people. Documented information is generated and stored in accordance with established standards and deadlines.

The university performs daily backups of data that is stored in separate network storages. This allows you to quickly restore data in case of loss on workstations, servers or other databases, as well as in the event of technical problems. To protect internal information, measures are taken such as the use of a firewall, anti-virus software and a secure wireless network with a strong password. Each employee has access to his own account on the server, configured by the administrator. Information security on the network is provided by the Ideco UTM software solution, which has been used at the university for the third year and has proven effective in preventing intrusions, controlling applications and filtering content. Kaspersky anti-virus software is also used on all computers in university buildings.

In 2022, a process map was developed, which depicts all information flows between the structural divisions of the university, the Ministry of Science and Higher Education of the Republic of Kazakhstan, as well as external and internal databases and information systems. This map demonstrates that all processed, verified and analyzed information in the form of faculty reports, reports of structural divisions, letters, memos and analytics of educational and administrative processes is collected from the university management. This information is used by management to make decisions based on the facts and analysis provided.

The university has implemented a Corporate Culture Code, which includes a conflict management policy. This policy is aimed at identifying and preventing conflicts, as well as their resolution. In January 2021, a survey was conducted on employee job satisfaction, including an assessment of team relationships, working conditions, incentives and other aspects. The university also has an Ethics Council, which deals with disciplinary issues, ensures compliance with anti-corruption legislation, and prevents violations in the educational sphere. The council comprises representatives of the faculty, administrative staff, and students, and its members are elected annually.

To ensure transparency and accessibility, students and other interested parties have the opportunity to contact through the President/Rector’s blog on the official website of the university. Students and staff can also contact management directly by making an appointment or sending an email, and also have access to trust boxes.

The university carries out planning process at two levels: strategic and operational. Strategic planning aims to define long-term goals and activities, while operational planning manages the university’s ongoing processes. Data from internal and external stakeholders are used to form plans, and various analyses are conducted, such as SWOT analysis and risk analysis. Based on the strategic plan, each structural unit develops its work plan for the academic year. Reports and proposals on priority areas are discussed at Academic Council meetings or general meetings of the faculty and staff. To evaluate performance, monitoring of the achievement of planned values is conducted, and reasons for deviations are analyzed.

Additionally, an important aspect is to carry out an assessment of the university performance work and an efficiency. For this purpose, the university worked out evaluation criteria with taking to note various aspects of the university’s work, such as educational, methodological, research and educational work. This assessment is carried out once every five years.

The university uses a variety of sources, including email, phone calls, and social media in order to collect graduates employment information and process them.

The University takes active engagement to use modern information and communication technologies and cooperates with the media to provide objective and accurate information to the public about its activities and programs. In order to inform applicants about admission and ongoing events, the university uses the “Applicant” section on its official website (<https://dku.kz/ru/content/programm/?id=3>). This section provides information about areas of training, admission conditions, tuition fees, scholarships and other important aspects. There is also a link to an online registration form for applicants ([https://univer.dku.kz/abiturient\\_user/register/](https://univer.dku.kz/abiturient_user/register/)), which facilitates the admission process. University has created pages of scientific institutes and scientific journals, the (<https://dku.kz/ru/content/science/?id=6>) to provide information support for scientific research. These pages publish information for authors and the main results of scientific activities, allowing researchers and interested parties to easily access information about the scientific research conducted at the university.

### *Analytical part*

The commission notes that the university has a multi-level information management and reporting system. Information management includes the management of traditional flows and digital information flows. All documents developed at the university are distributed across all structural divisions in both electronic and paper versions.

The EEC notes that the information collected in the frame of university’s running, including statistical information processing and reporting, allows forming analytical reports and making decisions based on facts. The university takes active engagement to ensure information exchange within its structure and with the external environment using various information systems and tools such as the website, email, online survey systems, and network folders. It strives to improve processes and make management decisions based on collected information. Confidential data is protected in accordance with legislation, and various technologies and software solutions, such as data backup, secure networks, and antivirus software, are used to ensure information security.

The university takes active engagement to develop and implement various tools and methods to ensure transparency, efficiency, and quality of its activities. It strives to improve information management, including processing data on the university's and its structural units' work, which contributes to making informed management decisions. The university takes active engagement to apply corporate standards and policies, such as the Corporate Culture Code and conflict management policy, to ensure a professional environment and resolve potential conflicts. It also seeks open communication with students, staff, and the public, providing various channels for feedback and information. The university pays attention to evaluating its activities, including analyzing results and monitoring plans, as well as evaluating the effectiveness of its programs and projects. Overall, it strives for continuous improvement and innovation using modern information technologies and collaborating with various stakeholders.

In the course of the online survey:

The faculty teaching staff (FTS) rated the level of feedback from management: 60% as "very good," 36.7% as "good," 3.3% as "relatively poor."

The FTS regarding their involvement in management decision-making: 63.3% as completely satisfied, 26.7% partially satisfied, 3.3% not satisfied, and 6.7% were unsure.

The online survey amongst students revealed that:

Students rate the usefulness of the organization’s website in general and the faculties in particular: 66.2% are fully satisfied, 27% are partially satisfied, 5.4% are partially dissatisfied, 1.2% think it as “very poor”;

students' opinion on the speed of response to feedbacks from teachers regarding the educational process: 66.2% were fully satisfied, 23% were partially satisfied, 8.1% were partially dissatisfied, 1.4% were dissatisfied, and 1.4% rated it as "very poor"; students' opinion on the information provided to them about courses, educational programs, and the academic degree received: 66.2% are fully satisfied with, 25.7% are partially satisfied, 4.1% are partially dissatisfied, 2.7% are not satisfied, and 1.4% rated it as "very poor"; students' opinion on the financial and administrative services of the educational institution: 59.5% of students were fully satisfied with them, 28.4% were partially satisfied, 8.1% were partially dissatisfied, 4.1% rated it as "very poor."

***There are no strengths/best practices identified.***

***There are no recommendations for universities regarding this standard.***

***EEC conclusions based on the criteria:***

**According to the “Information Management and Reporting” standard, the educational organization has 17 satisfactory positions.**

#### 6.4. The standard of “Development and approval of educational programs”

- ✓ The university shall demonstrate the existence of a documented procedure for the development and approval of an educational program at the institutional level.
- ✓ The university shall demonstrate compliance of the developed EP with the established goals, including the intended learning outcomes.
- ✓ The university shall demonstrate the presence of a developed model of an EP graduate that describes learning outcomes and personal qualities.
- ✓ The university shall demonstrate that it has carried out external examinations of the EP.
- ✓ The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of the NQF, QF-EHEA.
- ✓ The university shall determine the influence of disciplines and professional practices on the formation of learning outcomes.
- ✓ An important factor is the ability to prepare students for professional certification.
- ✓ The university shall provide evidence of the participation of students, teaching staff and other stakeholders in the development of educational programs and ensuring their quality.
- ✓ The university shall ensure that the content of academic disciplines and learning outcomes correspond to the level of study (bachelor's, master's, doctoral studies).
- ✓ The structure of the EP should provide for various types of activities that correspond to the learning outcomes.
- ✓ An important factor is the presence of joint EPs with foreign educational organizations.

#### ***Evidence part***

The university's training programs are based on European and national qualification standards, professional standards and feedback from employers and graduates so that to prepare qualified specialists who meet the requirements of the labor market. Update of training programs are carried out on regular basis in accordance with state standards, university strategy and international experience, particularly experience of German partners. These updates are aimed at the sustainable development of the university and take into account changes in the labor market. Since 2023, all bachelor's and master's programs have been modernized in accordance with five strategic directions, using German experience in integrating education, science, and innovation.

In the 2022–2023 academic year, in accordance with the university development strategy, an analysis of undergraduate programs was carried out, taking into account the need to optimize curricula, introduce a new language concept, take into account global trends and changes in the labor market of Kazakhstan, as well as changes in legislation. New joint master's programs and double degree programs with German universities, and joint bachelor's programs with Kazakh universities have also been developed.

EPs are developed in accordance with the internal regulatory document “Algorithm for the development, approval, implementation of an educational program at the Kazakh-German University,” which regulates the procedure for the development, approval and implementation of

EPs at the institutional level. For this purpose, a working group was formed, appointed by order of the university president, which consists of the faculty and teaching staff of the faculty or departments, including the responsible person corresponding to the profile of a new EP. Optionally, the working group's membership may include representatives of partner universities, structural divisions of the university, student representatives, employers and other interested parties as well. Under development of a new EP, the Atlas of New Professions, professional standards, national qualifications frameworks, official websites of German universities, etc. are used.

During the EP development, the working group organizes an external examination with the participation of third-party experts, including employers and representatives of higher educational institutions.

In 2022, a process map "Formation of Curricula with the Partner Universities Participation" was developed, as all educational programs of the university are created in accordance with the educational programs of German partner universities in the corresponding field of study.

All bachelor's programs are designed as double-degree programs according to the "Regulation on Double-Degree Programs at the Kazakhstan-German University in Almaty." In the 2023-2024 academic year, the DKU and Yessenov University in Aktau launched joint bachelor's programs based on existing since 2008 the DKU programs. These programs also represent double-degree programs with the Technical University of Applied Sciences Wildau and the University of Applied Sciences Hamburg. The development of these educational programs is carried out within the framework of the "Kazakhstan-German Institute of Sustainable Engineering Sciences" (GKISES) project in accordance with DKU's strategy.

The university involves students in the process of developing and improving educational programs, giving them a key role in monitoring and ensuring quality. The university administration periodically monitors the quality of the educational process and the degree of satisfaction with the program, as well as assesses learning outcomes within the framework of professional practice. Discussions with final-year students are used to discuss proposals and suggestions from students for improving the program. For example, a meeting with the 4th-year students of the "Mobile Computing" program led to a recommendation to offer this program as an additional track. The implementation and achievement of educational program goals are monitored through the program development plan for a specific period, with adjustments made as necessary.

The educational programs use modular learning technology enabling manageability, flexibility, and dynamism of the learning process. Each module includes two or more academic disciplines or complexes of subjects, as well as other types of academic work. A comprehensive set of documents is prepared for each educational program, including the program's passport, graduate profile, module description catalog, elective discipline catalog, module curricula, and working curricula. Curricula, working curricula, catalogs of elective discipline (CED) of all educational programs, syllabus, and educational and methodological materials for disciplines are available at "Univer 2.0."

The internal regulatory document "Rules for Organization and Conduction Professional Practice and Determination of Organizations as Practice Bases" regulates the procedure and organization of professional practice. Each type of professional practice has its own goals, objectives and program, based on which the appropriate basis for professional practice is determined.

The developed professional portraits and competence models demand periodic update in line with labor market changes and employer requirements, as well as considering global trends such as digitalization, environmental sustainability, and the internationalization of the economy. Special working group makes changes and holds discussions at the round tables with participation of employers and students. The DKU has also developed a general structure for the specialist competence model, with the level of competence formation assessed at various stages of training and through feedback from employers.

### ***Analytical part***

The EEC confirms that the university makes regular update of the EP, based on European and national qualification standards, feedback from employers and graduates, as well as

international experience, in particular, the experience of German partners. These updates are aimed at the sustainable development of the university and take into account changes in the labor market. The modernization of bachelor's and master's programs began in 2023 in accordance with five strategic directions and German experience. It should be noted that the creation and modification of the EP is carried out in accordance with the internal regulations of the university, including the participation of various stakeholders. The process is also subject to external examination with the involvement of experts from various fields, which helps to improve the quality of education. The university is also actively working to update professional portraits and competency models, ensuring they comply with modern labor market requirements and global trends.

The EEC notes that the strength of the university is the presence of joint and double-degree EPs with foreign educational organizations. This allows the university to offer students unique educational opportunities that include obtaining two degrees from different universities or institutes, which provides a significant advantage in employment and future careers. The first benefit is that such programs provide students with access to international education and experience, which contributes to their academic and professional growth. Studying in joint and double degree programs enriches students' cultural experiences, allowing them to learn and interact with people from different cultures and nationalities. The second benefit is the improved competitiveness of graduates in the labor market. Obtaining two degrees, especially in collaboration with prestigious foreign universities, increases the graduate's attractiveness to employers both locally and internationally. It also demonstrates the student's ability to adapt to different educational environments and cultural contexts, which is important in today's global job market. The third advantage is that joint and double degree programs allow the university to strengthen its international connections and partnerships with foreign educational institutions. This promotes knowledge sharing, best pedagogy and innovation, and enriches the educational experience for both students and teachers.

The DKU has some elements to preparing students for professional certification. The EEC recommends to intensify the preparation of students for professional certification, including international certification, to provide graduates with competitive advantages in the labor market. Through certification students confirm knowledge, skills, and competencies, becoming attractive to employers. International certification expands opportunities for employment abroad and strengthens the university's reputation as an institution that provides high-quality education. It also contributes to developing international partnerships and increasing the university's prestige globally.

According to conducted survey results faculty members believe that the content of the educational program meets scientific and professional interests and needs: 66.7% rated as "very well", and 33.3% rated it as "good";

faculty members believe that the university leadership pays attention to the content of the educational program: 50% rated "very well", and 50% rated it as "good";

faculty members rate the university's support and leadership in developing new educational programs/courses/methodologies: 60% as "very well", and 40% rated it as "good";

faculty members believe that the educational program's content and quality meet labor market expectations and employers : 50% rated "very well", and 50% rated it as "good."

***Strengths/Best Practices:***

- The presence at DKU of joint and/or double-degree EPs with foreign universities helps improve the quality of education, increase the competitiveness of graduates and strengthen international partnerships.

***Recommendations for the university:***

- prior to begin 2024-2025 academic year, to determine a list of disciplines, the content of which is aimed at preparing students for professional and all together for international, certification. In the 2024-2025 academic year, make appropriate adjustments to the content of the EP and academic disciplines, and to tie up connections with organizations providing professional certification.

***EEC conclusions based on the criteria:***

**According to the standard “Development and approval of educational programs,” the educational organization has 1 strong, 9 satisfactory positions, and 1 criterion requiring improvement.**

**6.5 The standard of “Continuous monitoring and periodic evaluation of educational programs”**

✓ *The university shall demonstrate the existence of a documented procedure for monitoring and periodically evaluating the EP to achieve*

*the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP.*

✓ *The university shall ensure a revision of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demands of society.*

✓ *Monitoring and periodic evaluation of the EP should consider:*

✓ *- content of programs in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the taught discipline;*

✓ *- changes in the needs of society and the professional environment;*

✓ *- workload, performance and graduation of students;*

✓ *- effectiveness of student assessment procedures;*

✓ *- expectations, needs and satisfaction of students with EP training;*

✓ *- educational environment and support services, their compliance with the goals of the EP.*

✓ *The university must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP.*

✓ *All interested parties must be informed of any planned or undertaken actions regarding the OP. All changes made to the EP shall be published.*

✓ *Support services shall ensure that the needs of different groups of learners are identified and met.*

***Evidence part***

Monitoring and periodic evaluation of educational programs at DKU are carried out using internal and external evaluation procedures, including reviewing the content and structure of educational programs considering changes in the labor market, employer requirements, and societal demands; annual evaluation of methodological support; monitoring changing labor market needs and societal requirements; stakeholder feedback; monitoring student academic achievements and evaluating learning outcomes; monitoring student workload; and external evaluation of educational programs.

Annually, the university conducts a review of educational programs and analyzes labor market and societal needs. Feedback from stakeholders, monitoring of student academic results, and workload are also considered.

The procedure for reviewing and updating educational programs is defined in accordance with the "Quality Manual" document and includes several stages. It is based on feedback from students, graduates, employers, analysis of changes in regulatory documents, and labor market requirements. Changes are coordinated with the academic partner, checked for compliance with educational standards, and approved by the Academic Council. Additionally, the university conducts an evaluation of the methodological support of educational programs by university faculty.

The university actively interacts with stakeholders to improve the quality of educational programs and meet employer and graduate needs. This is achieved through various activities such as round tables and workshops, which allow discussing the content of educational programs and the competencies of graduates. During these meetings, the prospects for cooperation with employers and their expectations of graduates are discussed. The Career Center collaborates with employers and organizes events aimed at preparing students for employment. As part of the



"Networking" program and the "Alumni DKU" and "Graduate Evening" meetings, graduates can provide feedback on the quality of training and assess their career prospects. Individual meetings and surveys allow collecting feedback from graduates about the quality of training and future career prospects. Changes in curricula are made based on feedback from students and employers. For example, introducing new courses or changing the number of credits required for practice. Information on implemented educational programs and changes in curricula is published on the university website and in the network folder and distributed by email. All these activities help the university maintain the relevance of educational programs and ensure high-quality training of its students, responding to modern labor market needs.

Monitoring student academic achievements is conducted to assess the quality of training and the degree of achievement of educational goals and outcomes. The effectiveness of the implementation of educational programs is ensured by constant monitoring of the educational process, reviewing programs and curricula, and regularly updating content.

The knowledge assessment system is developed following the requirements of curricula and programs, considering the specifics of each discipline. Transparency and objectivity of assessments are ensured by timely informing students about assessment criteria.

Learning outcomes are assessed through various forms of work, such as participation in seminars, completing written assignments, group projects, case studies, and others. Assessment criteria are transparently presented in the syllabus and discussed with students at the beginning of each semester.

The analysis of admissions to bachelor's programs shows that a significant proportion of students successfully complete their studies and receive bachelor's degrees. The university regularly updates the rules for assessment and knowledge control to ensure the quality of education and consider academic achievements. Thus, the university ensures the systematic progress of students in mastering educational programs, ensuring control and support throughout their educational journey.

Monitoring of student workload is conducted regularly using surveys in which students assess teaching quality and express their opinions about the workload. The data obtained are analyzed by faculty and discussed at the faculty level, allowing for curriculum adjustments if necessary. The results of the survey for the summer semester of the 2022-2023 academic year showed that students generally consider the academic workload acceptable. Most respondents spend 1-4 hours daily preparing for classes. However, high workload was noted for disciplines in the general education cycle.

Students also have the opportunity to assess their academic workload and express their opinions in meetings with younger course students. The topic of academic workload is also discussed in meetings with graduates, where students can evaluate their workload over the entire period of study and provide recommendations for optimization.

The university's processes and educational programs are periodically subject to external quality assessments. Combining internal and external assessments contributes to a more objective evaluation and improvement of educational programs and increases the effectiveness of internal processes.

The university actively identifies and meets the needs of various groups of students, such as students with disabilities, talented students, students with children, international students, and others. Various mechanisms are used to determine the degree of student satisfaction, such as surveys, interviews, and meetings.

Students have the opportunity to contact various university support services, such as the Educational Affairs Department, the Student Support and Development Department, the Career Center, and the International Department, regarding their questions. These services provide coordination and support in various aspects of student life, including educational issues, social support, psychological assistance, career development, and international exchanges.

The university also provides scholarships to students from socially vulnerable groups with the support of partners, which contributes to the accessibility of higher education for all segments of society.

To identify students' expectations and needs, meetings are held with students from different courses. The purpose of these conversations is to obtain feedback from students on the organization of the educational process, identify problems and difficulties, and improve the organization of the educational process based on this feedback. Interviews are conducted in the form of semi-standardized interviews, allowing students to speak on relevant issues.

### *Analytical part*

The EEC confirms that at DKU, monitoring and evaluation of educational programs are carried out through internal and external procedures, including reviewing the content and structure of programs considering labor market requirements and societal demands. The process of reviewing and updating programs is defined in the "Quality Manual" document and includes feedback from students, graduates, and employers. The university actively interacts with stakeholders to improve the quality of programs and meet their needs. Monitoring student academic achievements is conducted systematically, and assessment criteria are transparently presented in syllabi. Learning outcomes are assessed through various forms of work, and the university regularly updates the rules for assessment and knowledge control.

The University periodically subjects its processes and programs to external evaluation for more objective improvement. Different groups of students have access to various university support services, such as Academic Affairs and Student Development, the Career Center and the International Office. The university also provides scholarships to students from vulnerable groups. Meetings with students of various courses help the university receive feedback and improve the organization of the educational process.

Carried out analysis of submitted documents revealed that all activities conducted based on monitoring results are reflected in documentation in the form of decisions of the Scientific Board, the Rectorate, and others; decisions made in subdivisions; actions based on the results of internal audits; actions based on the results of external audits; corrective actions based on identified and potential non-conformities. Control and evaluation of students' academic achievements are based on academic honesty and correspond to the university's academic policy.

Thus, the university has university services exercising continuous mechanism for monitoring and periodic assessment of the EP quality.

During the visit, the EEC drew attention to the uneven and often increased study load of students. The university needs to ensure a balance between the academic workload and other aspects of student life to prevent a number of possible consequences such as stress and overload, lack of time for additional interests and hobbies, social isolation, and decline in academic performance. During interviews students expressed dissatisfaction with the schedule and workload. The survey results showed that only 41.9% of students were "completely satisfied" with the academic workload, 32.4% were "partially satisfied", 17.6% were "partially dissatisfied", 6.8% were "not satisfied", 1.4% rated it "very bad".

According to the EEC opinion it is necessary to carry out a number of activities in order to increase the efficiency of student assessment procedures: review and improvement of the assessment system to ensure its transparency, fairness and objectivity; introduction of various forms of assessment to fully assess students' achievements; training and advanced training of teaching staff in matters of modern assessment methods and the use of assessment criteria; inclusion of feedback from students on assessment procedures for their continuous improvement; development of clear and understandable assessment criteria available to students; Conducting regular audits and self-assessments of assessment procedures to identify weaknesses and opportunities for improvement. Such measures will help improve the quality of the assessment

process at the university, make it more effective and contribute to a more accurate reflection of the level of knowledge and skills of students.

During the interviews, students enrolled in accredited EP demonstrated ignorance of changes relating to EP. Also, when studying the official website of the university, a lack of updated information was revealed, which complicates the process of informing key stakeholders. Thus, the mechanism for timely informing teachers, employers and other interested parties about organizational decisions taken in relation to the EP has not been implemented.

***There are no strengths/best practices.***

***Recommendations for the university:***

- to revise the weekly workload of students in the 2024-2025 academic year, so that to get balance between academic load and other aspects of student life.
- In the 2024-2025 academic year, to monitor the effectiveness of assessment systems used by teachers within academic disciplines.
- In the 2024-2025 academic year, to implement a mechanism for timely informing teachers, employers and other interested parties about organizational decisions taken regarding the EP, including the results of monitoring and reviewing the content of the EP, using the official website of the university, etc.

***EEC conclusions based on the criteria:***

**According to the standard “Continuous monitoring and periodic evaluation of educational programs,” the educational organization has 10 satisfactory positions, and 1 criterion is in need of improvement.**

#### ***6.6. The standard of “Student-centered learning, teaching and assessment”***

- ✓ *The university shall ensure respect and attention to different groups of students and their needs, providing them with flexible learning pathways.*
- ✓ *The university shall ensure the use of various forms and methods of teaching and learning.*
- ✓ *The university shall demonstrate the presence of a feedback system regarding the use of different teaching methods and assessment results.*
- ✓ *An important factor is the presence of its own research in the field of teaching methodology of academic disciplines.*
- ✓ *The university shall demonstrate support for students' autonomy while providing guidance and assistance from instructors.*
- ✓ *The university shall demonstrate the presence of a procedure for responding to student complaints.*
- ✓ *The university shall ensure the consistency, transparency, and objectivity of the mechanism for assessing learning outcomes, including appeals.*
- ✓ *The university shall ensure that assessment procedures align with the planned learning outcomes and goals of the program. Assessment criteria and methods should be published in advance.*
- ✓ *The university shall have mechanisms in place to ensure that each graduate achieves the learning outcomes and that these outcomes are fully realized.*
- ✓ *Assessors should be proficient in modern assessment methods and regularly update their qualifications in this area.*

***Evidence part***

Educational activities at DKU are focused on students and contribute to their personal growth, independence, creativity and professional skills. The university prepares competitive specialists with knowledge of two world languages: German and English. Bachelor's degree programs incorporate a language concept with an individualized approach to teaching based on each student's language proficiency level. Languages of instruction include Russian, German and

English. All students, regardless of language background, are trained on equal terms.

DKU is actively studying and analyzing the experience of other universities in adapting educational programs and conditions for students with special educational needs. To implement inclusive education, an action plan until 2025 was developed, including work on providing methodological literature, training staff, developing progress monitoring and creating a tolerant environment. The university has created a barrier-free environment with installed ramps, pictograms, call buttons, tactile tiles and other amenities for students with disabilities.

For students with special educational needs, organizational and methodological support is provided, including alternative types of work, assignments and exam forms. For example, presentations in the classroom are increased by 20%, notes on the board are written in large letters, and the main points of the lesson are dictated. The deadlines for completing tasks are determined individually; the forms of final control can be changed. Digitally accessible literature is recommended, and learning materials are hosted on the Moodle platform. Consultations are carried out both on schedule and on request.

In 2021, the DKU library entered into a Memorandum with the Republican Library for the Blind and Visually Impaired to provide blind and visually impaired student readers with access to library resources. The Republican Library issues textbooks and other literature using flat and raised dot fonts at the request of students. The DKU Library provides various forms of services, such as interlibrary loan, electronic document delivery and personal service. A special version of the KNU library website and a subscription to electronic library systems provide access to information for visually impaired students and teachers. In addition, electronic resources contain materials on special psychology and pedagogy to improve the competence of teachers.

DKU implements an academic policy aimed at supporting talented youth, providing social and material assistance through a system of scholarships and compensation for living expenses. The best undergraduate and graduate students receive scholarships, and nonresident students are provided with compensation for living in Almaty. In the 2023-2024 academic year, the amount of compensation for accommodation increased significantly, reflecting an increase in the number of non-resident students and an increase in their academic performance. The main criterion for receiving a scholarship is the student's academic performance. The internal regulatory document governing the issuance of scholarships and compensation is the Regulation on the procedure for their distribution and payment.

DKU implements student-centered learning, so that the students took an opportunity to take active participation in the design of EP based on the principle of election. From the very beginning of their study, students form their individual learning path with the advisory support. Faculties develop a CED for each EP, reflecting to the requirements of the labor market and the qualifications of graduates. Students choose disciplines from the catalog, which determines their Individual education plan (IEP). The process of registration for academic disciplines is carried out in the "Univer" information system, where students choose from the proposed options or determine their path within the program. Annually the CED is updated taking into account the needs of students, recommendations of employers and accreditation bodies.

The participation of employers in improving the quality of personnel training is manifested through the examination of curricula, the organization of practical training and the conduct of classes for students by representatives of companies and scientific organizations.

The DKU, instructors use both traditional and innovative teaching methods and technologies, picking them up based on the specific discipline, its characteristics, complexity, and requirements. The development of students' professional skills is achieved through various types of classes: lectures, practical sessions, laboratory work, independent study, consultations, and others. Instructors actively use methodological techniques and stimulate students' active participation.

The basic infrastructure for successfully implementing a student-centered approach includes a library, internet resources, laboratories, and classrooms equipped with necessary technical facilities, as well as software and learning management systems such as Moodle and

"Univer." This allows instructors to create and upload educational materials and interact with students.

To develop students' creative skills, critical thinking, and analytical abilities, various teaching methods are applied, such as project work, gaming technologies, research methods, problem-oriented approaches, and others. These methods enable students to develop skills and gain practical experience, which is important for their future careers.

Examples of successful implementation of innovative methods include the use of business games, video cases, mediation and negotiation platforms, and the development and execution of projects that help students apply their knowledge in practice and achieve success in various fields.

The practice-oriented approach plays a key role in developing students' professional competencies at DKU. Organizing field classes and excursions to various facilities helps students understand the application of their knowledge in practice and observe real working processes in different areas.

Various teaching and learning methods at DKU are regularly analyzed at the faculty and university levels to ensure their alignment with the goals of the educational program and the quality of teaching. Monitoring includes mutual observations of classes, control checks, and open classes, which are effective methods for exchanging experiences among instructors and assessing the use of interactive teaching methods.

At the faculty level, a schedule for mutual visits by instructors is created, where they provide reports and share recommendations after attending classes. Open classes are held at the instructors' request and are mandatory for those who need to undergo certification.

At the university level, monitoring is conducted through active dialogue with students and faculty certification. Student surveys are conducted online twice a year using the "Univer" system to evaluate the professional qualities of instructors, educational materials, organization of independent work, and other aspects, as well as to identify problem areas and gather suggestions for improvement.

Thus, the DKU feedback system, including questioning, interviewing students, mutual attendance at teaching staff classes, and other methods, contributes to the effective improvement of EP.

Particular attention is paid to faculty research, which is used to develop new courses and teaching methods. The results of these studies are often published and used as a methodological basis for teaching students and undergraduates. Active research work of teachers contributes not only to the improvement of their professional activities, but also to the development of students' personal skills. To develop teaching methods using digital technologies in the educational process, a transition was made to a new version of the Moodle platform.

The university creates all the necessary conditions for achieving the set goals of education and the program through a set of activities, including various methods of teaching, consolidating material and assessing knowledge. The basic principles of assessing student knowledge are reflected in the internal rules of the university, such as Academic Policy, Rules for organizing the educational process on credit technology of education, and others. Students receive information about assessment criteria, exams and other control methods through various channels, including the "Univer" information system, Moodle, syllabuses and from teachers. Additionally, information about the grading system is provided to students at the initial stages of their studies, for example, meetings with university management, deans and advisors during the orientation period. The basic principles of assessment are also available in the guide and in the "Univer" system.

### ***Analytical part***

During the visit, EEC experts on this standard came to the following conclusions.

The university and the leadership of the EP demonstrate a targeted policy to implement

measures to take into account the needs and individual characteristics of students within the framework of both academic and extracurricular activities.

During interviews with students, EEC experts were convinced that there is good social support at the university, which is reflected in a favorable socio-psychological climate and a pronounced corporate identity of both faculty and students.

The generalized criteria for assessing students' knowledge are clearly formulated and defined in the Regulations on ongoing monitoring, intermediate and final certification of students. The syllabuses of each discipline reflect the letter system for assessing educational achievements in a form that is understandable and accessible to all students. However, when analyzing the presented samples of syllabuses, the criteria for assessing the educational achievements of students by type of control within each individual discipline are of a general nature or are not found at all. The detailing of the criteria for assessing students' knowledge within the discipline should be sufficient to clearly define how students' achievements will be assessed and what specific criteria and assessment standards will be applied. It is important that assessment criteria are clear, objective, specific and consistent with learning objectives and expected outcomes.

Survey results indicated that only 51.4% of students are "completely satisfied" with the objectivity of the assessment of knowledge, skills, and other academic achievements; 37.8% are "partially satisfied"; 6.8% are "partially dissatisfied"; 2.7% are "dissatisfied"; and 1.4% rated it "very poor." Additionally, only 44.6% of students are "completely satisfied" with the academic achievement assessment system; 44.6% find the assessment criteria used by instructors to be clear; and 43.2% believe that instructors objectively assess student achievements.

In contemporary conditions, more attention needs to be given to training faculty members and implementing diverse teaching methods, including the use of innovative technologies and assessment of learning outcomes. Mastery of modern assessment methods helps instructors create a more effective and adaptive educational environment, promoting the achievement of students' educational goals and their personal development. This includes ensuring objectivity, accommodating the diversity of student abilities, fostering skill development, adapting to technological changes, and stimulating motivation. In this regard, the EAC deems it necessary for faculty members to engage more actively in research on innovative teaching methods, study, and adopt successful practices in using innovative assessment technologies. The results of existing research and developments in teaching methodology should be disseminated and made available to all interested parties.

63.3% of faculty members rate their academic freedom as "very good," 30% as "good," and 6.7% as "relatively poor."

73.3% of faculty members rate their ability to use their own strategies as "very good," and 26.7% as "good."

80% of faculty members rate their ability to use their own methods and innovations in the teaching process as "very good," and 20% as "good."

60% of faculty members rate the focus of educational programs/curricula on developing students' abilities to analyze situations and make forecasts as "very good," and 40% as "good."

36.7% of faculty members "very often" conduct workshops and practical sessions as part of their courses, 20% do so "often," 23.3% "sometimes," 10% "very rarely," and 10% "never."

***There are no strengths/best practices identified.***

***Recommendations for the university:***

- In the 2024-2025 academic year, to develop assessment criteria for all types of control provided for in academic disciplines, reflected in syllabus.

- In the 2024-2025 academic year, to develop and ensure implementation of a plan of training activities for teaching staff in the field of teaching based on modern achievements of world science and practice, the use of various modern teaching and assessment methods, development and implementation of their own research in the field of teaching methods of academic disciplines into the educational process; by the beginning of the 2025-2026 academic year, reflect the results obtained in the content of the taught disciplines; by the end of the 2025-2026 academic year, provide feedback on the effectiveness of their use.

- Conduct annual monitoring of the use of innovative teaching technologies; regularly ensure the dissemination of information about the results of their own research on the university website.

***EEC conclusions based on the criteria:***

**According to the standard “Student-centered learning, teaching and assessment of academic performance,” the educational organization has 10 satisfactory positions.**

**The standard of “Students”**

✓ The university shall demonstrate a student enrollment policy from admission to graduation and ensure the transparency of its procedures. Procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published.

✓ The university shall provide for special adaptation and support programs for newly admitted and foreign students.

✓ The university shall demonstrate compliance of its actions with the Lisbon Recognition Convention, including the presence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal learning.

✓ The university shall cooperate 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 shall provide opportunities for external and internal mobility of students, as well as assist them in obtaining external grants for training.

✓ The university shall make maximum efforts to provide students with places of practice, promote the employment of graduates, and maintain contact with them.

✓ The university shall provide graduates with documents confirming the qualifications obtained, including the learning outcomes achieved, as well as the context, content and status of the education received and evidence of its completion.

✓ The university shall demonstrate the presence of a mechanism for monitoring the employment and professional activities of graduates.

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

✓ An important factor is the presence of an active alumni association/union.

✓ An important factor is the presence of a mechanism to support gifted students.

***Evidence part***

The DKU has created an educational environment focused on the needs of students at all stages of their education. The university has developed internal regulatory documents that regulate the main stages of the educational process, including admission, academic performance, recognition and certification. These rules ensure the consistent progression of students along the educational trajectory. The DKU regulatory documents are available through "Univer 2.0" on the personal page of students and undergraduates. The admission policy to KNU is aimed at attracting the best graduates of schools and gymnasiums. The Pre-University Training Center was created to ensure high-quality selection and motivation of potential students for their future profession.

The DKU is actively working to form its student population and improve the quality of enrollment. All faculties and structural divisions of the university participate in this. The university holds Open Days seven times a year, attended by faculty, staff, students and alumni. In addition, excursions around the university, consultations for applicants and their parents, as well as demonstration of videos about student life and projects are organized. Graduates of the dual degree program share their experience with applicants. Free career guidance testing is available for applicants. There are also student days, when schoolchildren can attend classes at the university to get acquainted with the educational process and teaching. English language courses

are organized annually for applicants to master's programs to help master's students overcome language barriers.

Table 2 – Information on admission to the EP

Specialty/academic year	2021-2022	2022-2023	2023-2024
<b>Bachelor's degree</b>			
International relations	45	56	36
Finance	42	27	11
Management	9	19	9
Marketing	30	27	9
Telematics	7	12	11
Information engineering in economics	21	19	16
Mobile computing	3	4	-
Energy and environmental technology	30	11	10
Transport logistics	26	29	30
Production logistics	4	7	-
<b>Total</b>	<b>217</b>	<b>211</b>	<b>132</b>
<b>Master's degree</b>			
Finance	3	4	2
International Enterprise Management	2	7	3
Logistics	6	-	6
Resource-saving production logistics	-	-	-
Integrated Water Resources Management	12	9	11
Regional Process Management	3	-	-
Industrial Management-Innovation&Business Expansion	-	-	9
Strategic management of renewable energy and energy efficiency	9	12	14
<b>Total</b>	<b>35</b>	<b>32</b>	<b>45</b>

At the beginning of the academic year, the DKU traditionally hosts an orientation phase, the purpose of which is to familiarize students with the requirements of the study program in general and the upcoming course in particular, as well as with the study conditions, the process of assessing performance and opportunities for academic growth. During this period, students meet with representatives of structural departments, who talk about the academic calendar, transfer and expulsion procedures, available scholarship programs, the dual education program and mobility. First-year students receive a “Guide” containing information about the university, the assessment system, the library, rules of conduct and safety. This material also introduces the traditions of the university and the main projects of the student council. To prevent problems, activities are carried out to monitor the educational process, meetings on satisfaction with the quality of education, notifications to students and their parents, as well as conversations with deans. These preventive measures are implemented both at the level of faculties and at the level of structural divisions of the university.

The office of the Registrar operates in the DKU. The Registrar office bears responsibility for recording credits, intermediate and final certification of students, as well as maintaining their educational history. The Office of the Registrar monitors and analyzes the progress and achievements of each student, group and course as a whole. For this purpose, summary examination sheets are used, which reflect information about academic performance, average score, number of retakes and debts. The student’s individual progress is reflected in the transcript, which indicates academic performance by semester, number of credits completed, etc. Assessment of learning outcomes occurs at three levels: current, midterm and final control. Faculties analyze student performance, make forecasts, organize additional classes and consultations, and also present the results for discussion at meetings. Based on the results of the examination sessions, students are transferred to the next academic year.

Table 3 – Analysis of the contingent from admission to completion



Form of study	Year of admission	Admitted students	Students not finished studies	Students successfully completed studies	Drop out %
Bachelor's degree	2017	130	27	103	21%
	2018	165	26	139	16%
	2019	224	57	167	25%
Master's degree	2019	47	7	40	15%
	2020	29	7	22	24%
	2021	35	6	29	17%

Analysis of enrollment data shows that over the past three years, about 22% of students did not complete their bachelor's degree programs, and approximately 19% did not complete their master's programs. The main reason for dropout is usually the low academic performance of students, accounting for 22% of the total number of students who stopped studying. Expulsions from master's programs due to poor academic performance amounted to 39% of the total number of expelled master's students over the past three years.

The DKU actively attracts foreign students, which improves the reputation of the university. For successful adaptation, various support services are available to foreign students, including language courses, information resources and tutor assistance. The international department provides consulting support and prompt information on all issues.

The DKU is actively developing international cooperation and academic mobility, having concluded 55 agreements with partner universities. Student support is provided by the international department before and during their stay abroad. Students can participate in the Double Degree Programme, ERASMUS+, DAAD Scholarship Programs or on a self-financed basis. Detailed information about the procedure for participation and financing is available on the university website.

Since 2007-2008, the DKU has been implementing a double-degree education program funded by DAAD. The program includes training at KNU and a German partner university, practical training in Germany and defense of a thesis. Program participants are provided with scholarships. The selection of students is carried out annually in March by a commission consisting of representatives of the DKU and DAAD. The number of graduates from the program since 2010 is 192, and 34 students continue their studies.

Monitoring the employment of graduates and updating the database for their professional advancement are carried out at the DKU on an ongoing basis. These measures make it possible to assess the demand for graduates in the labor market and determine the quality of training and education at the university.

Table 4 – Information on employment of BP graduates

p/p	Academic year	Total graduates	Employed	Continued studies at MP	Employment rate
1	2018–2019	98	97	12	98%
2	2019–2020	87	85	14	97%
3	2020–2021	91	85	11* (4)	93%
4	2021–2022	124	113	21	91%
5	2022–2023	167	110	11	66%

Table 5 – Information on employment of MP graduates

p/p	Academic year	Total graduates	Employed	Continue their studies in PhD	Employment rate
1	2018–2019	32	30	1	94%
2	2019–2020	31	30	0	97%
3	2020–2021	41	38	1	92%
4	2021–2022	22	18	0	81%

5	2022–2023	29	25	0	89%
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The DKU has a student government represented by the Student Council (STURA). The STURA interacts with students, administration and university administration. It operates on the basis of the approved Regulations and has its own logo. Each year, a student-in-charge is selected from STURA to represent the interests of students at the university.

The DKU actively interacts with alumni, who often act as employers for university students. In addition, as part of the development of the draft document “Charter of the Association of Alumni of the Kazakh-German University”, it is envisaged to create an association that will help strengthen ties between the university and former students. This will allow graduates to take an active part in forming networking between the university and various companies.

### ***Analytical part***

Thus, during the analysis of the documents provided and as a result of the visit to the university, members of the EEC came to the conclusion that the process of admission to study at The DKU is clearly regulated, consistent and presented on the university website. Students have a clear idea of the qualifications awarded upon completion of training. Opportunities exist for students' academic and social development. Also, during interviews with students, it was found that students are satisfied with their studies at the university and take an active part in ongoing events. Students are also aware of academic mobility opportunities.

The DKU has a sufficient number of industry partners, so the EEC considers it possible to organize informal training. Informal education is often associated with learning on the job or with the acquisition of knowledge through work experience, self-education, communication with colleagues or mentors. This type of education can be very valuable because it allows you to develop the skills and knowledge needed to perform specific tasks or achieve professional goals directly in the context of work activities. Recognition of the results of informal education at the university can help students use their professional experience and skills in educational programs and receive credit for mastered learning outcomes.

An analysis of the international activities of the DKU demonstrated the focus of cooperation to a greater extent on universities in Germany, which is undoubtedly dictated by the specifics of the university. However, expanding the geography of cooperation will allow access to a variety of cultural, intellectual and resource opportunities. Interaction with partners from different countries can provide additional opportunities for students and faculty to exchange knowledge, experience and ideas, which will contribute to a broader understanding of international trends and challenges, and can also attract more students and researchers from different countries, increase the flow of international programs and research projects. In this regard, the EEC recommends carefully studying potential regions for expanding cooperation and actively developing relationships with partners from these regions to achieve the above benefits.

An analysis of the university's activities in organizing professional practice for students, as well as visits to practice sites, demonstrated the disunity of goals and interests of the parties. The EEC recommends reconsidering approaches to organizing professional practice in terms of providing practice bases, joint development of practice programs, monitoring and receiving feedback on the results of practice, etc. Effective professional practice, based on close cooperation, helps improve the reputation of the university as an institution that actively supports students in their professional development, and for the student it can become a platform for subsequent employment or create opportunities for further development. Development and support of dialogue between the university and organizations contributes to the establishment and development of mutually beneficial partnerships, develops communication, analytical and other skills in students necessary for a successful career. Moreover, close interaction with organizations helps the university adapt its study programs to the requirements of the labor market and provide students with relevant skills and knowledge.

56.7% of teaching staff assess the correspondence of students' knowledge acquired at the university to the realities of the requirements of the modern labor market "very well", 40% - "good", 3.3% - "relatively poorly".

Students express complete satisfaction with the availability of library resources (81.1%); the quality of services provided in libraries and reading rooms (86.5%), existing educational resources

(66.2%); availability of computer classes and Internet resources (67.6%).

Students gave an average rating to the quality of medical care (50%), the availability and quality of Internet resources (54.1%), the quality of educational programs at the university (55.4%), teaching methods in general (50%), and the quality of teaching (52.7%), the overall quality of educational programs (47.3%).

Students also rate "very poorly" the provision of students with a dormitory (51.4%), the available scientific laboratories (31.1%), the requirements of teaching staff for students (14.9%), the provision of lounges for students (10.8%), clarity of procedures for taking disciplinary action (10.8%).

***There are no strengths/best practices.***

***Recommendations for the university:***

- In the 2024-2025 academic year, develop a functioning mechanism for recognizing the results of informal and informal education. Regularly conduct explanatory work among students and teaching staff about the possibilities and necessity of non-formal and informal education.
- Annually expand the geography and ensure the implementation of external and internal academic mobility of students in online or offline learning modes to leading specialized universities in Kazakhstan and abroad.
- To annually create conditions for students to undergo professional practice, corresponding to their educational needs and professional interests. Develop clear and structured practice programs that include goals, objectives and expected results, as well as an action plan for students and practice leaders. Constantly evaluate the effectiveness of practice programs and make adjustments to its organization and conduct based on feedback from students and partners.
- From the 2024-2025 academic year, develop and implement a mechanism for ensuring close interaction and continuous dialogue between the university, students and the practice base.

***EEC conclusions based on the criteria:***

**According to the "Students" standard, the educational organization has 11 satisfactory positions.**

### 6.8. The standard of "Faculty and teaching staff"

- ✓ The university shall have an objective and transparent personnel policy, including recruitment, professional growth and development of personnel, ensuring the professional competence of all staff.
- ✓ The university shall have clear, transparent and objective criteria for hiring employees, appointments, promotions, dismissals and follow them in its activities.
- ✓ The university shall demonstrate compliance of the staff potential of the teaching staff with the university development strategy and the specifics of the educational program.
- ✓ The university shall demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.
- ✓ The university shall determine the contribution of the teaching staff to the implementation of the university development strategy and other strategic documents.
- ✓ The university should provide opportunities for career growth and professional development of teaching staff, including young ones.
- ✓ The university should involve practitioners from relevant industries in teaching.
- ✓ The university shall demonstrate motivation for the professional and personal development of teachers, including encouraging both contribution to the integration of research and education, and the use of innovative teaching methods.
- ✓ An important factor is the active use of information and communication technologies by teaching staff in the educational process (for example, on-line learning, e-portfolios, MOOCs, etc.).
- ✓ The university shall demonstrate a focus on developing academic mobility and attracting the best foreign and domestic teachers.

✓ *The university can show the involvement of the teaching staff in the life of society (the role of the teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.).*

### ***Evidence part***

The DKU implements an effective personnel policy aimed at forming a highly professional team of teachers who share the values of the university and actively participate in its strategic development. The core principles of faculty leadership include ensuring academic freedom, responsibility for performance, striving to improve the quality of education, adherence to moral and ethical standards, a creative approach to work and the creation of a personnel reserve. Labor relations with teachers are regulated by law, internal university policies and regulatory documents in the field of education.

The process of selecting teaching staff at the university is carried out on a competitive basis in accordance with the rules established by the educational authorities of the Republic of Kazakhstan and the “Regulations on the competitive filling of positions of teaching staff and research workers of the “German-Kazakh University.” The university's internal regulatory documents are regularly adjusted to take into account changes in qualification requirements.

The teaching load for teaching staff is determined by classroom hours, including lectures, seminars, practical classes, as well as supervision of coursework, diploma and master's theses/projects. The teaching load standards for teaching staff are established in accordance with the “Regulations on the teaching load and wages of teaching staff and employees”. For example, for teaching staff without an academic degree the norm is 600 hours per year, for candidates of science or PhD doctors - 480 hours per year, for doctors of science - 420 hours per year. Full-time part-time workers have a reduced rate of 240 hours. When teaching disciplines in master's programs, a coefficient of 1.75 is applied to classroom hours. Additional teaching load exceeding the hours of established norm is paid additionally based on the cost of an hour for a teacher in the form of a monthly surcharge.

Analysis of quantitative and qualitative indicators demonstrates the stability of the overall numerical composition of the teaching staff and compliance with qualification requirements.

**Table 6 – Dynamics of changes in the number of qualitative groups of teaching staff**

	Number full-time teaching staff	Total graduated	Doctors of Science	Candidates of Science	Doctors PhD	Teaching staff with academic degrees and titles (in%)
2018-19	67	34	6	25	3	50
2019-20	72	35	7	24	4	48
2020-21	72	32	5	24	3	44
2021-22	78	40	7	24	9	51
2022-23	72	36	7	22	7	50

The DKU teaching staff consists of both qualified teachers from Kazakhstan and teachers from Germany who teach classes at key disciplines. German teachers work within the framework of bilateral agreements on cooperation and implementation of the double degree program. This program is long-term and is financed by the German side through the DAAD project and the DKU funds. The teaching staff includes 2-3 German teachers who work at the university usually from two to five years. In recent years, there has been a positive trend in attracting practicing teachers.

In 2016, the DKU introduced a teacher certification system, which regulates the entire process, including criteria and indicators for analyzing results. The main components of the teacher training policy are deepening professional knowledge and improving teaching methods. Advanced training is carried out through master's, doctoral, short-term seminars and courses, internships both in Kazakhstan and abroad. The DKU also provides opportunities for internal professional development through courses and methodological seminars. Seminars are financed

from project funds or within the framework of short-term DAAD projects. In addition, the university management supports the initiative requests of teachers who want to attend seminars, considering this a motivational factor.

The DKU takes active engagement to attract graduates to teaching and administrative activities, striving to ensure the career growth of its employees. The university supports the career growth of teachers and administrative staff both vertically (promotion) and horizontally (academic career).

The DKU uses various motivational tools to stimulate teachers and staff. This includes the awarding of academic titles of associate professors and professors with a corresponding additional payment to the salary, a reduction in the teaching load for teachers with an academic degree, payment for publications and travel expenses for participation in conferences abroad, as well as payment for master's studies at the university. The increase in the number of publications indicates the correctness of the chosen motivational measures. In addition, the university provides favorable working conditions, including accident insurance, medical care, safety training, a canteen and medical office, and corporate events. Such measures help to increase the motivation and efficiency of teaching staff and employees.

The DKU actively involves teachers and staff in social and sporting events. The university takes part in citywide community cleanups, cooperates with the Red Cross and Red Crescent Society, and also organizes sporting events for students and staff, allowing them to also take part in city competitions.

Particular attention is paid to the involvement of teachers in promoting a culture of quality and academic integrity at the DKU. Teaching staff actively participate in the work of commissions on quality, ethics and other bodies, contributing to the improvement of the university.

### ***Analytical part***

The University implements an effective personnel policy, attracting highly qualified teachers and ensuring their professional development. The selection process is carried out on a competitive basis, and the teaching load is determined taking into account the educational needs and qualifications of teachers. The university use incentives for professional development through various training programs and motivational measures. An important aspect is the attraction of foreign teachers and the creation of a favorable educational environment. The university also supports the participation of teachers in social and sporting events, promoting the formation of a unified corporate spirit. At the same time, special attention is paid to the involvement of teachers in ensuring a culture of quality and academic integrity at the university.

The EEC especially notes the practice of attracting gast-lecturers (or teaching assistant professors) from Germany. The participation of Flying Faculty teachers in the educational process occupies an important place in the concept of the DKU, contributing to the acquisition by students of the necessary knowledge and experience of learning from foreign teachers. This experience also helps develop intercultural communication without traveling abroad and prepares students for eventual study in Germany. The selection of teachers for the Flying Faculty is carried out through the DAAD design bureau, with close interaction with the project manager from the Kazakh side and the administration of the faculties of the DKU.

The EEC recommends carrying out activities to develop student-centered learning at the university. Teachers must rethink their teaching approach to be more student-centered. This includes increased use of interactive teaching methods, encouragement of independent work and inquiry, and regular feedback and support. They must be prepared to tailor the curriculum to suit students' individual needs and learning styles, as well as continue to develop their own professional skills and competencies.

46.7% of teaching staff believe that the university provides “very good” opportunities for FTS advanced training, 20% as “good”, 3.3% as “relatively bad”.

The university provides opportunities for career teaching staff growth : 43.3% rated as

“very well”, 53.3% as “good”, 3.3% as “relatively bad”.

teaching staff involved in the process of making management and strategic decisions rates: 73.3% as “very well”, 26.7% as “good”.

teaching staff believe that their innovative activities are encouraged: 56.7% as “very well”, 33.3% as “good”, 6.7% as “relatively poorly”, 3.3% rated as “very poorly”.

teaching staff assess the level of stimulation and involvement of young specialists in the educational process: 50% as “very good”, 43.3% as “good”, 3.3% as “relatively bad”, 3.3% as “poor”.

teaching staff believe that local and foreign teachers from outside invited to participate in the educational process: 43.3% as “very often”, 40% as “often”, 13.3% as “sometimes”, 3.3% as “never”.

#### ***Strengths/Best Practices:***

- The DKU realizes the Flying Faculty program which involves the annual involvement of guest lecturers (or teaching assistant professors) from Germany to conduct the EP.

#### ***Recommendations for the university:***

- Prior to begin the 2024-2025 academic year, to work out a set of measures to develop student-centered learning.

#### ***EEC conclusions based on the criteria:***

**According to the “Faculty and Teaching Staff” standard, the educational organization has 1 strong and 10 satisfactory positions.**

#### ***6.9. The standard of “Research work”***

- ✓ *The university shall demonstrate compliance of research priorities with national policies in the field of education, science and innovative development.*
- ✓ *The university shall ensure that research activities are consistent with the mission and strategy of the university.*
- ✓ *The university shall plan and monitor the effectiveness of research work.*
- ✓ *The university shall demonstrate the presence of processes for attracting students to research activities.*
- ✓ *The university shall demonstrate assistance in presenting the scientific positions of researchers, teaching staff and students at various scientific platforms, including the publication of scientific results.*
- ✓ *The university shall promote the implementation of scientific research results, including consulting and commercialization.*
- ✓ *The university shall promote the recognition of the results of scientific research work, including registration of scientific projects with authorized bodies, registration of patents and copyright certificates.*
- ✓ *An important factor is conducting joint scientific research with foreign universities.*
- ✓ *The university should strive to diversify sources of funding for research activities.*
- ✓ *The university shall provide mechanisms for motivating the research activities of students, teaching staff and other internal stakeholders.*

#### ***Evidence part***

Scientific and Research work at the DKU is carried out in accordance with the legislation of the Republic of Kazakhstan and internal regulations of the university. The Science Development Strategy for the period from 2020 to 2025 defines the university as a leading scientific and educational institution carrying out leading research in the social, engineering and economic sciences. The main tasks include searching for new projects, creating favorable conditions for research, expanding the material and technical base and strengthening the competitiveness of the university. The University also strives to comply with national policies in the field of education, science and innovation by conducting multidisciplinary and interdisciplinary research, participating in scientific competitions and strengthening scientific and educational ties both domestically and abroad.

Research work at the DKU covers various areas approved in the Science Development Strategy for 2020-2025. Topics included are sustainable economic development, energy, information technology, water management, transport and logistics, ecology, security, socio-economic development and migration. Particular attention is paid to issues of sustainable

development of Kazakhstan, including the efficient use of natural resources and the development of renewable sources energy. Scientific research in this area is carried out at the Institute of Natural Resources and Sustainable Development, as well as within master's programs such as "Strategic Management of Renewable Energy and Energy Efficiency" and "Integrated Water Resources Management". The DKU takes active engagement to cooperate with the Caspian University of Technology and Engineering in Aktau city, in particular, on the basis of this university, the Kazakh-German Institute of Sustainable Engineering was opened, where it is planned by 2026 to build Europe's largest plant for production of green hydrogen.

Scientific projects play a key role in the research activities of the DKU in the above-mentioned areas.

Table 7 – Scientific projects of the DKU

No.	Name	Supervisor	Deadlines	Grantor	Partners
1	A systematic approach to monitoring, analysis and assessment of the quality of higher education in Kazakhstan	Saule Zeinulla	2023-2025	Ministry of Science and Higher Education of the RK	Ministry of Science and Higher Education of the RK
2	Sustainable Value Chains (SUFACHAIN)	Agroforestry Chains Stefan Dilfer	2022-2025	German Ministry of Science and Education	Rhine-Waal University (Kleve, Germany)
3	Grassroots Movements: Urban Activism in Central Asia	Serik Beymenbetov	2022-2023	Foundation named after Roses Luxemburg	Nazarbayev University, American University Central Asia (Bishkek), KIMEP
4	Strengthening the safety of mine tailing's ponds in Central Asia with nature-based solutions	Institute of Natural Resources	2022	TAUW Foundation	CAREC, University of Central Asia (Bishkek)
5	Climate and development in Kazakhstan	Institute of Natural Resources	2021-2022	World Bank	CAREC, University of Central Asia (Bishkek)

The DKU takes active participation in various professional associations, including the Union of German Economics (VDW) and the Association of Universities of Kazakhstan. Teachers and scientists also actively interact with professional alliances such as the Union of Transport Workers of Kazakhstan (KAZLOGISTIC), the International Federation of Freight Forwarding Companies (FIATA) and the International Academy of Informatization. The university also organizes initiative events such as the Water Forum and the Kazakh-German Logistics Forum, attracting participants from all over the world to discuss current topics.

Research activities play a key role in the mission and development strategy of KNU, which is focused on the application of science on a global scale. The university strives to integrate science and economics, emphasizing the importance of practical orientation in learning. To achieve this goal, the DKU conducts multidisciplinary scientific research, develops educational and scientific laboratories and research centers, actively cooperates with foreign universities and research centers, provides access to leading electronic databases and creates conditions for the commercialization of developments on the market.

There are four educational laboratories in the DKU with applied research carried out: environmental chemistry, physics, electrical engineering and renewable energy sources. For example, the environmental chemistry laboratory conducts research on wastewater and groundwater treatment, and the physics laboratory conducts experiments to study various physical phenomena. Currently, the laboratories are preparing for scientific accreditation, for which they are equipped with the latest equipment. In addition, the DKU is home to four research centers and institutes that deal with various aspects of research, including international cooperation, environmental protection, security and logistics.

Research activities at the DKU are organized and regulated through a number of internal documents, such as the "Regulations on the organization of research work at the DKU". This

document emphasizes the importance of integrating research work with the educational process, which contributes to the quality training of specialists and the improvement of the qualifications of teachers.

Scientific activities at the university are planned and carried out on the basis of an annual plan, which is approved at a meeting of the Academic Council. Interim and annual reports on scientific work are considered at meetings of faculties and the Scientific and Technical Council, which coordinates the scientific activities of all departments. The main documents regulating scientific activity are available in the “Univer 2.0” system. The effectiveness of scientific work is assessed by a number of indicators, including the number of publications, defended dissertations, the amount of funding for scientific projects, the number of patents and copyright certificates, as well as participation and speeches at scientific events.

The DKU is actively working to attract students to research activities. This is carried out through various forms of student research work, such as participation in scientific seminars, conferences, project work, preparation of essays, reports, coursework and final qualifying papers. To develop research competencies from the very beginning of students’ education, special disciplines are introduced, such as “Writing a scientific paper” and “Presentation techniques and rhetoric.” The educational process also includes practical classes aimed at mastering methods of conducting scientific research and developing projects.

To stimulate student participation in research activities at the university, various mechanisms are used, such as competitions for scholarships, recommendations for participation in conferences, support for participation in master's and doctoral studies, publication of scientific papers and provision of financial assistance for participation in scientific events. To ensure the quality of students' research activities, the university has developed a special regulation on financial support for student participation in scientific conferences and seminars. They are also given the opportunity to freely publish scientific works in university journals or participate in international scientific conferences and collections.

The university teaching staff actively works to identify and select students with outstanding abilities and interest in scientific activities. They are invited to participate in scientific projects, competitions, conferences, and can also receive support to continue their education in master's and doctoral studies.

Much attention is also paid to the support and publication of scientific results of both teaching staff and students. The DKU scientists actively participate in international scientific events and conferences, which helps to popularize the university’s scientific activities both within the country and abroad. Presentation of scientific developments and research on international platforms is an important indicator of the success of scientific activity.

The integration of scientific research into the educational process at the DKU is a key aspect reflecting the mission and strategy of the university. The implementation of this integration is carried out through the introduction of the results of scientific activity into the educational process in order to provide modern and relevant training, interest students and stimulate their participation in research work.

The results of scientific research at the DKU are used in the educational process in various ways: as separate disciplines in the curriculum, in lectures and practical classes, as well as in teaching aids, textbooks and monographs prepared by teaching staff. This provides students with access to up-to-date knowledge and methodological foundations necessary for successful studies and future professional activities.

### ***Analytical part***

The university actively conducts research in key areas, which contributes to the expansion of knowledge and innovative development. Thanks to a strategic approach and cooperation with leading scientific centers both domestically and abroad, the DKU makes a significant contribution to the development of science and the training of qualified specialists. It is important to note that the university strives for high standards and integration of scientific achievements into the



educational process, which contributes to the formation of advanced knowledge and skills among students.

The EEC especially notes that the DKU demonstrates direct compliance with the priorities of national policy in the field of science, education and innovation through its active research activities. The University actively implements the strategic directions of scientific research defined by national policy. In addition the DKU takes active cooperation with foreign universities and professional associations, and the integration of scientific research into the educational process stimulates the active participation of students in research activities, which supports the state's strategic goals for the development of education and innovation.

The DKU effectively ensures that research activities comply with its mission and development strategy. Research projects conducted at the university directly support the mission by providing students with access to modern knowledge and methodologies. The university development strategy identifies key areas of research work, which reflects the main priorities and goals of the university. The University actively implements the results of scientific research into practice, including cooperation with industrial partners and institutions, which is also consistent with its development strategy.

At the same time, the EEC recommends diversifying sources of funding for research activities through participation in grant and program-targeted funding projects of line ministries of Kazakhstan. Diversification of funding helps mitigate possible risks and ensure the sustainability of research activities, and also allows the university to develop new scientific directions and support a wide range of research projects.

teaching staff assess the support of the university and its leadership for research endeavors: 50% as “very well”, 43.3% as “good”, 3.3% as “relatively bad”, 3.3% as “bad”.

teaching staff assess the level of ability to combine teaching with scientific research 50% as “very good”, 30% as “good”, 20% as “relatively bad”.

***Strengths/Best Practices:***

- The DKU is an important instrument in the implementation of national priorities in the field of science, education and innovation, demonstrating active compliance with and support of national policies through its research activities and educational process.
- The DKU ensures harmonious compliance of research activities with its mission and development strategy, which contributes to the achievement of established goals and the implementation of key objectives of the university.

***Recommendations for the university:***

- Starting from 2024, to ensure the annual participation of the university, teaching staff and employees in various grant programs and program-targeted financing of sectoral ministries of Kazakhstan.

***EEC conclusions based on the criteria:***

**According to the “Research Work” standard, the educational organization has 2 strong and 8 satisfactory positions.**

**The standard of “Finance”**

- ✓ The university shall create development scenarios consistent with the development strategy, taking into account risk assessment.
- ✓ The university shall demonstrate operational and strategic planning for its budget.
- ✓ The university shall demonstrate the presence of a formalized financial management policy, including financial reporting.
- ✓ The university shall demonstrate the presence of an internal audit system.
- ✓ The university shall demonstrate that it has conducted an external independent audit.
- ✓ The university shall have a mechanism for assessing the sufficiency of financial support for various types of university activities, incl. university development strategies, development of educational programs, scientific projects.

***Evidence part***

The DKU's financial strategy aims to provide resources for current and future activities in accordance with the development plan, with an emphasis on stability and capital preservation for future use. The university receives income from various sources, mainly from educational services (74.5%), scientific projects and grants (23.3%), and other services (2.2%). Taking into account the impact of political, economic and social factors, the university carries out systematic work to reduce risks, including the creation of reserves to partially cover them and the analysis of financial resources with their possible redistribution. Effective management of financial resources ensures that funds are used correctly, and periodic assessment of financial flows allows expenses and budgets to be adjusted in accordance with changing conditions.

The internal audit of the educational program at the university takes into account the costs of equipment, its maintenance, software, as well as updating the library collection and infrastructure. Software evaluation includes analysis of various aspects such as the service provider, license expiration dates, their cost and the relevance of the programs. The information obtained is used to form a budget and plan educational processes. Financial management at the university is carried out by the relevant structural units in accordance with established regulations and job descriptions. Accounting and financial reporting are carried out taking into account accounting and tax policies, international financial reporting standards and other regulations. An external audit is carried out annually to express an independent opinion on the accuracy of the financial statements and accounting.

The financial statements of the university include a balance sheet, a statement of income and expenses, a cash flow statement, an explanatory note, a report on changes in equity and a declaration on individual income and social taxes for citizens of the Republic of Kazakhstan and non-residents. These documents provide information about the university's financial position, income, expenses, cash flows, changes in equity, and tax liabilities.

The University regularly submits its annual financial statements to tax authorities, state statistics authorities and the Board of Trustees. This report provides a comprehensive view of the university's financial health, sustainability, solvency and development prospects. The total liquidity ratio confirms the university's ability to pay its short-term obligations on time and in full. This indicates the presence of the necessary resources and conditions for sustainable operation and development at their own expense.

University financial management ensures the management of financial resources by analyzing cash flows and the effectiveness of using appropriate methods.

#### ***Analytical part***

The EEC confirms that the University is actively managing its finances to ensure ongoing and planned activities are carried out in accordance with the development plan. The main sources of income are educational services and scientific projects. Internal audit carefully evaluates costs, including software and technical infrastructure. Financial statements are submitted to various authorities, providing a complete picture of the financial health and sustainability of the university. The university has sufficient resources for sustainable functioning.

***There are no strengths/best practices.***

***There are no recommendations for universities regarding this standard.***

***EEC conclusions based on the criteria:***

**According to the “Finance” standard, the educational organization has 6 satisfactory positions.**

### 6.11. The standard of “Educational Resources and Student Support Systems”

- ✓ *The university shall guarantee the compliance of educational resources, including material and technical resources, and infrastructure with the strategic goals of the university.*
- ✓ *The university shall demonstrate that it has procedures in place to support different groups of students, including information and consultation.*
- ✓ *The university shall demonstrate compliance of information resources with strategic goals:*
  - ✓ *- technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs);*
  - ✓ *- library resources, including a fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases;*
  - ✓ *- examination of research results, graduation works, dissertations for plagiarism;*
  - ✓ *- access to educational Internet resources;*
  - ✓ *- functioning of WI-FI on its territory.*
- ✓ *The university should strive to create conditions for educational, scientific and other activities. Appropriate infrastructure development should be carried out based on the results of monitoring the satisfaction of students, teachers, employees and other stakeholders with the infrastructure.*
- ✓ *The university should strive to ensure that the educational equipment and software used to master the EP are similar to those used in the relevant industries.*
- ✓ *The university shall ensure that the infrastructure meets security requirements.*
- ✓ *The university shall take into account the needs of different groups of students (adults, working people, foreign students, and students with disabilities).*
- ✓ *The university creates conditions for the student’s advancement along an individual educational path.*

#### ***Evidence part***

The DKU is constantly improving its material, technical and information base in order to ensure quality education and sustainable development. This includes creating a conducive environment for employees to learn and work. The formation and development of the university’s resource base is regulated by relevant requirements and norms. The DKU has two administrative and educational buildings, providing them with modern equipment and amenities. The university has classrooms, computer classes, educational laboratories, a library, canteens, medical offices, student rooms, and administrative offices. All premises meet sanitary and fire requirements, disinfection equipment is installed and access to personal protective equipment is provided. The University undergoes annual inspections and renovations to maintain the safety and comfort of students and staff.

The DKU conducts an annual medical examination for all employees and students. The university has an agreement with the medical center, which provides medical services during the examination. The educational buildings have canteens that meet sanitary standards, as well as gyms, a swimming pool and a football field, available for rent. Equipment for sports activities is purchased in accordance with the needs of students and teachers. The University pays attention to the gradual improvement of learning and working conditions by expanding technical and technological capabilities.

As part of the project, the university allocates funds for updating the library collection, purchasing equipment, laboratory equipment and sports equipment. The resource base is improved annually, based on the results of student surveys about their level of satisfaction with the material and technical base and other resources. The budget is formed from the funds of departments and faculties, and the need for updating resources is determined by factors such as changes in the EP, student population and employer expectations. Procurement decisions are made by university management and approved by the president. The resource base is updated annually, taking into account university priorities and current needs, as well as in response to changes, such as the transition to distance and hybrid learning.

The infrastructure of the DKU meets the needs of the educational process and higher education programs. The university provides a support system for students on various issues, such as academic performance, organization of the educational process, academic mobility and scholarship programs. For this purpose, there are a number of structural units that provide consulting assistance and participate in the organization of the educational process and extracurricular activities. The principles of working with students are based on openness, accessibility and the “win-win” principle. Internal documents, such as Academic Policy, Student Honor Code and others, play an important role.

Information and consultation of students is carried out through various digital communication channels, including email, the university website, social networks and instant messengers. Documents and guidelines are also available in digital format for the convenience of students. Consultations are provided during the academic year by appointment via staff and faculty emails.

The university provides support to different groups of students according to their needs. This includes working with out-of-town students, international students, students with special educational needs and disabilities, and the general student population. For non-resident and foreign students, a memorandum was concluded on living in a student house, where they can live from the beginning of the academic year. In addition, such students are paid a living stipend, which helps cover the cost of rent and dormitory.

The DKU provides support to students in the form of various types of scholarships for study, such as the DAAD scholarship, scholarship from the German Embassy, social scholarships from Thomas Kurze GmbH, as well as scholarships from USAID. In recent years, there has been an increase in the number of foreign students, mainly from the CIS countries and Germany. For this group of students, there is an adaptation system that helps them quickly enter the learning process and reduces the likelihood of problems arising.

The DKU strives to create a modern educational environment that takes into account the needs of various audiences. Currently, the university is actively introducing a component of inclusion into the educational and social environment. Access systems to buildings have been created to facilitate access for people with limited mobility, doorways have been widened and bathrooms have been equipped for them. The introduction of blended learning also contributes to the formation of an inclusive environment, allowing students with disabilities to study remotely. Currently there are 5 students with disabilities and special educational needs studying at the DKU. These students successfully complete the curriculum and fulfill all requirements. To ensure a comfortable learning environment, it is planned to purchase instruments for visually impaired students and improve the qualifications of staff in this area. The DKU continues to work to create an environment suitable for all students.

The degree of student satisfaction with regard to training, university work and infrastructure is determined through monitoring meetings held mid-semester by advisers. At these meetings, students' comments and suggestions are recorded. The results obtained are analyzed by the deans of the faculties and transferred to the quality assurance department. After analysis, the results are also distributed to departments and support services to resolve the detected problems.

A modern library is an important resource in ensuring the quality of education at the DKU. Its fund includes publications of specialized and scientific literature for all EP, as well as textbooks on electronic and magnetic media in different languages - Kazakh, Russian, German and English. The library collection is regularly updated in accordance with the annual procurement plan. It includes educational, educational and methodological, scientific literature, as well as periodicals. The main attention is paid to the acquisition of literature in technical, engineering, economic and humanitarian areas. The list of required literature is formed at the faculties, taking into account the curricula and scientific works.

With increasing demand for online and hybrid learning formats, the DKU has expanded access to electronic library systems. From 2019 to 2024, contracts were concluded for the use of 12 such systems. Access to resources such as "Scopus", "Elsevier", "Science Direct", "Wiley" was provided through a national subscription provided by the Ministry of Education and Science of the Republic of Kazakhstan. Cooperation has been established with educational institutions and other libraries in Kazakhstan.

The DKU has a developed information system, including modern equipment in classrooms and computer classes. Each classroom is equipped with desktop computers, projectors and sound equipment, equipped with an individual technical passport. The university also provides access to computer labs for all students outside of class. The computers are

equipped with Windows operating systems and a variety of software installed, including popular applications for scientific and professional activities. Software and licenses are updated annually as part of cooperation with faculties and those responsible for the educational program.

In the context of the modern educational paradigm, information and communication competence becomes key for both the professional and general development of students. At the university, the use of Information and Communication Technologies (ICT) is an integral part of the educational process, contributing to the activation of learning, the development of analytical skills and the formation of flexibility of thinking. EPs actively integrate modern ICT, taking into account the recommendations of employers and the latest trends in relevant fields of knowledge. In addition, teachers constantly monitor updates and innovations, introducing them into the educational process to enrich the student experience.

The educational buildings of the DKU are equipped with Internet access via a fiber-optic connection, ensuring stable speed and continuous operation. Internet access speeds have increased from 200 to 300 megabits per second over the past two years. The university also has a Wi-Fi network covering 90% of its premises, and the number of access points is increasing annually. Network security is ensured by identification, which provides a high level of protection against viruses and malware for mobile devices of students and employees, and also prevents attacks on the network.

The development of information technology has significantly influenced the process of assessing the uniqueness of educational, scientific and final works of students and undergraduates at the DKU. All works are checked for uniqueness using Strike Plagiarism software. Requirements for coefficients and the basic rules for checking for borrowing are specified in the document “Regulations on checking written and scientific works of students, teaching staff and DKU employees for borrowing.”

#### ***Analytical part***

During the visit, the EEC was convinced that the university is constantly improving its material, technical and information base to ensure quality education and sustainable development. This includes creating favorable conditions for training and work of employees, as well as updating administrative and educational buildings, classrooms, computer classes, libraries and other premises. The University undergoes annual inspections and renovations to ensure the safety and comfort of students and staff. A medical examination is conducted annually for all staff and students. The DKU provides various types of scholarships and support for students, including out-of-town, international and special needs students. The university's information base is updated annually, including the development of the library collection and access to electronic resources. The university actively integrates information and communication technologies into the educational process and provides access to modern equipment and the Internet. The uniqueness of students' academic work is checked using specialized software.

During interviews with focus groups, the EEC found that during periods of training under academic mobility programs, students are forced to study part of the disciplines of the Kazakhstan component, which can lead to a decrease in the effectiveness of training. Parallel study of disciplines at one's home university in an online format during academic mobility abroad can create too much burden on the student. This is especially important to consider in the context of time differences between countries, which can make it difficult to synchronize the educational process. This can take away time and energy that the student could be using to learn a new culture, language, and curriculum in another country. Instead, the university should provide alternative options, such as the opportunity to defer the study of these disciplines or choose similar subjects at the site of academic mobility. This will allow the student to get the most out of their experience abroad, broaden their horizons and develop intercultural skills, which is also an important part of the educational process.

The faculty & teaching staff (FTS) assessment of the organization of healthcare and disease prevention at the university: 63.3% as “very well”, 33.3% as “good”, 3.3% as “very

bad”.

The FTS assess the sufficiency and accessibility of necessary scientific and educational literature in the library: 53.3% as “very well”, 46.7% as “good”.

The FTS assess the level of created conditions that take into account the needs of different groups of students : 40% rated as “very well”, 56.7% as “good”, 3.3% as “relatively bad”.

The FTS face a lack of classrooms: 96.7%, as “never” 3.3% as “sometimes”;

with the lack of necessary literature in the library: 73.3% as “never”, 26.7% as “sometimes” 86.7% as “never”;

with poor conditions for classes in classrooms:”, 10% as “sometimes”, 3.3% as “often”; 80% as “never”;

with no Internet access or poor Internet connection: 16.7% as “sometimes”, 3.3% as “often”.

***There are no strengths/best practices identified.***

***Recommendations for the university:***

- From the 2024-2025 academic year, to revise the mechanism for forming the individual educational trajectory of students under academic mobility programs, excluding the parallel development of disciplines at KNU in order to provide the opportunity for the student to be completely immersed in the educational process at a foreign university.

***EEC conclusions based on the criteria:***

**According to the standard “Educational resources and student support systems,” the educational organization has 12 satisfactory positions.**

#### **6.12. The standard “Public Information Standard”**

- ✓ *The information published by the university shall be accurate, objective, relevant and reflect all areas of the university’s activities.*
- ✓ *University management shall use a variety of methods of information dissemination (including the media, web resources, information networks, etc.) to inform the general public and interested parties.*
- ✓ *Public information should include support and explanation of the country’s national development programs and the system of higher and postgraduate education.*
- ✓ *The university shall publish audited financial statements on its own website.*
- ✓ *The university shall demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of the educational program.*
- ✓ *An important factor is the availability of adequate and objective information about teaching staff, in the context of personalities.*
- ✓ *An important factor is to inform the public about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.*
- ✓ *The university shall publish information and links to external resources based on the results of external assessment procedures.*

#### ***Evidence part***

At the DKU, informing the public about the activities of the university, its EP, admission conditions and events is key to ensuring the quality of education. The university strives for openness, transparency and involvement of all stakeholders to achieve its goal - training in-demand, competitive, professional specialists. For this purpose, various information tools are used, including print and electronic media, television, radio, printed materials and Internet resources. Particular attention is paid to the official website, which provides all the latest information in four languages and contains sections aimed at future applicants and their parents. The "Applicant" section provides detailed information about the EP, admission conditions, requirements for the UNT, as well as information about the cost of training and contacts of the admissions committee. The website also contains a “Freshman’s Guide”, which helps newly admitted students quickly adapt and become familiar with the services of the university.

The University website has a Students section that provides important information and support for students. Here, students can learn about the various services and departments that provide assistance and assistance in learning and development, such as the International Office for Study Abroad or the Institute for Language Training and Certification to improve language

skills. The site also contains information for foreign students about the rules of staying in the country and obtaining the necessary documents. In addition, information is provided about student life, the student council and the career center, which helps students build a career and provides access to the “Univer 2.0” system, where students can obtain the necessary information on the educational process and assessments.

The sections “University” and “Science and Transfer” are available on the university website. The “Science and Transfer” section provides information about scientific activities at KNU, including the strategy for the development of science, the Academic Council, scientific centers and institutes, as well as scientific publications and collections published by the university. The “University” section contains general information about the university, its mission, structure, as well as licenses and accreditation certificates. Administration contacts are also provided there. The “Faculty” section provides information about the teaching staff, including their research interests and publications. The site also contains information about foreign teachers and videos about the university, a news feed and information banners reflecting the successes of the DKU EP.

The university website publishes complete information about the university's accreditation, rankings and policies, including academic policy, quality assurance policy and anti-corruption policy. It also provides information about German partner universities and other university partners, as well as projects and cooperation with them. This includes the creation of institutes and research centers, as well as the signing of memorandums of cooperation. All information posted on the site meets the criteria of accuracy, objectivity and relevance, which is confirmed by the availability of information materials about the offered EP, the organization of training, student support and cooperation with other institutions.

The university website contains information about national strategies and development programs of the Republic of Kazakhstan, as well as links to official government resources where you can familiarize yourself with these documents.

On social networks, similar to the website, the university provides information support to both external and internal audiences, including students and employees. The pages of student clubs and the student council actively highlight their activities, providing an additional channel of communication with the public. Reactions under posts reflect the level of audience interest, which helps analyze the effectiveness of the information strategy on social networks. Social media posts also include important government and community news. In addition, the marketing department actively uses printed materials such as brochures, booklets and posters to disseminate information about the university, its educational institutions and partners.

The DKU takes active engagement to use various events to inform the public, such as Open Days, career guidance events, competitions, seminars, exhibitions and conferences. Open days are held monthly from September to June and provide detailed information about the university, its study programme, scholarships and career opportunities. These events are an opportunity for applicants and their parents to receive advice from university staff.

### ***Analytical part***

During the visit, as well as the analysis of the official website of the university, the EEC confirms that the DKU carries out extensive information work to ensure the quality of education and interaction with the public. The central source of information is the official website, which provides detailed information about the study program, admission conditions, accreditation, scientific activities and university events. The DKU also actively uses social networks, holds Open Days and other events to provide information and advice to future students and their parents.

The EEC considers it necessary to publish audited financial statements on the DKU website, as this promotes transparency and trust of society, students and their parents in the financial operations of the university. This creates the impression of reliability and responsible financial management, increasing attractiveness to students and potential sponsors. It also

promotes internal transparency and understanding of the distribution of funds within the institution. Ultimately, the publication of financial statements also demonstrates compliance with the principles of corporate social responsibility.

Students as for availability and quality of Internet resources: 54.1% are “completely satisfied” , 21.6% are “partially satisfied,” 14.9% are “partially dissatisfied,” 6.8% are “not satisfied,” 2.7 % rated “very bad”;

students as for an information support and clarification of the requirements for entering a university and the strategy of the educational program (specialty) before entering a university: 75.7% completely satisfied, 18.9% were “partially satisfied,” 5.4% were “partially not satisfied.”

students as for an information about the requirements that must be met for the successful completion of this educational program (specialty): 63.5% were fully satisfied, 28.4% were “partially satisfied,” 2.7% were “partially not satisfied,” 1.4% were “partially satisfied.”, 4.1% rated it “very bad”.

***There are no strengths/best practices identified.***

***Recommendations for EP:***

- Published annually on the official website of the DKU audited financial statements, including by EP.

***EEC conclusions based on the criteria:***

**According to the “Informing the Public” standard, the educational organization has 7 satisfactory positions and 1 criterion requiring improvement.**

## **(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES ON EACH STANDARD**

**According to the standard “Strategic development and quality assurance”:**

- the DKU demonstrated the development of a unique mission, vision and strategy, taking into account both external and internal factors, as well as the broad involvement of various stakeholders.

- The university not only defines its mission and strategy, but also actively implements them in actions aimed at satisfying a wide range of stakeholders and ensuring the social and economic relevance of its activities.

**According to the “Leadership and Management” standard:**

No

**According to the Information Management and Reporting standard:**

No

**According to the standard “Development and approval of educational programs”:**

- The presence at the DKU of joint and/or double-degree EPs with foreign universities helps improve the quality of education, increase the competitiveness of graduates and strengthen international partnerships.

**According to the standard “Continuous monitoring and periodic evaluation of educational programs”:**

No

**According to the standard “Student-centered learning, teaching and assessment of academic performance”:**

No



**According to the “Students” standard:**

No

**According to the “Faculty and Teaching Staff” standard:**

- INKNU is implementing the Flying Faculty program, which involves the annual involvement of teaching assistant professors from Germany in the implementation of the EP.

**According to the “Research Work” standard:**

- the DKU is an important instrument in the implementation of national priorities in the field of science, education and innovation, demonstrating active compliance with and support of national policies through its research activities and educational process.

- the DKU ensures harmonious compliance of research activities with its mission and development strategy, which contributes to the achievement of established goals and the implementation of key objectives of the university.

**According to the Finance standard:**

No

**According to the standard “Educational resources and student support systems”:**

No

**According to the “Public Information” standard:**

No



## **(VIII) OVERVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY FOR EACH STANDARD**

### **According to the standard “Strategic development and quality assurance”:**

No

### **According to the “Leadership and Management” standard:**

- Before the start of the 2024-2025 academic year, ensure advanced training in the educational management program for all heads of educational programs, deans and vice-rectors.

### **According to the Information Management and Reporting standard:**

No

### **According to the standard “Development and approval of educational programs”:**

- By the beginning of the 2024-2025 academic year, determine a list of disciplines, the content of which is aimed at preparing students for professional, including international, certification. In the 2024-2025 academic year, make appropriate adjustments to the content of the EP and academic disciplines, as well as establish connections with organizations providing professional certification.

### **According to the standard “Continuous monitoring and periodic evaluation of educational programs”:**

- In the 2024-2025 academic year, the weekly student workload will be reviewed, ensuring a balance between the academic workload and other aspects of student life.
- In the 2024-2025 academic year, monitor the effectiveness of assessment systems used by teachers within academic disciplines.
- In the 2024-2025 academic year, implement a mechanism for timely informing teachers, employers and other interested parties about organizational decisions taken regarding the EP, including the results of monitoring and reviewing the content of the EP, using the official website of the university, etc.

### **According to the standard “Student-centered learning, teaching and assessment of academic performance”:**

- In the 2024-2025 academic year, develop assessment criteria for all types of control provided for in academic disciplines, reflected in syllabus.
- In the 2024-2025 academic year, develop and ensure the implementation of a plan of training activities for teaching staff in the field of teaching based on modern achievements of world science and practice, the use of various modern teaching and assessment methods, development and implementation of their own research in the field of teaching methods of academic disciplines into the educational process; by the beginning of the 2025-2026 academic year, reflect the results obtained in the content of the taught disciplines; by the end of the 2025-2026 academic year, provide feedback on the effectiveness of their use.
- Conduct annual monitoring of the use of innovative teaching technologies; regularly ensure the dissemination of information about the results of their own research on the university website.

### **According to the “Students” standard:**

- In the 2024-2025 academic year, develop a functioning mechanism for recognizing the results of informal and informal education. Regularly conduct explanatory work among students and teaching staff about the possibilities and necessity of non-formal and informal education.

- Annually expand the geography and ensure the implementation of external and internal academic mobility of students in online or offline learning modes to leading specialized universities in Kazakhstan and abroad.
- To annually create conditions for students to undergo professional practice that meets their educational needs and professional interests. Develop clear and structured practice programs that include goals, objectives and expected results, as well as an action plan for students and practice leaders. Constantly evaluate the effectiveness of practice programs and make adjustments to its organization and conduct based on feedback from students and partners.
- From the 2024-2025 academic year, develop and implement a mechanism to ensure close interaction and continuous dialogue between the university, students and the practice base.

**According to the “Faculty and Teaching Staff” standard:**

- Before the start of the 2024-2025 academic year, develop a set of development measures student-centered learning.

**According to the “Research Work” standard:**

- From 2024, ensure the annual participation of the university, teaching staff and employees in various grant programs and program-targeted financing of line ministries of Kazakhstan.

**According to the Finance standard:**

No

**According to the standard “Educational resources and student support systems”:**

- From the 2024-2025 academic year, to review the mechanism for forming the individual educational trajectory of students under academic mobility programs, excluding the parallel mastering of disciplines at KNU in order to provide the opportunity for the student to be completely immersed in the educational process at a foreign university.

**According to the “Public Information” standard:**

- Published annually on the official website of KNU audited financial statements, including by OP.

**(IX) RECOMMENDATION TO THE ACCREDITATION BOARD**

*The members of the EEC came to a unanimous opinion that the German-Kazakh University is recommended for accreditation for a period of 5 (five) years.*



**(X) Appendix 1. Evaluation table “Conclusion of the external expert commission”**

No.	No. n\n	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
<b>Standard "Strategic development and quality assurance»</b>						
1	1.	The university shall demonstrate development of a unique mission, vision and strategy based on an analysis of external and internal factors with the broad involvement of a variety of stakeholders	+			
2	2.	The university shall demonstrate the focus of its mission, vision and strategy on meeting the needs of the state, society, sectors of the real economy, potential employers, students and other interested parties	+			
3	3.	The university shall demonstrate transparency in the processes of formation, monitoring and regular review of the mission, vision, strategy and quality assurance policy		+		
4	4.	The institution shall have a published quality assurance policy, mission, vision and strategy		+		
5	5.	The university develops documents on individual areas of activity and processes (plans, programs, regulations, etc.) that specify the quality assurance policy		+		
6	6.	Quality assurance policies should reflect the relationship between research, teaching and learning		+		
7	7.	The university must demonstrate the development of a quality assurance culture		+		
<b>Total according to standard</b>			<b>2</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>The standard of “Leadership and Management”</b>						
8	1.	The university carries out management processes, including planning and resource allocation in accordance with the strategy		+		
9	2.	The university shall demonstrate the successful functioning and improvement of the internal quality assurance system		+		
10	3.	The university shall demonstrate a risk management analysis		+		
11	4.	The university shall demonstrate an analysis of the effectiveness of changes		+		
12	5.	The university shall demonstrate an analysis of identified inconsistencies and the implementation of developed corrective and preventive actions		+		
13	6.	The university must demonstrate management of the educational process through the management of educational programs, including evaluation of their effectiveness		+		
14	7.	The university demonstrates the development of annual activity plans, including teaching staff, based on the Strategy		+		
15	8.	A commitment to quality assurance must apply to any activity carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.		+		
16	9.	The university must provide evidence of the transparency of the university management system		+		
17	10.	The university shall ensure the participation of students and teaching staff in the work of collegial governing bodies		+		
18	11.	The university shall demonstrate evidence of openness and accessibility of managers and administration for students, teaching staff, parents and other interested parties		+		
19	12.	The university shall demonstrate innovation management, including the analysis and implementation of innovative proposals		+		
20	13.	The university should strive to participate in international, national and regional professional alliances, associations, etc.		+		

21	14.	The university must provide training for the management of the university, structural divisions and educational programs in educational management programs		+		
22	15.	The institution should ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure		+		
<b>Total according to standard</b>			<b>0</b>	<b>15</b>	<b>0</b>	<b>0</b>
<b>The standard of “Information Management and Reporting”</b>						
23	1.	The university must ensure the functioning of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software		+		
24	2.	The university must demonstrate the use of processed, adequate information for effective management of educational programs, improvement of the internal quality assurance system		+		
25	3.	The university shall have a system of regular reporting at all levels of the organizational structure, including assessment of the effectiveness and efficiency of the activities of departments, educational programs, scientific research and their interaction		+		
26	4.	The university shall establish the frequency, forms and methods of assessing the management of educational programs, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects		+		
27	5.	The university shall demonstrate the determination of the procedure and ensuring the protection of information, including the identification of responsible persons for the accuracy and timeliness of information analysis and data provision		+		
28	6.	An important factor is the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on it		+		
29	7.	The university shall demonstrate the presence of a communication mechanism with students, employees and other interested parties, including the presence of conflict resolution mechanisms		+		
30	8.	The university shall ensure that the degree of satisfaction of the needs of teaching staff, staff and students is measured and demonstrate evidence of eliminating the identified deficiencies		+		
31	9.	The university shall evaluate the effectiveness and efficiency of its activities, including in the context of EP		+		
<i>Information collected and analyzed by the university must take into account:</i>						
32	10.	key performance indicators		+		
33	11.	dynamics of the student population in terms of forms and types		+		
34	12.	academic level, student achievement and dropout		+		
35	13.	student satisfaction with the implementation of the EP and the quality of education at the university		+		
36	14.	Availability of educational resources and support systems for students		+		
37	15.	employment and career growth of graduates		+		
38	16.	Students, teaching staff and other internal stakeholders must document their consent to the processing of personal data		+		
38	17.	The university must help provide all the necessary information in the relevant fields of science		+		
<b>Total according to standard</b>			<b>0</b>	<b>17</b>	<b>0</b>	<b>0</b>
<b>The standard of “Development and approval of educational programs”</b>						
39	1.	The university must demonstrate the existence of a documented procedure for the development and approval of an educational program at the institutional level		+		
40	2.	The university must demonstrate compliance of the developed EP with the established goals, including the intended learning outcomes		+		
41	3.	The university must demonstrate the presence of a developed model of an EP graduate that describes learning outcomes and personal qualities		+		
42	4.	The university must demonstrate the conduct of external examinations of the EP		+		

43	5.	The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of the NSC, QF-EHEA		+		
44	6.	The university must determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
45	7.	An important factor is the ability to prepare students for professional certification			+	
46	8.	The university must provide evidence of the participation of students, teaching staff and other stakeholders in the development of educational programs and ensuring their quality		+		
47	9.	The university must ensure that the content of academic disciplines and learning outcomes correspond to the level of study (bachelor's, master's, doctoral)		+		
48	10.	The structure of the EP should provide for various types of activities that correspond to the learning outcomes		+		
49	11.	An important factor is the presence of joint EPs with foreign educational organizations	+			
<b>Total according to standard</b>			<b>1</b>	<b>9</b>	<b>1</b>	<b>0</b>
<b>The standard of “Continuous monitoring and periodic evaluation of educational programs”</b>						
50	1.	The university must demonstrate the existence of a documented procedure for monitoring and periodically evaluating the EP to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP		+		
51	2.	The university must ensure a revision of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demands of society		+		
<i>Monitoring and periodic evaluation of the EP should consider:</i>						
52	3.	content of programs in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the taught discipline		+		
53	4.	changes in the needs of society and the professional environment		+		
54	5.	workload, performance and graduation of students			+	
55	6.	effectiveness of student assessment procedures		+		
56	7.	expectations, needs and satisfaction of students with EP training		+		
57	8.	educational environment and support services, their compliance with the goals of the EP		+		
58	9.	The university must provide evidence of the participation of students, employers and other stakeholders in the revision of the EP		+		
59	10.	All interested parties must be informed of any planned or undertaken actions regarding the OP. All changes made to the OP must be published		+		
60	11.	Support services should ensure that the needs of different groups of students are identified and met		+		
<b>Total according to standard</b>			<b>0</b>	<b>10</b>	<b>1</b>	<b>0</b>
<b>The standard of “Student-centered learning, teaching and assessment”</b>						
61	1.	The university must ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths		+		
62	2.	The university must ensure the use of various forms and methods of teaching and learning		+		
63	3.	The university must demonstrate the presence of a feedback system on the use of various teaching methods and assessment of learning outcomes		+		
64	4.	An important factor is the presence of your own research in the field of teaching methods of academic disciplines		+		
65	5.	The institution must demonstrate support for student autonomy while providing guidance and assistance from the instructor		+		
66	6.	The university shall demonstrate that it has a procedure for responding to student complaints		+		
67	7.	The university must ensure consistency, transparency and objectivity in the mechanism for assessing learning outcomes, including appeals		+		
68	8.	The university shall ensure that procedures for assessing student learning outcomes comply with the planned learning outcomes and program goals. Evaluation criteria and methods must be published in advance		+		
69	9.	The university shall define mechanisms to ensure that each graduate masters the learning outcomes and ensure the completeness of their formation		+		

70	10.	Evaluators shall be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area		+		
<b>Total according to standard</b>			<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>
<b>The standard of “Students”</b>						
71	1.	The university shall demonstrate a student enrollment policy from admission to graduation and ensure the transparency of its procedures. Procedures regulating the life cycle of students (from admission to completion) must be defined, approved, published		+		
72	2.	The university shall provide for special adaptation and support programs for newly admitted and foreign students		+		
73	3.	The university must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the presence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal learning		+		
74	4.	The university shall cooperate 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		+		
75	5.	The university must provide opportunities for external and internal mobility of students, as well as assist them in obtaining external grants for studying		+		
76	6.	The university must make maximum efforts to provide students with places of practice, promote the employment of graduates, and maintain contact with them		+		
77	7.	The university must provide graduates with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received and evidence of its completion		+		
78	8.	The university must demonstrate the presence of a mechanism for monitoring the employment and professional activities of graduates		+		
79	9.	The university must actively encourage students to self-education and development outside the main program (extracurricular activities)		+		
80	10.	An important factor is the presence of an active alumni association/union		+		
81	11.	An important factor is the presence of a mechanism to support gifted students		+		
<b>Total according to standard</b>			<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>
<b>The standard “Faculty &amp; Teaching staff”</b>						
82	1.	The university shall have an objective and transparent personnel policy, including recruitment, professional growth and development of personnel, ensuring the professional competence of all staff		+		
83	2.	The university shall have clear, transparent and objective criteria for hiring employees, appointments, promotions, dismissals and follow them in its activities		+		
84	3.	The university shall demonstrate compliance of the staff potential of the teaching staff with the university development strategy and the specifics of the educational program		+		
85	4.	The university shall demonstrate a change in the role of the teacher in connection with the transition to student-centered learning		+		
86	5.	The university shall determine the contribution of the teaching staff to the implementation of the university development strategy and other strategic documents		+		
87	6.	The university should provide opportunities for career growth and professional development of teaching staff, including young		+		
89	7.	The university should involve practitioners from relevant industries in teaching		+		
90	8.	The university shall demonstrate motivation for the professional and personal development of teachers, including encouraging both contribution to the integration of research and education, and the use of innovative teaching methods		+		
91	9.	An important factor is the active use of information and communication technologies by teaching staff in the educational process (for example, on-		+		



		line learning, e-portfolio, MOOCs, etc.)				
92	10.	The university shall demonstrate a focus on developing academic mobility and attracting the best foreign and domestic teachers	+			
93	11.	The university can show the involvement of the teaching staff in the life of society (the role of the teaching staff in the education system, in the development of science, the region, the creation of a cultural environment, participation in exhibitions, creative competitions, charity programs, etc.)		+		
<b>Total according to standard</b>			<b>1</b>	<b>10</b>	<b>0</b>	<b>0</b>
<b>The standard of “Research work”</b>						
94	1.	The university shall demonstrate compliance of research priorities with national policies in the field of education, science and innovative development	+			
95	2.	The university shall ensure that research activities are consistent with the mission and strategy of the university	+			
96	3.	The university shall plan and monitor the effectiveness of research work		+		
97	4.	The university shall demonstrate the presence of processes for attracting students to research activities		+		
98	5.	The university shall demonstrate assistance in presenting the scientific positions of researchers, teaching staff and students at various scientific sites, including the publication of scientific results		+		
99	6.	The university shall promote the implementation of scientific research results, including consulting and commercialization		+		
100	7.	The university shall promote the recognition of the results of scientific research work, including registration of scientific projects with authorized bodies, registration of patents and copyright certificates		+		
101	8.	An important factor is conducting joint scientific research with foreign universities		+		
102	9.	The university should strive to diversify sources of funding for research activities		+		
103	10.	The university shall provide mechanisms for motivating research activities of students, teaching staff and other internal stakeholders		+		
<b>Total according to standard</b>			<b>2</b>	<b>8</b>	<b>0</b>	<b>0</b>
<b>The standard of “Finance”</b>						
104	1.	The university shall create development scenarios consistent with the development strategy, taking into account the risk assessment		+		
105	2.	The university must demonstrate operational and strategic planning of its budget		+		
106	3.	The university shall demonstrate the existence of a formalized financial management policy including financial reporting		+		
107	4.	The university must demonstrate the presence of an internal audit system		+		
108	5.	The university shall demonstrate that it has conducted an external independent audit		+		
109	6.	The university must have a mechanism for assessing the sufficiency of financial support for various types of university activities, incl. university development strategies, development of educational programs, scientific projects		+		
<b>Total according to standard</b>			<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>Standard “Educational Resources and Student Support Systems”</b>						
110	1.	The university must guarantee the compliance of educational resources, including material and technical resources, and infrastructure with the strategic goals of the university		+		
111	2.	The university shall demonstrate that it has procedures in place to support different groups of students, including information and counseling		+		
<i>The university shall demonstrate compliance of information resources with strategic goals:</i>						
112	3.	technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs)		+		
113	4.	library resources, including a fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		

114	5.	examination of research results, graduation works, dissertations for plagiarism		+		
115	6.	access to educational Internet resources		+		
116	7.	functioning of WI-FI on your territory		+		
117	8.	The university should strive to create conditions for educational, scientific and other activities. Appropriate infrastructure development should be carried out based on the results of monitoring the satisfaction of students, teachers, employees and other stakeholders with the infrastructure		+		
118	9.	The university should strive to ensure that the educational equipment and software used to master the EP are similar to those used in the relevant industries		+		
119	10.	The university shall ensure that the infrastructure meets security requirements		+		
120	11.	The university shall take into account the needs of different groups of students (adults, working people, foreign students, as well as students with disabilities)		+		
121	12.	The university creates conditions for the student's advancement along an individual educational path		+		
<b>Total according to standard</b>			<b>0</b>	<b>12</b>	<b>0</b>	<b>0</b>
<b>Public Information Standard</b>						
122	1.	The information published by the university must be accurate, objective, relevant and reflect all areas of the university's activities.		+		
123	2.	University management shall use a variety of methods of information dissemination (including the media, web resources, information networks, etc.) to inform the general public and interested parties		+		
124	3.	Public information should include support and explanation of the country's national development programs and the system of higher and postgraduate education		+		
125	4.	The university shall publish audited financial statements on its own website			+	
126	5.	The university shall demonstrate the reflection on the web resource of information characterizing the university as a whole and in the context of EP		+		
127	6.	An important factor is the availability of adequate and objective information about teaching staff, in terms of personalities		+		
128	7.	An important factor is to inform the public about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations		+		
129	8.	The university must publish information and links to external resources based on the results of external assessment procedures		+		
<b>Total according to standard</b>			<b>0</b>	<b>7</b>	<b>1</b>	<b>0</b>
<b>TOTAL</b>			<b>6</b>	<b>120</b>	<b>3</b>	<b>0</b>