



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission on the
assessment for compliance with the requirements of specialized
accreditation standards for an educational program of higher and (or)

postgraduate education

(The Republic of Kazakhstan)

6B04116 Economics

6B04104 Management

7M04109 Economics (1 year)

7M04108 Economics (2 years)

7M04115 Marketing (2 years)

ALMATY HUMANITIES AND ECONOMICS UNIVERSITY

during the period from October 18 to October 20, 2023

INDEPENDENT ACCREDITATION AND RATING AGENCY
External expert commission

Addressed to
Accreditation
IAAR Council



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Content

(I) LIST OF SYMBOLS AND ABBREVIATIONS	3
(II) INTRODUCTION	4
(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION	5
(IV) DESCRIPTION OF PREVIOUS ACCREDITATION PROCEDURE	7
(V) DESCRIPTION OF THE VISIT OF EEC	11
(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS	13
6.1. Standard “Educational Program Management”	13
6.2. Information Management and Reporting Standard	17
6.3. Standard “Development and approval of an educational program”	20
6.4. Standard “Continuous monitoring and periodic evaluation of educational programs”	24
6.5. Standard “Student-centered learning, teaching and assessment”	27
6.6. Standard “Students”	30
6.7. Standard “Faculty and teaching staff”	33
6.8. Standard “Educational Resources and Student Support Systems”	36
6.9. Standard “Public Information”	39
(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD	42
(VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT	43
(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATION	46
Appendix 1. Evaluation table “SPECIALIZED PROFILE PARAMETERS	47
Appendix 2. PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION	54
Appendix 3. RESULTS OF THE QUESTIONNAIRE OF PST	62
Appendix 4. RESULTS OF THE STUDENT SURVEY	68

(I) LIST OF SYMBOLS AND ABBREVIATIONS

ASUE - Almaty Humanitarian and Economic University
AESI – Almaty Institute of Economics and Statistics
IAAR - Independent accreditation and rating agency
EEC - external expert commission
IPPiPK – Institute of Training, Retraining and Advanced Training
MNHE RK - Ministry of Science and Higher Education of the Republic of Kazakhstan
GOP – group of educational programs
Teaching staff - teaching staff
R&D - scientific research work
EP - educational program
DMS – distance learning system
ACS – automated control system
GAK – State Certification Commission
SRSP - independent work of students under the guidance of a teacher
SRS - independent work of students
US - Academic Council
BS - Business School
SCVP - State Center for Payment of Pensions
NQS – National Qualifications System
EHEA – European Higher Education Area
ECTS - European Credit Transfer and Accumulation System
UP - curriculum
RO - learning outcomes
QED – catalog of elective disciplines
GPA - Grade point average
MOOC – Massive Open Online Courses
DSP – Student Service Center
KDM – Committee on Youth Affairs

(II) INTRODUCTION

In accordance with Order No. 140-23-OD dated September 7, 2023 of the Independent Agency for Accreditation and Rating, from October 18 to October 20, 2023, an external expert commission assessed the conformity of educational programs 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years) Almaty Humanitarian and Economic University standards for specialized accreditation of educational programs of higher and (or) postgraduate education (Republic of Kazakhstan) (No. 57-20-OD dated June 16, 2020, sixth edition). The report of the external expert commission (EEC) contains an assessment of the submitted educational programs according to the IAAR criteria, recommendations of the EEC for further improvement of educational programs and profile parameters of educational programs.

Composition of VEC:

1. Chairman of the EEC - Akybaeva Gulvira Sovetbekovna, Ph.D., Karaganda University named after academician E.A. Buketova (Republic of Kazakhstan) Off-line participation
2. IAAR expert – Konstantin Yuryevich Korolev, Ph.D., Associate Professor, North-West Institute of Management of the Russian Academy of National Economy and Public Administration under the President of the Russian Federation (RANEPA) (Russian Federation) Op-line participation
3. IAAR expert – Babajanov Davron Dadodzhanovich, Vice-Rector for International Relations, Doctor of Economics, Professor, Tajik State University of Law, Business and Politics (Republic of Tajikistan) Op-line
4. IAAR expert – Zakirova Dilnara Ikramkhanova, PhD, Associate Professor of the Department of Tourism and Service, Turan University (Republic of Kazakhstan) Off-line participation
5. IAAR expert – Gulnara Malikovna Kushebina, Ph.D., Head of the Office Registrar, Esil University (Republic of Kazakhstan) Off-line participation
6. IAAR expert – Baktymbet Saule Serikovna, Candidate of Economic Sciences, Associate Professor, Deputy Director, Academy of Political Management (Republic of Kazakhstan) Op-line
7. IAAR expert - Khamraev Sheripidin Itakhunovich, Ph.D., Associate Professor, Head of the Office of Institutional Effectiveness, Kazakh National Pedagogical University. Abai (Republic of Kazakhstan) Off-line participation
8. IAAR expert - Rakisheva Aigul Kuanysbbaevna, Ph.D., Associate Professor, Humanitarian and Technical Academy (Republic of Kazakhstan) Off-line participation
9. IAAR expert - Ismailova Aisulu Abzhapparovna, PhD, associate professor of the Department of Information Systems, Kazakh Agrotechnical Research University. S. Seifullina (Republic of Kazakhstan) Off-line participation
10. IAAR expert, employer – Leila Maratovna Zhaiykbaeva, Director of the Human Resources Department of the National Chamber of Entrepreneurs “Atameken” (Republic of Kazakhstan) Op-line participation
11. IAAR expert, employer – Zholamanova Aigerim Kuanyshevna, Master of Management, Financial Director of Myiza LLP (Republic of Kazakhstan) Off-line participation

12. IAAR expert, student – Tynymbaeva Aruzhan Muratkyzy 2nd year master’s student, Gumilyov Eurasian National University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) Op-line participation
13. IAAR expert, student – Victoria Olegovna Sorokoletova, 4th year student, Kazakh University of International Relations and World Languages. Abylai Khan, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) Off-line participation
14. IAAR expert, student - Sadvakasov Sultan Kuatovich, 2nd year student, Turan-Astana University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) Op-line participation
15. IAAR expert, student – Sailau Adilet, 3rd year student of Al-Farabi Kazakh National University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) Off-line participation
16. IAAR expert, student - Tursynkazina Amina Kuanyshbekovna, 4th year student, Kazakh University of International Relations and World Languages. Abylai Khan, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) Off-line participation
17. IAAR Coordinator – Saidulaeva Malika Akhyadovna, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) Off-line participation

REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Almaty Institute of Economics and Statistics (AESI) was created in accordance with the Decree of the Government of the Republic of Kazakhstan No. 19 dated January 11, 1999 through the reorganization of the state institution “Institute for Training, Retraining and Advanced Training of Personnel of the National Statistical Agency of the Republic of Kazakhstan” (IPP and PC) and currently operates as Almaty Humanitarian and Economic University on the basis of state license No. KZ40LAA00031976 dated 09/06/2021.

The activities of the institution “Almaty Humanitarian and Economic University” are carried out in accordance with the Law of the Republic of Kazakhstan “On Education”, regulatory documents, instructions and orders of the Ministry of Education and Science of the Republic of Kazakhstan, the Charter approved by the order of the Department of Justice of the Auezov District of the Department of Justice of Almaty of the Ministry of Justice of the Republic of Kazakhstan dated 06.09. 2021 No. KZ40LAA00031976.

The main goal of the University is the implementation of educational programs of higher professional and postgraduate professional education, the implementation of scientific programs of a fundamental and applied nature, and the education of students.

The results of the University’s activities from 2021 to 2023 showed the consistency of the main indicators of the adopted strategy and the possibility of its further implementation.

The Institute of Economics, Statistics and IT Technologies provides training and retraining of specialists in the field of economics, management, management in the public sector, marketing, finance, accounting and auditing, information systems, statistics for undergraduate and graduate programs.

The total number of ASUE teaching staff according to the staffing table as of September 1, 2023, the share of full-time teachers is 221 people (81%), 19 doctors, 19 PhDs and 104

candidates of sciences, professors, associate professors, 65 masters of science. Training is conducted at 7 departments and at the Business School in 21 groups of educational programs (GEP) for bachelor's degrees, 8 GOP for master's degrees.

ASUE teaching staff actively participates in competitions for grant funding for research. In March 2021, two scientific projects won the competition of the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan for 2021-2023:

1) “Organizational and economic mechanism of managed urbanization in the post-pandemic period” Scientific supervisor Bekenova L.M. The approved financing amount is 54,189,839.00 tenge.

2) “New era of sustainable development of agglomerations: renewable sources and circular innovations” Scientific supervisor Tleppaev A.M. The approved amount of grant funding is 51,071,277.00 tenge.

University teachers regularly participate in the competition and become laureates of the international scholarship of the President of the Republic of Kazakhstan “Bolashak” (Buribaev B.B., Segizbaeva K.K., Madyarova G.A., Sabyrova M.E.) and the competition “Best Teacher” (Bertayeva K.Zh., Madyarova G.A., Taspenova G.A., etc.).

Every year participating in the National Ranking of Demand for Universities in Kazakhstan, the University has consistently been included in the TOP-20 prestigious universities of the Republic of Kazakhstan for many years. Based on the results of 2022 and 2023 – 17th place.

In 2021, the university submitted 7 bachelor's and 4 master's degree programs to participate in the ranking.

Accredited EPs are assigned to the Business School (until October 2020 - the Department of Economics and Management). The department was founded in 2003 as the Department of Economics and Statistics after the division of the Department of Economic and General Educational Disciplines. Since 2008, the department was called the Department of Economics and Management; in October 2020, the department was transformed into a Business School.

The business school graduates bachelors in three EPs: Economics, Management, Marketing, as well as master's students in EP Economics, Marketing. The preparation of bachelors in OP Economics has been carried out since 2005, bachelors in OP Management since 2004, masters in OP Economics since 2003, masters in OP Marketing since 2007.

Indicators of the contingent of accredited educational programs, information about the teaching staff of the Business School, as well as employment of graduates are presented in Tables 1–3.

Table 1 – Student population by type of education for 2021-2024..

Educational program	2021-2022 academic year	2022-2023 academic year	2023-2024 academic year
6B04116 – Economics bachelor	87	99	65
6B04104 – Management bachelor	35	31	34
Total students:	122	130	99
7M04108 – Economics master	11	10	2
7M04114 - Marketing master	2	1	-
Total master's students:	13	11	2

Table 2 – Information about the teaching staff of the Business School

№	Indicators	2021-2022 academic year	2022-2023 academic year	2023-2024 academic year
1	Teaching staff, total people, of which:	25	27	26
	- doctors of science, professors	3	3	3
	- candidates of sciences, associate professors	13	13	14
	- PhD	2	3	3
	- masters	6	6	5
2	Share of doctors of science, professors, %	12	11	11,5
3	Share of candidates of sciences, associate professors, %	52	48	54
4	% sedate	72	70	77

Table 3 – Employment results for the EP cluster in the 2021-2022 academic year

Name of educational program	Employment level
Management	82.8%
Economy	79%
Marketing	57%

In 2020, the Business School took part in a competition for grant funding for scientific and (or) scientific and technical projects for 2021-2023, in which two declared topics: “Organizational and economic mechanism of managed urbanization in the post-pandemic period,” head Bekenova L.M. . (financing amount 54,189,839.00 tenge) and “New era of sustainable development of agglomerations: renewable sources and circular innovations” headed by Tleppaev A.M. (grant funding 51,071,277.00 tenge) received a positive conclusion.

DESCRIPTION OF PREVIOUS ACCREDITATION PROCEDURE

In accordance with Order No. 131-18-OD dated November 30, 2018 of the Independent Agency for Accreditation and Rating, from December 4 to December 6, 2018, an external expert commission assessed the compliance of the educational programs: 5B050600 – Economics, 6M050600 – Economics, 5B050700 – Management , 5B051100 – Marketing, 6M051100 – Marketing of the Almaty Academy of Economics and Statistics to the standards of specialized accreditation of the IAAR.

Composition of VEC:

1. Chairman of the commission - Larisa Arnoldovna Shkutina, Doctor of Pedagogical Sciences, Professor
2. Foreign expert – Tayirov Mitalip Muratovich, Doctor of Physical and Mathematical Sciences, Professor, Kyzyl-Kiya Humanitarian Pedagogical Institute, Batken State University
3. Foreign expert – Elena Viktorovna Subbotina, Ph.D., Professor, Russian International Academy of Tourism (Moscow, Russia), expert of the “Guild of Experts in the Field of Professional Education”

4. Expert – Dilnara Ikramkhanovna Zakirova, PhD
5. Expert – Kulziya Akrashevna Kalymova, PhD
6. Expert – Bekzhanova Toty Kalzhanovna, Ph.D., Associate Professor
7. Employer – Pilipenko Yuri Aleksandrovich, Chairman of the Board of Directors of the Association for Promotion of Business Development and Investment (Almaty)
8. Student – Kuandyk Zhasulan Bostandykuly, 1st year master's student in the MBA "Business Administration" specialty, KazNU named after. al-Farabi
9. Student – Ordabek Dimash, 4th year student of the specialty "Economics", KazNU named after. Al-Farabi
10. Student - Medetov Batyrkhan, student of the specialty "Equipment Engineering", Almaty University of Energy and Communications
11. Student - Amanbek Asem, 1st year master's student in the specialty "Finance", Academy "Kainar"
12. Observer from the Agency - Nurakhmetova Aiman Bekbolatovna, project manager for post-accreditation monitoring of the IAAR (Astana).

At the meeting of the IAAR Accreditation Council on December 20, 2018, a decision was made on international specialized reaccreditation of educational programs 5B050600-Economics, 5B050700-Management, 6M050600-Economics, 6M051100-Marketing for a period of 5 years.

Based on the results of the specialized accreditation procedure, an external expert commission made recommendations to improve the quality of the university's activities and the educational services provided. In order to implement these recommendations, the university has developed an action plan for their implementation. Post-accreditation monitoring was carried out within the framework of the action plan for the implementation of the EEC recommendations and was carried out in accordance with the criteria for its implementation.

1. Standard "Educational program management"

1.1 To improve the management of activities through processes, introduce an internal quality assurance system.

The university has developed and approved a Quality Assurance Policy (approved by the Rector on September 10, 2021), which corresponds to the mission and development strategy of the university, and a Quality Assurance Guide (approved by the University Academic Council on September 10, 2021, protocol No. 2). Quality goals are approved annually (goals for the 2022-2023 academic year were approved by the Academic Council of the university on August 26, 2022, protocol No. 1). All documents are posted on the official website of the university.

In order to implement the quality assurance system, the University has a Quality Assurance Committee; the Regulations on the Committee for Quality Assurance in Educational Institutions have been developed and implemented (dated September 29, 2021)

1.2 Transfer all the main business processes regulating the implementation of the OP to electronic document management.

The university uses the Prometheus DSS, 1C-Dean's Office, Platonus automated control system, and operates an electronic Student Service Center. In February 2021, after testing and studying other proposals, an agreement was concluded for the purchase of the licensed program "1C-Bitrix24" (Corporate portal, 60 users) with ILAB. More detailed information and supporting documents are not provided.

1.3 Strengthen the development of a quality culture at the university. 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.

The Quality Assurance Committee regularly conducts a SWOT analysis of the current state of the quality culture, and based on the results obtained, a Quality Assurance Report is prepared. Sample reports are not provided.

The purpose of the Quality Assurance Manual developed at the university is “to develop a unified approach to quality assurance within the university, to direct the efforts of all departments to achieve the strategic goals of the university and goals in the field of quality assurance, as well as to further develop and improve educational programs.” At the same time, the document does not describe the procedure for ensuring the quality of activities performed by contractors and partners, including in the implementation of joint/double-degree education and academic mobility.

1.4 Intensify work on the development of innovative proposals in the management of educational programs, their analysis and implementation in the educational process.

The management of the EP closely interacts with representatives of employers: employers are members of the University’s Educational and Methodological Council, members of the State Attestation Commission, offer new relevant disciplines, act as reviewers of educational and methodological documentation, take part in various forums, webinars, meetings, etc. The report describes a large number of scientific, educational and methodological events in which university employees took part, incl. carried out on the basis or with the participation of the university, however, it is not described how the results of these activities affected the management of the educational program, what innovative proposals were received and introduced into the educational process.

2. Standard “Information Management and Reporting”

2.1 Continue work on systematizing all types of information in order to improve the internal quality assurance system.

Systematization of information in all areas of the university’s activities is carried out through the Platonus automated control system, 1C-Dean’s Office, 1C-Accounting, Prometheus SDO, corporate mail and Google services, the official website of the university and pages on social networks. Electronic document management is being introduced; An agreement was concluded for the purchase of the licensed program “1C-Bitrix24” (Corporate portal, 60 users) with the company “ILAB”.

The University guarantees the collection, analysis and use of information for the effective management of EP and other activities through the Quality Assurance Manual.

2.2 Ensure the legitimacy of the use of personal data of students, employees and teaching staff by preparing the appropriate documents.

The university has developed a Regulation on the protection of personal data of employees and students (approved by the rector on September 10, 2021), which “determines the procedure for processing (receipt, use, storage, clarification (updates, changes), distribution (including transfer), depersonalization, blocking, destruction), protection of personal data of employees and students, as well as guarantees of confidentiality of information about them.”

3. Standard “Development and approval of an educational program”

3.1 Determine and update all procedures for developing OP. The report provides information that the Quality Assurance Manual “in the section “Development and approval of educational programs” defines the main procedures for the development of educational programs,” but this is not true. The Guide does not describe the procedure for developing OP, approval, examination, revision, updating, etc.; other internal regulatory documents relating to these procedures are also not presented. 3.2 Continue work on the development and implementation of joint educational programs with foreign educational organizations. The university has developed a Regulation on joint and double-degree educational programs (approved by the rector in 2022, no date). Agreements with universities are presented: Institute of International Economic Relations (Moscow, Russian Federation, Agreement on double-diploma education dated November 28, 2022), Moscow Institute of Psychoanalysis (Moscow, Russian Federation, Additional agreement on the implementation of an additional EP (Minor) from 09/15/2021), Omsk Humanitarian Academy (Omsk, Russian Federation, Additional agreement on the implementation of an additional EP (Minor), no date), as well as general agreements with other foreign and Kazakh universities. More detailed information about the status of joint and double-degree EPs, their results, as well as the EPs themselves are not presented. 4. Standard “Continuous monitoring and periodic evaluation of educational programs” 4.1 Continue work to ensure regular revision of the content and structure of the EP, taking into account changes in the labor market, employer requirements and social demands of society. In accordance with the Academic Policy of the university, as well as the Quality Assurance Guidelines, the university interacts with representatives of employers and other stakeholders on updating the content of the EP. Employers are included in the Educational and Methodological Council of the University (for the EP “Economics”, “Management”, “Marketing” - Deputy Director of the branch of the Center for Research and Development of KazTransOil JSC Turgumbayev N.O.), members of the State Attestation Committee (Chairman of the International Association of Manufacturers of Goods and services "EXPO BEST" Pilipenko Yu.A., Deputy General Director for Development of LLP "Petroleum" Bataeva G.B.), offer relevant disciplines, act as reviewers of educational and methodological documentation, take part in various forums, webinars, meetings, etc. Extracts from meetings of collegial bodies on the inclusion of new relevant disciplines in the EP at the proposals of employer representatives are presented. 5. Standard “Student-centered learning, teaching and assessment” 5.1 Continue the development of teaching staff’s own research in the field of innovative methods of teaching academic disciplines accredited by EP and their implementation in the educational process. Management of EP and teaching staff regularly take advanced training courses in the field of innovative teaching methods (certificates are presented), and also publish the results of their own research in the form of educational and educational literature:

-Bekenova L.M., Seytkhamzina G.ZH., Akhatova E.KH., «Gosudarstvennoye regulirovaniye ekonomiki: praktikum dlya SRSP i SRS», Uchebnoye posobiye. Almaty.: AGEU, 2022. – 150s.;

- Bekenova L.M. Ekonomika predpriyatiya v usloviyakh rynka. Uchebnoye posobiye. AGEU, 2022. – 224s.;

- Kiselev V.M., Meshkov V.R., Plyushcheva L.V., Syaglova YU.V., Seytkhamzina G.ZH. Mezhdunarodnyy marketing. Sbornik keysov dlya studentov obrazovatel'noy programmy «Marketing» dlya vsekh form obucheniya / – AGEU: Almaty, Kemerovskiy institut (filial) RGTEU: Kemerovo, 2022. - 140 s.; - Kiselev V.M., Meshkov V.R., Syaglova YU.V.,

Plyushcheva L.V., Il'yasova A.A. Marketing v otraslyakh i sferakh deyatel'nosti. ch.1. Marketing v trgovle. Uchebno-metodicheskoye posobiye – Almaty: AGEU, Kemerovskiy institut (filial) RGTEU, 2022.- 156s.;

- Dzhangarasheva N.V., Shiganbayeva N.B., Karipova M.R. Tauarlar men k,yzmetter zharnamasy: ok,u k,ūraly. – Almaty.: AGEU, 2022. – 145b.; - Tursynbayeva D.K., Satbekova A.B., Belevov A.T., Tleubekova A.D., Ayyekenova M.K. Kāsípkerlík negízderí. - Almaty.: AGEU, 2022. – 164b.; - Seytkhamzina G.ZH., Duysen G.M., Bralimov A.ZH., Omarova S.K., Baymuratova G.K. Biznes-planirovaniye innovatsionnykh proyektov, Almaty.: AGEU, 2022. – 100s. i dr.

6. Standard “Students”

6.1 Intensify the activities of the Academy Alumni Association, including raising funds for participation in foreign support programs to expand the academic mobility of students.

Graduates of the EP work to provide sponsorship to the university. So, a graduate of 2021 Schultz D.A. (IP Apollo Production) sponsorship was provided for the design of the Business School stand in the amount of 53,000 tenge. Graduates of 2021 paid for the publication of educational literature by Business School teachers, replenishing the university’s library fund in the amount of more than 180,000 tenge.

The work plan of the Alumni Association for the 2022-2023 academic year is posted on the university website, but it does not properly trace the participation of the Association in the implementation of the EP, despite the fact that the tasks of this organization are, among other things, the implementation of educational projects and interaction within the framework of adaptation of the educational process to the demands of the labor market.

7. Standard “Faculty and teaching staff”

7.1 Stimulate the participation of teaching staff in academic mobility programs, joint scientific research with foreign partners and international projects.

The university has a Regulation on the rating of teaching staff (approved by the rector on September 10, 2021), which provides for the stimulation of academic mobility.

From February 7 to February 25, 2021, candidate of economic sciences, associate professor Taspénova G.A. conducted a course of lectures in online format on the discipline “Talent Management” for students of the Institute of Industry Management of the State University of Management (Moscow, Russian Federation). From March 14 to March 28, 2022, Doctor of Economics, Professor Duysen G.M. conducted a course of lectures in online format on the discipline “Tourism Economics” for students of the Institute of Personnel Management, Social and Business Communications of the State University of Management (Moscow, Russian Federation).

As part of joint international scientific research in 2022, professors of the Business School Seithamzina G.Zh. and Ilyasova A.A. together with scientists from the Russian Economic University. Plekhanov, textbooks “International Marketing” (15.9 pp.), “Marketing in Industries and Fields of Activity” (15.0 pp.) were published.

8. Standard “Educational resources and student support systems”

There are no recommendations for this standard.

9. Standard “Informing the public”

There are no recommendations for this standard.

During the work of the expert group, the content of the activities of the Almaty Humanitarian and Economic University in the post-accreditation period was analyzed as part of the plan for implementing the IAAR EEC recommendations on specialized accreditation

standards. According to OP 6B04116-Economics, 7M04108-Economics, 6B04104-Management, 7M04115-Marketing, out of 12 recommendations, 2 have been fully implemented, 10 are at the implementation stage, of which 2 are 50% or less implemented. The average degree of implementation of EEC recommendations is 73.33% .

At the same time, members of the EEC, who carried out re-accreditation on October 18-20, 2023, established that for accredited EPs, recommendations related to the transfer of basic business processes to electronic document management; analysis and implementation of innovative proposals in the educational process; OP development procedure; development and implementation of joint educational programs with foreign educational organizations; the intensification of the activities of the alumni association, as well as the participation of teaching staff in academic mobility programs, joint scientific research with foreign partners and international projects, have not yet been completed or work on their implementation is not being actively carried out.

DESCRIPTION OF THE VISIT OF EEC

The work of the EEC was carried out on the basis of the approved program of the visit of the expert commission for specialized accreditation of educational programs to the Almaty Humanitarian and Economic University in the period from October 18 to October 20, 2023.

In order to coordinate the work of the EEC, an orientation meeting was held on October 17, 2023, 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 quality of educational programs and the entire infrastructure of the university, and to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, director of the institute, heads of departments, teachers, students, graduates, and employers. A total of 74 representatives took part in the meetings (Table 4).

Table 4 – Information about employees and students who took part in meetings with the IAAR EEC

Category of participants	Number	Quantity
Rector	1	1
Vice-Rectors	2	2
Heads of structural divisions	11	11
Director of Institute	1	1
Heads of departments	4	4
Teachers	17	17
Students	20	20
Graduates	10	10
Employers	8	8
Total	74	74

During the excursion, members of the EEC got acquainted with the material and technical base of the university, visited classrooms, a gym, a library, a canteen, etc.

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

While working as members of the EEC, the internship base was visited: the Institute of Economics of the National Committee of the Ministry of Education and Science of the Republic of Kazakhstan.

In accordance with the accreditation procedure, a survey was conducted of 30 teachers and 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 www.ageu.edu.kz.

As part of the planned program, recommendations for improving the accredited educational programs of ASUE, developed by the EEC based on the results of the examination, were presented at a meeting with the management on October 20, 2023.

COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Educational Program Management" An organization of higher and/or postgraduate education must have a published quality assurance policy. Quality assurance policies should reflect the relationship between research, teaching and learning. An organization of higher and (or) postgraduate education must demonstrate the development of a culture of quality assurance, including in the context of EP. 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. The leadership of the EP demonstrates its readiness to ensure transparency in the development of the EP development plan based on an analysis of its functioning, the real positioning of the EP and the focus of its activities on meeting the needs of the state, employers, students and other interested parties. The plan must contain the start date for the implementation of the educational program. The leadership of the EP demonstrates the presence of mechanisms for the formation and regular review of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, compliance with the needs of students, employers and society, and making decisions aimed at the continuous improvement of the EP. The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of a development plan for the EP. The leadership of the EP must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education. An organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the EP, an unambiguous distribution of job responsibilities of staff, and delimitation of the functions of collegial bodies. The management of the educational program must provide evidence of the transparency of the educational program management system. The management of the EP must demonstrate the existence of an internal quality assurance system for the EP, including its design, management and monitoring, their improvement, and decision-making based on facts. The management of the educational institution must manage risks, including within the framework of the educational institution undergoing initial accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk. The management of the educational program must ensure the participation of

representatives of employers, teaching staff, students and other interested parties in the collegial bodies governing the educational program, as well as their representativeness when making decisions on issues of managing the educational program. The PO must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals. The management of the EP must demonstrate evidence of readiness for openness and accessibility for students, teaching staff, employers and other interested parties. EP management must undergo training in educational management programs.

Evidence

ASUE has an approved Quality Assurance Policy, which is published on the website and is available to all interested parties (<https://www.aesa.kz/upload/iblock/cd9/9zg9nxb5dkm3irvnp62xyb235rlaqboj.pdf>). One of the principles of the Policy is the introduction of scientific research results into the educational process. The university has created a Quality Assurance Committee, which includes ASUE teachers, employers, students and graduates, and has developed a Quality Assurance Guide (Minutes No. 2 of September 10, 2021, US). There are quality goals approved for the 2023–2024 academic year (protocol No. 1 of August 29, 2023, US).

In accordance with the University Mission (<https://ageu.edu.kz/ru/page/view?id=84>), Strategic Development Plan until 2025 (<https://www.aesa.kz/nauka/sborniki-konferentsiy/Strategic%20plan%20development%20ASEU%20for%202021-2025..pdf>), the quality policy formulates the goals of training, competence and qualifications of graduates of accredited EP, taking into account the social expectations of society for the intellectual, personal, behavioral qualities and skills of a graduate that determine his readiness for independent life, productive professional activity as a specialist in the field of economics, management, marketing, as well as a teacher in educational institutions and a specialist in commercial organizations in modern market relations. The goals of accredited EPs are recorded in the approved educational programs for each area (Appendix 16 to the Self-Assessment Report “EP Economics, Management, Marketing”).

The university has a Regulation on the procedure for developing an EP development plan and monitoring its implementation (Minutes No. 2 of September 10, 2021, US), which establishes framework requirements for its structure, form and content. The development plans of accredited EPs demonstrated in the appendices to the Self-Assessment Report were developed in accordance with the specified Regulations. Development plans are drawn up with the involvement of employer representatives. Cooperation agreements have been concluded for accredited EPs and employers have been involved Turgumbayev N.O., deputy. Director of the Research Center of Kaztransoil JSC (EP “Economics”, “Management”), Mukhametkarimova A.M., Executive Director of the Kazakhstan Marketing Association (OP “Marketing”).

The collegial governing bodies of the university include the Academic Council, the Educational and Methodological Council, and Academic Committees for specialized areas of training. They include all categories of stakeholders of accredited EP (employers, teaching staff, students). For example, a member of the Academic Council of the university is Kurmash A.S., a 2nd year master’s student in the specialty “Management” (order No. 06-04/0042 dated 08.28.2023), members of the Educational and Methodological Council are Bolatbekov D., a 3rd year student of the EP “Management”, Brash U., 3rd year student of the OP “Economics”, Turgumbayev N.O., deputy director of the branch of the Scientific and Technical Center of KazTransGas JSC, Toltai T.Y. Director of RIVC LLP, Kulzhabaeva M.T., Financial Director of

Tomika LLP, Bekmukhanbetov D.D., Director of Nomad s Land LLP, etc. (order No. 136/1 - o/d dated 08/29/2023 .).

In the context of innovation management at the university, the Regulations “Management of ASUE Innovation Activities” have been developed (approved on September 10, 2021).

Analytical part

The analysis of the submitted documents and materials confirms that the goals of the accredited EP correspond to the mission, goals and objectives of ASUE, reflected in the Strategic Plan for the Development of the University, which identifies the key vectors for training competitive specialists, modernizing the educational process, integrating scientific, educational and innovative activities, joining a single international scientific and educational space.

The quality policy reflects the relationship between research, teaching and learning, and the development of a quality culture is ensured through the annual updating of quality objectives. Representation of students, employers, and teaching staff is ensured in collegial governing bodies.

The openness of the management to students and other interested parties deserves special attention. During the interviews conducted during the EEC visit, students confirmed the availability of the university management in general and accredited educational programs in particular. All interested parties have the opportunity to make an appointment with the rector. It is possible to address work-related questions to the vice-rectors and heads of structural divisions, the management of the ASUE BS in working hours without an appointment. In addition, anyone has the opportunity to contact the rector personally through his blog on the university website. This indicates the availability of management and its interest in developing feedback from the team.

At the same time, there are a number of areas of activity that require the attention of both the university management and the management of accredited educational programs.

In particular, the presented plans for the development of educational programs are absolutely identical for all accredited educational institutions of the cluster. The management of the EP declares an analysis of the real positioning of accredited EPs in the national and international educational space, but does not demonstrate the results of such an analysis. The form of the EP development plan, established by the Regulations on the procedure for developing an EP development plan and monitoring its implementation, does not contain target indicators that allow us to draw a conclusion about the extent to which the relevant tasks are resolved and the measures are implemented.

The management of accredited EPs involves employers in the processes of revising development plans (minutes No. 8 of March 10, 2023, No. 1 of August 24, 2023, meetings of the Academic Committee in the areas of Economics, Management, Marketing). However, this work is organized formally: firstly, the texts of the protocols are absolutely identical, and secondly, the content of the documents does not allow us to understand what specific decisions were made. The importance of risk analysis in the educational process is declared and it is proposed to introduce the goal of “risk management” in the context of teaching staff and the student population. However, this goal is already included in the development plans of all accredited EPs approved on August 27, 2021. Based on the results of the meeting of the Academic Committee, a decision is made to “approve changes to the development plans of the EP”, while the amended development plans are not demonstrated.

The presence of these shortcomings requires the addition of the institutional procedure for developing and adjusting development plans, updating development plans taking into account

the requirements of the updated document, and conducting regular monitoring of its implementation with publication of the results.

The management of the university needs to ensure a clear delineation of areas of responsibility between management levels for the implementation of basic business processes within the EP. The results of interviews with vice-rectors, heads of structural divisions, and the director of the Institute of Economics, Statistics and IT Technology demonstrated that a significant part of the functional responsibilities at the institutional level is assigned to the heads of the educational program (heads of departments and the head of the graduate school). The strategic directions of development formulated in the relevant Plan, the guidelines recorded in the documents that make up the internal quality assurance system, are not properly translated to the level of tactical and operational areas. The vice-rector who approves the development plans for the EP states that they contain target indicators (however, the form established by the relevant Regulations does not provide for this), the director of the Institute does not participate in the development of development plans for the EP, the head of the department for academic work states that she is not familiar with the procedure for recognizing results informal learning, since there are no such situations at the university (at the same time, the Regulations on the procedure for recognizing learning outcomes of formal and non-formal education were approved on September 10, 2021 and posted on the website in the public domain), departments independently deal with issues of academic mobility, organization of practice, etc.

AHEU has developed a procedure “Management of a modular educational program”, which includes a section “Risk Management of the Educational Program”, which describes risk management activities, internal and external risks, their levels of criticality, as well as possible risk management methods. The main risks that were voiced by the management of accredited educational institutions during interviews are the student population and teaching staff (average age and degree). However, mechanisms for managing these risks were not demonstrated. It is obvious that, in the context of accredited EPs, it is necessary to carry out systematic work on risk forecasting and analysis, as well as the formation of an appropriate risk map. The quality of this work can be ensured by training EP management in advanced training programs in the field of risk management.

The regulation “Management of ASUE Innovative Activities” contains a description of the process of introducing innovative proposals, but no specific examples of introducing innovations into the teaching and learning process were demonstrated. In this regard, the management of accredited EPs needs to structure their work in this direction based on a detailed action plan.

During the survey, the question “How much attention is paid by the management of the educational institution to the content of the educational program?” 70% of teaching staff answered “very good”, 26.7% - “good”, 3.3% - “relatively bad”.

To the question “How do the university and its leadership support the development of new educational programs / academic disciplines / teaching methods”, 56.7% - “very good”, 36.7% - “good”, 3.3% each - “relatively bad” and “bad”.

The results of the student survey showed high student satisfaction with the explanation of the rules and strategy of the educational program (completely satisfied - 85.1%, partially satisfied - 13.5%, partially dissatisfied - 2.7%).

Strengths/best practice OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

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

Recommendations VEC OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

1. By the end of the 2023-2024 academic year, make additions to the Regulations on the procedure for developing a plan for the development of an educational program and monitoring its implementation, describing the requirements for the development of plans for the development of educational programs of the university, taking into account:

- analysis of the functioning of the educational program, its real positioning and demand in the educational services market;
- specific indicative indicators, indicating implementation deadlines for the main activities of the EP;
- involving employers, students and teaching staff in drawing up a development plan for the educational program;
- determining the individuality and uniqueness of the EP development plan within the framework of the real positioning of the university;
- specification of possible risks and ways to minimize them;
- a mechanism for monitoring the implementation of the EP development plan and regular review of the EP development plan.

2. By the end of the 2023-2024 academic year, review plans for the development of educational programs and bring them into compliance with established requirements. Place the EP development plans on the university website.

3. Annually monitor the implementation of EP development plans for the implementation of target indicators, assess the achievement of learning goals, compliance with the needs of stakeholders, and on this basis make decisions aimed at continuous improvement of the EP. The monitoring results are communicated to all interested parties.

4. In the 2023-2024 academic year, at the university level, carry out a clear division of responsibility between institutes and schools for the implementation of educational programs of the cluster and ensuring guarantees of the quality of education.

5. By the end of the 2023-2024 academic year, conduct risk management training for EP managers and persons involved in the management of EP.

6. By the end of the 2023-2024 academic year, conduct a detailed risk analysis in the context of each individual EP (taking into account the specifics of the EP), specify measures to reduce the impact of risks, indicating measurable performance indicators, those responsible and implementation deadlines.

7. By the beginning of the 2024-2025 academic year, develop an action plan for the introduction of new innovative teaching and assessment methods into the educational process, including our own, and also provide feedback on the effectiveness of their use.

VEC conclusions based on the criteria:

- Strong – 1
- Satisfactory – 9
- Improvements expected – 7
- Unsatisfactory – 0

6.2. Information Management and Reporting Standard

The organization must demonstrate that it has a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software, and that it uses a variety of methods to collect and analyze information in the context of the organization.

The management of the EP must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.

OP management must demonstrate fact-based decision making.

The EP must provide for a system of regular reporting, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of the activities of departments and departments, and scientific research.

The PA must establish the frequency, forms and methods of assessing the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.

The PA must 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 presence of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.

The management of the EP must demonstrate the existence of a communication mechanism with students, employees and other interested parties, as well as mechanisms for resolving conflicts.

The educational organization must demonstrate the presence of mechanisms for measuring the degree of satisfaction of the needs of teaching staff, staff and students within the educational program.

The PA must provide for an assessment of the effectiveness and efficiency of activities, including in the context of EP.

Information to be collected and analyzed within the framework of the OP should take into account:

key performance indicators;

dynamics of the student population in terms of forms and types;

academic levels, student achievement and attrition;

student satisfaction with the implementation of the EP and the quality of education at the university;

Availability of educational resources and support systems for students.

The PA must confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.

Evidence

The University ensures the collection, analysis and use of information for the effective management of accredited EP and other areas of activity through section 7 “Information Management” of the Quality Assurance Manual (Protocol No. 2 of September 10, 2021 US). Systematization of information in all areas of the university’s activities is carried out through the Platonus automated control system (edu.aesa.kz), the Prometheus information system

(<http://study.aesa.kz>), 1C-Dean's Office, 1C-Accounting, corporate mail and Google services, the official website of the university (www.ageu.edu.kz) and pages on social networks Facebook and Instagram (<https://www.facebook.com/profile.php?id=100012039217129>, ageu_kdm).

Access to information is determined by its nature and the need for it to perform job duties and perform tasks. Information within the university is divided into the following categories:

- general information (information on educational programs, admission conditions, etc.) is intended to inform a wide range of people (posted on the university website);
- partially closed and proprietary information - information aimed at improving internal processes and/or being the basis for decision-making (provided to internal users through internal communication channels: portal, internal mail, internal documentation);
- confidential information (commercial, financial, official secrets are not subject to disclosure, accessible to a limited number of persons).

The satisfaction of students of accredited educational programs, as well as the satisfaction of teaching staff and employees with working conditions and available resources is assessed through questionnaires and surveys. The results of the survey of students and teaching staff presented in Appendix 13 to the Self-Assessment Report demonstrate a generally high level of satisfaction with the conditions of study and work at the university.

There are various conflict resolution mechanisms. Thus, for the period of the examination session (intermediate certification), an appeal commission is created at the university from among teachers whose qualifications correspond to the profile of the disciplines being appealed. In addition, ASUE has a Regulation on the Conciliation Commission for resolving individual labor disputes (approved on September 10, 2021), as well as a Conflict of Interest Resolution Policy (approved on October 10, 2021). The mechanism for resolving conflicts of interest and relationships is based on the following postulates: mandatory disclosure of information about a real or potential conflict of interest, individual consideration and assessment of reputational risks for the university when identifying each conflict of interest and its resolution, confidentiality of the process of disclosing information about a conflict of interest and the process of its resolution, maintaining a balance of interests between the university and the employee when resolving conflicts of interest, protecting the employee from prosecution in connection with reporting a conflict of interest that was promptly disclosed and resolved.

ASUE has a Regulation on the protection of personal data of employees and students (approved on September 10, 2021), which establishes a set of measures to ensure the security of personal data. Personal data on paper is stored in a locked fireproof cabinet or in a locked metal safe. Personal data on electronic media is stored in the memory of operators' personal computers. Access to these media is strictly limited.

Information collected and analyzed within the framework of accredited EP includes: student dynamics (Table 4 of the Self-Assessment Report), information on student performance (Appendix 21 to the Self-Assessment Report "Reports on the results of sessions"), student satisfaction with the quality of education at the university (Appendix 13 to the Report self-assessment "Results of the student survey"), availability of educational resources and student support systems (Appendix 3 to the self-assessment report "EP Development Plans"), employment of graduates (Appendix 2 to the self-assessment report "Result of the State Center for Educational Programs").

The university provides the necessary information in the fields of science corresponding to the profile of the accredited EP. Students, teachers and staff have access to information resources, including databases of scientific publications:

- Clarivate Analytics (Web of Science): <http://apps.webofknowledge.com/>;
- Scopus: <https://www.scopus.com/freelookup/form/author.uri>;
- Springer: <https://www.springer.com/gp>;
- Elsevier: <http://elsevierscience.ru/products/scopus/>;
<https://www.elsevier.com/solutions/scopus>;
- Scientific electronic library and Russian Science Citation Index (RSCI):
<https://elibrary.ru/authors.asp>;
- National scientific portal of the Republic of Kazakhstan NAUKA.KZ:
<http://www.nauka.kz/page.php>.

Analytical part

Based on the results of the analysis of materials for compliance with the requirements of the criteria of the Standard “Information Management and Reporting” of accredited EPs, it should be noted that the university has formed an information management and reporting system. The nature and structure of information flows corresponds to the main functional processes implemented by the university. There are mechanisms to ensure information security, conflict resolution, collection and analysis of information, taking into account the specific parameters defined by the Standard.

As was shown in the evidentiary part, the university uses various information systems to collect analysis and manage information. However, the issue of introducing electronic document management, which provides, among other things, the technical possibility of integration with existing information systems, could not be resolved. According to the management of the accredited EP, the 1C-Bitrix24 product, which was supposed to become the core of the university’s information ecosystem, does not allow us to fully solve the necessary problems. In this regard, it is necessary to quickly ensure that an acceptable technical solution is found and its implementation in the system for collecting, analyzing and managing information.

The management of accredited EPs ensures that work is carried out to assess the degree of satisfaction of students, employees and teachers through their questionnaires. The results of the survey are summarized in relevant reports; however, this information is not used in any way to make further management decisions.

The “Management of a modular educational program” procedure (Minutes No. 2 of September 10, 2021 US) establishes the following criteria for the effectiveness of the EP (clause 8.4):

- demand for graduates of the educational program (employment of graduates);
- degree of satisfaction of students with the content and quality of implementation of the EP;
- involvement of teachers from partner organizations, employers, practitioners in the development and management of educational programs;
- participation of leading scientists (representatives of leading scientific schools of organizations - partners, academicians, award winners, etc.);
- participation of employers, practitioners from partner organizations in the development of educational and methodological complexes of disciplines;
- participation of students in scientific events (conferences, seminars);
- participation of students in scientific circles, sections, research projects, student business incubators;

- accessibility to students of educational and methodological complexes of disciplines with a description of the content of the disciplines, means of measuring learning outcomes, criteria for assessing knowledge;

- availability of joint EP with foreign universities.

At the same time, the Quality Assurance Manual (Minutes No. 2 of 09.10.2021 US) in the “Information Management” section (clause 7.21) states that to assess effectiveness, quantitative and qualitative indicators are considered (enrollment and graduation, performance analysis, data on the employment of graduates, results of analysis of satisfaction with the quality of training, output data of research work).

Obviously, the collection and analysis of information taking into account key performance indicators within the framework of accredited EP will be very difficult if, at the institutional level, different documents contain a different list of performance indicators. In addition to this contradiction, it should be noted that during the EEC visit, the management of the accredited EPs did not demonstrate the results of an analysis of the full set of key performance indicators listed in any of the documents mentioned above.

During an online survey of teaching staff, 73.3% of teaching staff rated the openness and accessibility of management to teaching staff as “very good”, 20% as “good”, 6.7% as “relatively bad”.

86.7% of teaching staff are completely satisfied with participation in making management decisions, 13.3% are partially satisfied.

At the same time, to the question “How do the management and administration of the university perceive criticism addressed to them?” 43.3% of teaching staff answered “very good”, 46.7% - “good”, 6.7% - “relatively bad”, 3.3% - “bad”.

An online survey of students showed:

- 83.8% of students are completely satisfied with the content and information content of the website of the educational organization in general and faculties in particular, 16.2% are partially satisfied.

- 87.8% of students were completely satisfied with the speed of response to feedback from teachers regarding the educational process, 9.5% were partially satisfied, 1.4% were partially dissatisfied and dissatisfied;

- 89.2% of students are completely satisfied with informing students about courses, educational programs and the academic degree they receive, 9.5% are partially satisfied, 1.4% are partially dissatisfied.

Strengths/best practice OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

None.

Recommendations VEC OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

1. By the beginning of the 2024-2025 academic year, introduce an electronic document management system for all business processes of accredited educational institutions.

2. Ensure regular discussion of the results of assessing the satisfaction of the main stakeholders of accredited EPs at meetings of collegial bodies and adoption of decisions to eliminate identified shortcomings.

3. By the beginning of the 2024-2025 academic year, determine a list of measurable indicators of the effectiveness of the educational program and ensure the harmonization of the internal documents of the university in which they are established.

4. Conduct annual performance assessments based on the approved list of indicators.

VEC conclusions based on the criteria:

- Strong – 0
- Satisfactory – 15
- Suggest improvements – 2
- Unsatisfactory – 0

6.3. Standard “Development and approval of an educational program”

The PA must define and document procedures for developing EPs and their approval at the institutional level.

The management of the EP must ensure that the content of the EP corresponds to the established goals, including the intended learning outcomes.

The management of the EP must demonstrate the existence of mechanisms for revising 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.

The management of the EP must ensure the availability of developed models of the EP graduate that describe learning outcomes and personal qualities.

The management of the EP must demonstrate that external examinations of the content of the EP and the planned results of its implementation have been carried out.

The qualification awarded upon completion of the EP must be clearly defined and correspond to a certain level of the NQF and QF-EHEA.

The management of the educational program must determine the influence of disciplines and professional practices on the formation of learning outcomes.

An important factor is the possibility of preparing students for professional certification.

The management of the EP must provide evidence of the participation of students, teaching staff and other interested parties in the development of the EP and ensuring its quality.

The management of the EP must ensure that the content of the academic disciplines and the planned results correspond to the level of study (bachelor's, master's, doctoral studies).

The structure of the EP should provide for various types of activities to ensure that students achieve the planned learning outcomes.

An important factor is the correspondence of the content of the EP and the learning outcomes of the EP implemented by higher and (or) postgraduate education organizations in the EHEA.

Evidence

The development and approval of accredited EPs is carried out on the basis of the Quality Assurance Guidelines (Protocol No. 2 of September 10, 2021, US) and the Procedure “Management of a Modular Educational Program” (Minutes No. 2 of September 10, 2021, US).

Each of the accredited EPs has a detailed description of graduate models that differ in level of education (Appendix 16 to the Self-Assessment Report “EP Economics, Management, Marketing”). Models of a bachelor's degree graduate include the following types of competencies: general education, socio-ethical, economic and organizational-managerial, special, as well as competencies of readiness to change social, economic, professional roles, geographic and social mobility. Within the framework of master's degree programs, special

competencies are distinguished, formed during scientific and pedagogical training, as well as during specialized training.

Qualifications obtained as a result of mastering accredited EP 6B04116 Economics, 6B04104 Management correspond to level 6 of the national qualification framework and level EQF-6 (bachelor's degree) of the qualifications framework of the European Higher Education Area. EP qualifications 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years) correspond to levels 7 and 8 of the national qualification framework and level EQF-7 (master's degree) of the qualifications framework of the European Higher Education Area.

Accredited EPs have a modular structure, the content of the modules is disclosed in the section "Modular Directory of EPs" (Appendix 16 to the Self-Assessment Report). The complexity of EP, modules, disciplines is measured in ESTC credits. The list of components for choosing a DB cycle includes disciplines aimed at developing a creative personality and forming the professional skills of students. Elective disciplines of the major cycle provide preparation for professional activities.

The disciplines presented in the educational programs of accredited educational institutions ensure the achievement of program learning outcomes and the formation of professional competencies of the graduate. For example, the course "Analysis of Markets and Competitiveness," studied as part of OP 6B04116 Economics, allows students to study the basic concepts and approaches to determining the factors of a company's competitiveness and develop skills in assessing a company's competitiveness. In this regard, the discipline in question participates in the formation of such program learning outcomes as the ability to collect and analyze the initial data necessary for calculating economic and socio-economic indicators characterizing the activities of business entities (PO3), the ability to analyze economic processes, macro-economic phenomena in interrelation. and at the micro level, in the region, identify problems, propose ways and means of solving them (PO4).

In a similar way, the course "Business Planning" develops in students of OP 6B04104 Management the ability to apply technologies of business planning and implementation of entrepreneurial ideas, taking into account the methodological foundations of the business management process, to argue and logically prove their own position on the implementation of business ideas in practice. This, in turn, lays down professional competencies in the field of developing business projects, assessing the conditions for carrying out entrepreneurial activities, generating new ideas and creative thinking in professional activities (PO13).

Similar relationships are confirmed in all accredited educational institutions of the cluster.

Analytical part The analysis carried out allows us to conclude that the university has a documented procedure for developing EP and its approval at the institutional level, ensuring that the content of accredited EP corresponds to the established goals. There are developed models of EP graduates that describe learning outcomes and personal qualities. The content of the disciplines of accredited EP and learning outcomes correspond to the level of education. While bachelor's programs are aimed at training specialists in the field of economics and management with a set of basic applied competencies, master's programs focus on developing professional skills that allow them to solve a wide range of analytical and research problems. The management of accredited EPs demonstrates the conduct of external examinations and reviews of EPs: in the appendices to the Self-Assessment Report there are reviews of employers on EPs, acts of their approval, and reviews of work study programs of disciplines. At the same time, an analysis of the content of the presented documents indicates a formal approach to the

organization of this area of activity. So none of the documents contains the date of preparation or signing. Reviews of EP 6B04116 Economics, 6B04104 Management have an identical structure within which general information about the EP, its purpose, objectives, expected learning outcomes is illustrated, and in conclusion it is concluded that the reviewed EP can be used to provide basic educational programs in the corresponding direction of preparation. At the same time, the issues of relevance of the thematic content of the EP, compliance of the expected learning outcomes with the requirements of the labor market, competence-criteria assessment of the learning outcomes provided for by the EP, as well as the directions of possible development of the EP are not disclosed in any way. Reviews of syllabuses, which are short excerpts from the corresponding work programs of academic disciplines, are formed in a similar way. Taking into account the need and importance of agreeing on the EP with employers (in the form of signing an act), it should be noted that this procedure requires formalization at the institutional level (Procedure "Management of a modular educational program"). The management justifies the individuality and uniqueness of accredited EPs by their focus on the practical application of knowledge, innovative methods and technologies in the practical activities of specialists in the economic and managerial system. However, the framework approach, which can be applied to any OP of a similar focus, should be specified in the direction of revising the OP from the point of view of their competitiveness and uniqueness in accordance with national priorities and the characteristics of the region's development. The management of accredited EPs claims that to ensure the readiness of students to undergo professional certification, a number of core elective disciplines were included in the list of elective disciplines. Indeed, for the OP "Economics" the list of elective disciplines was expanded with such training courses as "Digital Economy", "Sustainable Business Development", "Property Management in the Modern Economy of Kazakhstan", "Economics of the Agro-Industrial Sector and Food Security", "Risks in entrepreneurial activity", "E-commerce". Disciplines "Human Resources Management", "E-commerce", "Business Process Management", "GR Management", "Digital Economy in Foreign Countries and Kazakhstan", "Management in Social and Cultural Services and Tourism", "Advertising Management in Tourism" business" were included in the elective components of the OP "Management". At the same time, specific types of certification in the profile of the professional field ("Economics", "Management", "Marketing"), for which the listed disciplines are oriented, are not disclosed. In this regard, the management of accredited educational institutions needs to provide real opportunities to prepare students for specific types of professional certification.

The Self-Assessment Report states that in order to ensure the harmonization of the content of EP, their compliance with current trends in the development of the modern economy, the BS conducts a comparative analysis with the programs of foreign universities in the preparation of integrated curricula, their compliance with a certain level of training, and the formation of professional competencies. In addition, regular work is carried out to harmonize EP with the requirements of the European Qualifications Framework. However, the results of this work were not demonstrated during the EEC visit. The management of accredited EPs should determine a specific list of benchmark universities implementing similar EPs, ensure the harmonization of the EP content with their programs and thus create the basis for the formation of joint/double-degree programs.

An online survey of teaching staff conducted during the visit of the IAAR EEC demonstrated that the content of the educational program "very well" meets the needs of 76.7% of surveyed teaching staff, "well" - 23.3%.

70% of teaching staff believe that the attention of the management of the educational institution to the content of the educational program is “very good”, 26.7% - “good”, 3.3% - “relatively bad”.

The support of the university and its leadership for the development of new educational programs was rated “very good” by 56.7% of teaching staff, “good” by 36.7%, “relatively bad” and “bad” by 3.3% each.

A survey of students showed that 82.4% of students were completely satisfied with the quality of educational programs in general, 14.9% of students were partially satisfied, 1.4% were partially dissatisfied, and 1.4% of students rated them “very poorly.”

Strengths/best practice OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

None.

Recommendations VEC OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

1. By the beginning of the 2024-2025 academic year, the management of the EP should review and update the individuality and uniqueness of educational programs in accordance with national priorities and the characteristics of the region’s development.

2. By the end of the 2023-2024 academic year, update the Procedure for managing the educational program, including requirements for organizing and conducting external examination of the content of the EP, taking into account:

- compliance with the structure of the OP;
- relevance of thematic content;
- compliance of expected learning outcomes with market requirements;
- availability of competency-based assessment of learning outcomes.

3. In the 2024-2025 academic year, develop an action plan to harmonize the content of the EP with similar EP from leading foreign universities in order to form and implement a joint/double-degree EP.

4. In the 2023-2024 academic year, conduct an analysis of professional certification programs, including international ones, determine a list of disciplines, the content of which is aimed at preparing students for professional certification; by the beginning of the 2024-2025 academic year, make appropriate adjustments to the content of the EP and academic disciplines.

VEC conclusions based on the criteria:

- Strong – 0
- Satisfactory – 11
- Improvements expected – 1
- Unsatisfactory – 0

6.4. Standard “Continuous monitoring and periodic evaluation of educational programs”

The educational institution must determine mechanisms for monitoring and periodically evaluating the educational program to ensure the achievement of the goal and meet the needs of students and society and show the focus of the mechanisms on the continuous improvement of the educational program.

Monitoring and periodic evaluation of the EP should include:

the content of the program in the light of the latest scientific achievements in a particular 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;
 the effectiveness of student assessment procedures;
 expectations, needs and satisfaction of students with EP training;
 educational environment and support services, and their compliance with the goals of the EP.

The management of the EP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the EP.

PO, OP management must determine a mechanism for informing all interested parties about any planned or taken actions in relation to the PO.

All changes made to the OP must be published.

Evidence

A description of general approaches to organizing monitoring and periodic evaluation of a university is presented in the sections “Continuous monitoring and evaluation of programs” of the Quality Assurance Manual (Protocol No. 2 of September 10, 2021 US). In addition, certain aspects related to this area can be found in the section “Quality Assurance, Monitoring and Control of the Implementation of the Educational Program” of the Procedure “Managing a Modular Educational Program” (Minutes No. 2 of 09.10.2021 US).

The basis for monitoring and reviewing educational programs are:

- changes in regulatory requirements from the Ministry of Education and Science of the Republic of Kazakhstan for the development of educational programs;
- proposals from employers, formed based on the results of joint events with faculties;
- results of research activities of teaching staff in the field of special sciences and modern pedagogical research.

The structure and content of accredited EPs are reviewed in the form of their annual updating. Appendix 16 to the Self-Assessment Report, which presents all EPs accredited within the cluster and approved in the period 2021-2023, confirms the work to amend the EP on the grounds listed above. For example, following the results of the BS meeting held on January 21, 2022 with the participation of the deputy. Director of the Scientific and Technical Center branch of KazTransOil JSC N.O. Turgumbaev, as well as the executive director of the Kazakhstan Marketing Association A.N. Mukhamedkarimova decided to include a number of new disciplines in the EP: Digital Economics, Sustainable Business Development, Property Management in the Modern Economy, Economics of the Agro-Industrial Sector and Food Security, etc. (EP Economics); Personnel management, Business process management, GR management, Advertising management in the tourism business, etc. (OP Management); Design and advertising in entrepreneurship, Determinants of the consumer market, Market of information resources, Product promotion management, etc. (OP Marketing).

In 2023, the list of disciplines was expanded to include such courses as Network Economics (OP Economics), Career Management, Coaching in Personnel Management (OP Management), Internet Marketing, Benchmarking (OP Marketing).

An example of consideration within the framework of a periodic assessment of the content of an EP in the context of achievements of science and technology could be the inclusion in the list of new elective disciplines of the course “Urban Studies” based on the results of scientific

research on the grant topic of the BS “Organizational and economic mechanism of managed urbanization in the post-pandemic period” (scientific supervisor professor Bekenova L.M.).

The educational portal (<http://edu.aesa.kz>) provides access to educational resources, educational and methodological documentation, registration for disciplines, and information on academic performance. The ability to generate various reports allows you to monitor educational achievements and information about the progress of students within the EP.

Monitoring the degree of student satisfaction is carried out in the format of their questionnaire (Appendix 13 to the Self-Assessment Report), monitoring the compliance of the educational environment with the goals of accredited educational programs - in the format of providing the learning conditions necessary to achieve the goals. For example, the inclusion of new disciplines in the EP required the expansion of the advisory library collection for their educational, methodological and information support.

Analytical part

The analysis allows us to conclude that the management of accredited EPs ensures a review of their structure and content, including taking into account changes in the labor market and with the participation of employers. There is documentary evidence confirming the annual updating of the OP, UP, and QED. During the monitoring and periodic evaluation of educational programs, their management generally takes into account the changing requirements of the professional environment, current scientific achievements in the relevant areas, the dynamics of educational achievements and the degree of student satisfaction.

However, there are some aspects within this Standard that require improvement. In particular, the ASUE Quality Assurance Guidelines will determine the basic directions for organizing continuous monitoring and periodic evaluation of EPs, and establishes the grounds and possible formats for its implementation. At the same time, general approaches should be decomposed to the level of specific procedures for monitoring and periodic evaluation of EP, which record:

- 1) mechanisms for monitoring and evaluating specific aspects of the implementation of the EP, including formats for involving various categories of stakeholders (students, teaching staff, employers);
- 2) the frequency of these monitoring and evaluation procedures;
- 3) a list of responsible persons for their implementation;
- 4) reporting forms based on the results of monitoring and evaluation;
- 5) forms of recording and mechanisms for approving decisions made regarding EP based on the results of consideration of the results of monitoring and evaluation.

It is recommended to specify these requirements in the institutional procedure “Management of a modular educational program” and regularly monitor and evaluate accredited educational programs in accordance with it.

In the course of analyzing the materials of the Self-Assessment Report, studying the official website of ASUE, and conducting interviews with the management of accredited EPs, it was not possible to discover mechanisms for communicating the results of EP monitoring to interested parties. In this regard, a systematic organization of work is required to inform all interested parties about any planned or implemented actions in relation to the EP, ensuring the availability of all materials related to the development of the EP.

According to the results of a survey of teaching staff, 53.3% believe that the knowledge students receive at this university corresponds “very well” to the realities of the requirements of the modern labor market, 36.7% rate it “good”, 6.7% - “relatively bad”, 3.3% - “bad”.

For 53.3% of teaching staff, the teaching load “very well” corresponds to their expectations and capabilities, for 40% it is “good”, 6.7% is “relatively bad”.

47.7% of teaching staff believe that the educational program in terms of content and quality of implementation “very well” meets the expectations of the labor market and employers, 50% - “good”, 3.3% - “relatively poorly”.

82.4% of students are completely satisfied with the academic load and requirements for the student, 14.9% are partially satisfied, 2.7% are partially unsatisfied.

82.4% were completely satisfied with the objectivity of the assessment of knowledge, skills and other educational achievements, 14.9% were partially satisfied, 1.4% were partially dissatisfied, 1.4% rated it “very poorly”.

75.7% of students expressed complete agreement that the material proposed by the teacher is relevant and reflects the latest achievements of science and practice, 20.3% agreed, 4.9% partially disagreed.

77% completely agree that the evaluation criteria used by the teacher are understandable, 20.3% agree, and 2.7% partially disagree.

Strengths/best practice OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

None.

Recommendations VEC OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

1. By the end of the 2023-2024 academic year, update the Procedure for managing the educational program, including requirements for monitoring and assessing the quality of educational programs.

2. Conduct annual monitoring and assessment of the quality of the EP; Publish monitoring results on the university website.

3. In 2024, develop and implement a mechanism for timely informing stakeholders about organizational decisions taken and planned actions regarding the EP using the official website of the university.

VEC conclusions based on the criteria:

- Strong – 0
- Satisfactory – 9
- Improvements expected – 1
- Unsatisfactory – 0

6.5. Standard “Student-centered learning, teaching and assessment”

The management of the educational program must ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.

The management of the educational program must provide for the use of various forms and methods of teaching and learning.

An important factor is the presence of own research in the field of teaching methods of EP academic disciplines.

The management of the educational program must demonstrate the presence of feedback mechanisms on the use of various teaching methods and evaluation of learning outcomes.

The management of the educational program must demonstrate the presence of mechanisms to support student autonomy with simultaneous guidance and assistance from the teacher.

The management of the educational program must demonstrate the existence of a procedure for responding to student complaints.

The educational institution must ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each educational institution, including appeal.

The educational organization must ensure that the procedures for assessing the learning outcomes of EP students comply with the planned results and goals of the program, and publish criteria and assessment methods in advance.

The educational institution must define mechanisms to ensure that each graduate of the educational program achieves learning outcomes and ensure the completeness of their formation.

Evaluators must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.

Evidence

The educational process at the university is carried out in accordance with the principles of student-centered learning. The implementation of accredited educational programs is led by the interests of students, which are aimed at developing their creative potential, individuality, achieving integrity, personal and professional growth, independence and self-esteem. The program includes academic disciplines that contribute to the personal development of students, the acquisition of necessary social competencies, and the acquisition of analytical and management skills.

The implementation of student-centered learning is based on the formation of a learning trajectory. Starting from the admission stage, the student forms his individual learning path based on the standard curriculum and catalog of elective disciplines. Advisors carry out consulting and methodological work with students regarding the choice of educational path, disciplines and teachers. The individual characteristics and needs of students are also taken into account by providing various discounts and grants. These facts were confirmed during interviews with teaching staff and students.

The university management constantly monitors the progress of students along the educational trajectory based on the results of exams and midterm controls.

The transfer point for students who have completed the 1st year is at least 1.67 points; for those who completed the 2nd year – 2.67; for those who completed the 3rd year – 3.67. The transfer point for undergraduates who have completed the 1st year is at least 2.75 points; for those who completed the 2nd year – 2.75. The transfer point for undergraduates who have completed the 1st year is at least 2.5 points. Students who have fulfilled the requirements of the curriculum, accumulated the appropriate number of credits and the GPA established for the corresponding course, are transferred to the next course by order of the rector. If a student's GPA is lower than the established one, then he remains for a repeat course of study on a paid basis. GPA and the mark on transfer from course to course are entered into the transcript.

For the period of the examination session (interim certification), by order of the rector, an appeal commission is created from among teachers whose qualifications correspond to the profile.

The final certification of students takes the form of a comprehensive exam and defense of a diploma project and is regulated by the provisions of the Academic Policy. Each semester, an individual student rating at the end of the semester (GPA) is displayed for the student, which is

the basis for transfer to the next course of study. Only students with a GPA of 3.5 or more are allowed to defend their diplomas; the rest take a comprehensive exam.

The teaching staff of the department use elements of modern interactive teaching methods. The university also attracts practitioners to give lectures within each of the accredited EPs.

All diploma projects are checked for borrowings in the StrikePlagiarism and Anti-Plagiarism systems. There are licenses to use these programs, which are renewed annually.

In order to monitor the quality of the educational process, students are regularly surveyed to determine their satisfaction with the educational process. Assessment of student satisfaction with the EP is carried out after each examination session.

One of the main indicators of the implementation of the results of teaching staff's own research in the field of teaching methods of academic disciplines is the preparation and publication of educational and methodological literature. During the reporting period, Business School teachers published the following textbooks:

1. Bekenova L.M. Enterprise economics in market conditions. Textbook for higher educational institutions. – Almaty, 2022 – 224 p.
2. Bekenova L.M., Seythamzina G.Zh., Akhatova E.Kh. State regulation of the economy: workshop for SRSP and SRS. Tutorial. – Almaty, 2022 – 153 p.
3. Kisilev V.M., Meshkov V.R., Plyushcheva L.V., Syaglova Yu.V., Seythamzina G.Zh. International marketing. A collection of cases for students of educational programs “Marketing” of all forms of education. – Almaty, 2022 – 144 p.
4. Kisilev V.M., Meshkov V.R., Plusheva L.V., Syaglova Yu.V., Ilyasova A.A. Marketing in industries and fields of activity. Tutorial. – Almaty, 2022 – 156 p.
5. Seythamzina G.Zh., Duysen G.M., Bralimov A.Zh., Omarova S.K., Baymuratova G.K. Business planning of innovative projects. Tutorial. - Almaty, 2022 – 116 p.
6. Dzhangarasheva N.V., Shiganbaeva N.B., Alieva Zh.Zh. Advertising of goods and services. Tutorial. – Almaty, 2022 – 117 p.
7. Dzhangarasheva N.V., Shiganbaeva N.B., Karipova M. Tauarlar men kyzmetter zhanamasy: Oku kuraly. - Almaty - 2022 – 100 b.
8. Tursynbaeva D.K., Kutpanova A.B., Belevkov A.T., Tleubekova A.D. Kasipkerlik negizderi. Oku kuraly. Almaty - 2022 – 163 b.
9. Shiganbaeva N.B. Methodological recommendations for organizing work with cases in the discipline “Economic Theory”. - Almaty, 2022 – 20 p.
10. Shiganbaeva N.B. Application of debate technologies in the educational process. Guidelines. – Almaty, 2022 – 10 p.

The procedures for responding to student complaints include the possibility of students contacting the leadership of the department and the Business School, both directly and through the rector's blog, through written appeals by email. For each complaint, a discussion is held to establish the reasons and find solutions.

Analytical part

Based on the results of the analysis of the submitted documents and interviews with university representatives and stakeholders, the EEC came to the conclusion that the educational process is carried out in accordance with the principles of student-centered learning, by providing teaching staff with the role of curator. The individual characteristics and needs of students are also taken into account through the construction of an individual educational trajectory. The university has a feedback system, there is constant communication between

teaching staff and students, all students are provided with internship places, which is confirmed by valid concluded agreements.

In modern conditions, it is necessary to pay more attention to teaching teaching staff and the introduction of various forms and methods of teaching, including using digital technologies. The teaching staff has some experience in developing its own methods of teaching academic disciplines, but they do not trace the use of modern innovative approaches, as well as methods for assessing learning outcomes. In this regard, the EEC considers it necessary for teaching staff to more actively conduct research in the field of innovative methods of teaching disciplines, to study and adopt positive experience in the use of innovative technologies for assessing learning outcomes. The results of existing own research and development in the field of teaching methods of academic disciplines should be disseminated and made available to all interested parties.

The generalized criteria for assessing students' knowledge are clearly formulated and described in a form that is understandable and accessible to all students. However, when analyzing the presented samples of syllabuses, criteria for assessing the educational achievements of students within the discipline were not found.

56.7% of teaching staff assess the degree of academic freedom of teaching staff "very well", 36.7% - "good", 6.7% - "relatively bad".

70% of teaching staff believe that teachers can use their own teaching strategies "very well", 30% - "well".

73.3% of teaching staff can use their own teaching methods "very well", "good" - 23.3%, 3.3% - "relatively poorly".

79.7% of students completely agree that the university provides equal opportunities for mastering EP and personal development to all students, 17.6% agree, 2.7% partially disagree.

78.4% completely agree that the teacher uses effective teaching methods, 16.2% agree, and 5.4% partially disagree.

Strengths/best practice OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

None.

Recommendations VEC OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

1. In the 2023-2024 academic year, organize advanced training courses for teaching staff on modern methods of assessing learning outcomes, innovative methods of teaching academic disciplines.

2. In the 2023-2024 academic year, supplement the approved form of the syllabus with the requirement to develop criteria for assessing educational achievements, taking into account the specifics of control activities provided for by the discipline.

VEC conclusions based on the criteria:

- Strong – 0
- Satisfactory – 10
- Suggests improvements – 0
- Unsatisfactory – 0

6.6. Standard "Students"

The educational organization must demonstrate the existence of a policy for the formation of a contingent of students in the context of the educational program, ensure transparency and publication of its procedures regulating the life cycle of students (from admission to completion).

The management of the EP must determine the procedure for forming the student population based on:

- minimum requirements for applicants;
- maximum group size when conducting seminars, practical, laboratory and studio classes;
- forecasting the number of government grants;
- analysis of available material, technical, information resources, human resources;
- analysis of potential social conditions for students, incl. provision of places in a hostel. The

management of the educational program must demonstrate its readiness to conduct special adaptation and support programs for newly admitted and foreign students.

The public organization must demonstrate compliance of its actions with the Lisbon Recognition Convention, the presence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal learning.

The PA should 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 educational institution must provide the opportunity for external and internal mobility of students of educational programs, as well as readiness to assist them in obtaining external grants for training.

The management of the educational program must demonstrate its readiness to provide students with places of practice, promote the employment of graduates, and maintain contact with them.

The educational institution must provide for the possibility of providing graduates of the educational program with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.

Evidence

The policy of forming a contingent of EP students is implemented by the Business School. Career guidance work is aimed at preparing and selecting applicants and university graduates for undergraduate and graduate programs. Informing applicants and graduates about the requirements of training programs is carried out through the university website, which contains information on levels and forms of education, as well as advertising on television, radio, newspapers and outdoor advertising, regular Open Days, career guidance work in secondary schools and colleges. Almaty, Almaty region and regions of the Republic of Kazakhstan, as well as among university graduates for admission to master's programs. The student population is formed due to the demand of potential applicants, based on the requirements for admission to higher education institutions.

Career guidance work is carried out on the basis of approved university plans and is coordinated by the admissions committee and the employment department. Issues of forming a contingent and the results of admission are considered at meetings of the Business School, the Rector's Office and the Academic Council.

As a guide to help students in their studies, the Student Guide is available. The information in the directory introduces students to the features of the academic life of the university, describes the procedure for organizing the educational process, rating, intermediate and final control of knowledge, the conditions for transferring from course to course, as well as their rights and responsibilities.

For foreign citizens admitted to ASUE, a special program has been developed for adaptation and support of foreign students; there is an electronic page on the website, which consists of the following documents: visa support for students, nostrification. The University Admissions Committee facilitates the nostrification of educational documents by providing foreign applicants with initial consultation, helping in collecting the necessary package of documents and accompanying them in all government institutions at each stage of nostrification.

The university has developed student self-government within the framework of the work of the Student Council (SCM), whose activities are aimed at solving important issues in the life of students and developing their social activity. KDM activists hold events of various sizes: round tables, patriotic forums, conferences, actions, flash mobs, concert programs, sports games, meetings with public, political and cultural figures of the Republic of Kazakhstan.

The student population of the EP Economics (bachelor's degree), Management (bachelor's degree), Economics (master's degree), Marketing (master's degree) for the last three years of study is presented in Table 5.

Table 5 - Student population by type of education for 2021-2024.

	2021-2022 a.y. Count of people	2022- 2023 a.y. count of people	2023- 2024 a.y. count of people
6B04116 – economics bachelor	87	99	65
6B04104 – management bachelor	35	31	34
Total students:	122	130	99
7M04108(9) – economics master degree	11	10	2
7M04114(15) – marketing master degree	2	1	-
Total master`s degree:	13	11	2

The number of undergraduate and graduate students in accredited educational programs decreased in the 2023-2024 academic year.

The existence of practices for the recognition of higher education qualifications, periods of study and prior learning, includes the recognition of formal and official learning, which are based on ensuring action in accordance with the Lisbon Convention on the Recognition of Qualifications.

The university has approved an Academic Policy, which defines the procedure for academic mobility and re-crediting of students' and teaching staff's credits, organizational and methodological support, as well as procedures for recognizing periods of study of students and university teachers in other universities within the framework of academic mobility. So, in accordance with the agreement with the Kazakh Automobile and Highway Institute named after L.B. Goncharov, in order to implement academic mobility, in the period from 01/24/2022 to 05/21/2022 (6th semester), 3rd year students of OP 6B04116 - Economics were exchanged. ASUE students Nurasilova Sh.B., Kenesbaev Zh.O., Elubaev A.B., Serikov D.R., Izdebsky D.A., Mamayusupov A.N. studied at the Kazakh Automobile and Highway Institute named after L.B. Goncharova. Students of KazADI named after L.B. Goncharova Abdrauk R.M., Kanaev A.B., Kerimbek A.N., Katyzina M.Z., Shtybko V.V. studied at ASUE.

In order to monitor the interaction between theory and teaching practice, students of accredited EPs attend training courses, introductory seminars, master classes, webinars, guest lectures on core subjects from representatives of business structures and higher education.

The University has a Council of Young Scientists, representing the interests of young scientists, teachers and undergraduates. Students of accredited EPs take an active part in subject Olympiads at various levels, and are actively involved as participants and speakers in the annual ASUE International Scientific and Practical Conferences.

One of the important issues at the University is the employment of future specialists. Assistance in the employment of graduates and their professional support is one of ASUE's priorities. In this regard, the Career and Business Partnership Sector functions within the management structure. As part of the implementation of contractual relations to promote the employment of graduates, Job Fairs are organized, including presentations of enterprises and meetings of chief specialists of enterprises with graduates.

In order to create conditions for effective career growth of young people and their professional adaptation in the labor market, ASUE systematically works to expand the network of strategic partners; to date, the university has about 170 permanent business contacts with leading public and private institutions, organizations, companies, banks and firms, among which: JSC "People's Bank of Kazakhstan", "Kaspibank", JSC "Kazpost", Department of Statistics of Almaty, Almaty Regional Chamber of Appraisers, JSC IC "Alliance Policy", LLP "G-Global", JSC "Kazakhtelecom", Dostyk-Agrobusiness LLP, Ahal LLP, Kazstroy megaz-Astana LLP, SKZ Kazatomprom LLP, ADCProject LLP, AstanaCorporation LLP, ConsultCapitalGroup LLP, etc.

The management of the EPs under consideration monitors employment and monitors the further professional activities of EP graduates. According to independent research by NCE Atameken, the employment rate of graduates of the OP Economics 2022 is on average 73.33%, OP Management – 75%.

Many students have benefits when paying tuition due to financial difficulties, loss of a breadwinner, disability, students from single-parent and large families, orphans, etc. There are also discounts for graduates of partner colleges, employees of employing organizations, etc.

The university provides EP graduates with a state-issued document - a bachelor's or master's diploma in the relevant field, which indicates its completion, and in the appendix - a transcript - the achieved learning results are noted.

In order to promote the activities of the university in training highly qualified specialists and in establishing mutually beneficial relations between ASUE and its graduates, the Alumni Association operates. The Alumni Association helps keep alumni connected to the university through various events, continuing education programs, online services, and special ASUE alumni events.

Analytical part

Thus, during the analysis of the provided documents 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 ASUE 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.

At the same time, the EEC notes the need to intensify work on organizing academic mobility of students and the further transition of this area into the form of joint and double-diploma EPs. Currently, the department has sufficient conditions for this. The university has cooperation agreements with foreign universities and has some experience in academic mobility. In modern conditions, new opportunities for academic mobility in online format are opening up. In this regard, the management of the EP needs to expand the list of partner universities and systematically carry out work to inform students about the possibilities of academic mobility. Planned indicators for internal and external academic mobility of students and internships should be reflected in the EP development plan or the department's activity plan in the relevant area.

An analysis of the university's Academic Policy demonstrated the existence of an established order and procedure for recognizing learning results obtained through formal education, while interviews with heads of structural units and teachers revealed their ignorance and unwillingness to recognize the results of non-formal education. The EEC considers it necessary to carry out explanatory work for all interested parties and introduce the practice of recognizing the results of non-formal education.

The results of the student survey showed that:

- 81.1% were completely satisfied with the clarity of the procedure for taking disciplinary measures, 16.2% were partially satisfied, 2.7% were partially dissatisfied;
- 79.7% are completely satisfied with the academic achievement assessment system, 16.2% are partially satisfied, 4.1% are partially dissatisfied;
- 83.8% are completely satisfied with the availability of healthcare services, 14.9% are partially satisfied, 1.4% are not satisfied;
- completely satisfied with the availability of library resources - 82.4%, partially satisfied - 10.8%, partially dissatisfied - 2.7%, not satisfied - 1.4%, very poorly - 2.7%;
- 83.8% are completely satisfied with existing educational resources, 14.9% are partially satisfied, 1.4% are partially dissatisfied;
- 91.9% are completely satisfied with the relationship between student and teacher, 5.4% are partially satisfied, 2.7% are partially dissatisfied.

Strengths/best practice OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

None.

Recommendations VEC OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

1. From the 2024-2025 academic year, to systematically expand the geography of external and internal academic mobility of students in online or offline learning modes to leading specialized universities in Kazakhstan and abroad.

2. In the 2024-2025 academic year, include in the development plan for the EP activities for academic mobility of students and foreign internships.

3. In 2024, conduct training for responsible employees and teaching staff on issues of informal learning and recognition of its results.

VEC conclusions based on the criteria:

- Strong – 0
- Satisfactory – 12
- Suggests improvements – 0
- Unsatisfactory – 0

6.7. Standard “Faculty and teaching staff”

The PA must have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff.

The educational organization must demonstrate compliance of the staff potential of the teaching staff with the specifics of the educational program.

The management of the OP must demonstrate awareness of responsibility for its employees and providing them with favorable working conditions.

The management of the educational program must demonstrate a change in the role of the teacher in connection with the transition to student-centered learning.

The PA must determine the contribution of the teaching staff of the EP to the implementation of the development strategy of the PA and other strategic documents.

The educational organization should provide opportunities for career growth and professional development of teaching staff of the EP.

The management of the EP must demonstrate its readiness to involve practitioners from relevant sectors of the economy in teaching.

The educational organization must demonstrate the motivation for the professional and personal development of teachers of the educational program, including encouragement for the integration of scientific activities and education, and the use of innovative teaching methods.

An important factor is readiness to develop academic mobility within the EP and attract the best foreign and domestic teachers.

Evidence

The personnel policy corresponds to the main directions of the University Strategy, as well as the specifics of accredited educational programs. In the 2022-2023 academic year, the staff of the Business School was 27 units, of which: 3 Doctors of Economics, professors, 3 PhDs, 13 Candidates of Economics, associate professors, 6 senior teachers, degree level is 70%. In general, the scientific potential of the BS is qualified as high and meets the requirements for personnel.

The initiators of the selection of academic resources are the heads of departments (Business School), who are guided by the requirements for staffing the EP. Transparency of personnel procedures is ensured by documents (job descriptions of Business School employees, defining responsibilities, job duties, rights and qualification requirements for teaching staff, regulations of activity), developed in accordance with ASUE’s quality management system.

In order to attract practitioners from Kazakhstani and international companies and invited foreign professors to teaching, the schedule of classes at the Business School provides for “guest lectures”. The guests are: specialists from various companies and organizations representing new directions, problems and trends in the development of modern Kazakh business; representatives of international companies operating in the Kazakh market; invited professors from partner universities, researchers and doctoral students talking about the results of their research.

The management of the EP strives to provide favorable conditions for the teaching staff of the Business School through the following activities: maintaining a balance between the educational and scientific activities of teachers implementing the educational program; uniform distribution of teaching load across semesters. The actual teaching load of a full-time teacher does not exceed 550-600 hours per year.

The university management practices internal regular certification of teaching staff. The competence of the teaching staff is constantly assessed in open classes and mutual visits. At the

beginning of each academic year, the Business School approves a schedule of open classes and a schedule of mutual visits. Teachers of accredited educational programs constantly improve their knowledge through advanced training courses, thereby ensuring their suitability for the position held and opportunities for further career growth.

Teaching staff of accredited EPs participate in international and national scientific and practical conferences, have certificates for advanced training, and actively participate in improving the educational program through the publication of textbooks, monographs, teaching aids.

Considerable attention is paid to research work, teaching staff participate in work on projects, and take an active part in various scientific conferences. The university publishes a scientific journal in which teaching staff and students have the opportunity to publish the results of their scientific research. In 2020, the Business School took part in a competition for grant funding for scientific and (or) scientific and technical projects for 2021-2023, in which two declared topics: “Organizational and economic mechanism of managed urbanization in the post-pandemic period,” head Bekenova L.M. . (54189839.00 tenge) and “New era of sustainable development of agglomerations: renewable sources and circular innovations” headed by Tleppaev A.M. (51071277.00 tenge) received funding.

The university has developed mechanisms to support and stimulate teaching staff by providing decent remuneration for work and additional incentives for achievements in scientific and teaching activities. The University provides support to teaching staff when publishing scientific articles, monographs, introducing innovations, etc. by compensating expenses. There is both a system of bonuses, as well as announcements of gratitude, awarding certificates, etc.

The university has created a favorable work environment that meets modern sanitary and technical requirements, as well as taking into account ergonomic requirements. Teaching staff also have the opportunity to use all the resources of the university, participate in cultural events, career growth and development in the field of scientific activity is ensured and encouraged.

Social support for teaching staff is carried out within the framework of the trade union: financial assistance, team travel to the high mountain resort of Ak Bulak, the Rest House (Kapchagay), attendance at sporting events in the Almaty Arena complex, etc. There is also a gym designed for physical education, mass sports and sports and recreational events.

Satisfaction with teaching staff is assessed through an anonymous survey. The questionnaires contain the following criteria: satisfaction with the university infrastructure, PC conditions, career opportunities, organization of working hours, health conditions and prevention of overload of the teaching staff, material rewards, access to information resources, labor organization, etc.

Teaching staff at accredited EPs actively participate in the life of society, the development of the education system of the city and the republic, many members of the BS have awards of republican and national significance, are awarded honorary titles and diplomas, which shows the high professional level of teaching staff at accredited EPs.

Analytical part

During the visit, EEC experts on this standard found that students were satisfied with the quality of teaching. The university has developed a personnel policy, established clear criteria for hiring, granting leave and dismissal, which are clear and understandable for employees, which was established during the visit.

During the interview, teaching staff spoke positively about the state of the moral and psychological climate at the university and the social support system.

In order to improve the skills of teaching staff, opportunities are provided to participate in various seminars, conferences and trainings. Active participation is given to scientific work - the priorities and directions of scientific activity in which developments are being carried out are clearly defined. A system has been developed for paying the costs of publishing textbooks, articles and monographs, as well as additional bonuses.

During the work of the EEC, as a result of interviews with students and graduates, the commission noted that, in general, teachers use interactive teaching methods, but teaching methods should be improved in connection with the development of innovative teaching technologies; teachers need to master new technologies, computer applications and other tools. The technologies and methods used should be described in syllabuses. It is also necessary to regularly study the opinions of students regarding the methods and technologies used in the educational process.

The university has concluded agreements on academic mobility, however, teachers implementing accredited EPs do not sufficiently realize the opportunity to exchange experience within the framework of the academic mobility program in Kazakhstan and foreign universities. Planned indicators for internal and external academic mobility of teaching staff and their internships should also be reflected in the development plan of the EP or the department's activity plan in the relevant area.

Based on the results of a survey of teaching staff conducted by EEC IAAR experts, it was established that:

- the university provides opportunities for teaching staff to use innovations in teaching - "very good" - 73.3%, "good" - 26.7%;
- Teaching staff assess the support of the university and its leadership for research activities as "very good" - 56.7%, "good" - 30%, "relatively bad" - 10%, "poor" - 3.3%;
- 56.7% of teaching staff assess the organization of work on academic mobility "very well", "good" - 36.7%, "relatively bad" and "bad" - 3.3% each;
- the level of ability of teaching staff to combine teaching with scientific research is "very good" - 66.7%, "good" - 26.7%, "relatively bad" and "poor" - 3.3% each;
- 60% of teaching staff are completely satisfied with the terms of remuneration, 33.3% are partially satisfied, 6.7% found it difficult to answer;
- 80% are completely satisfied with the convenience of work and services available at the university, 16.7% are partially satisfied, 3.3% are not satisfied.

Strengths/best practice OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

None.

The university has created a favorable work environment that meets modern sanitary and technical requirements, as well as taking into account ergonomic requirements. Teaching staff also have the opportunity to use all the resources of the university, participate in cultural events, career growth and development in the field of scientific activity is ensured and encouraged.

Social support for teaching staff is carried out within the framework of the trade union: financial assistance, team travel to the high mountain resort of Ak Bulak, the Rest House (Kapchagay), attendance at sporting events in the Almaty Arena complex, etc. There is also a gym designed for physical education, mass sports and sports and recreational events.

Satisfaction with teaching staff is assessed through an anonymous survey. The questionnaires contain the following criteria: satisfaction with the university infrastructure, PC conditions, career opportunities, organization of working hours, health conditions and prevention of overload of the teaching staff, material rewards, access to information resources, labor organization, etc.

Teaching staff at accredited EPs actively participate in the life of society, the development of the education system of the city and the republic, many members of the BS have awards of republican and national significance, are awarded honorary titles and diplomas, which shows the high professional level of teaching staff at accredited EPs.

Recommendations VEC OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

1. From the 2024-2025 academic year, expand the use of information and communication technologies by teaching staff, new and innovative forms and methods of presenting educational material through online learning, MOOCs, etc., reflecting this in syllabuses, as well as provide feedback on the effectiveness of their use.

2. In the 2024-2025 academic year, provide in the development plan for the EP activities for the development of academic mobility of teaching staff and foreign internships.

VEC conclusions based on the criteria:

- Strong – 0
- Satisfactory – 10
- Suggests improvements – 0
- Unsatisfactory – 0

6.8. Standard “Educational Resources and Student Support Systems”

The educational organization must guarantee a sufficient number of training resources and student support services to ensure the achievement of the educational objectives.

The educational institution must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups studying within the educational institution (adults, working people, foreign students, as well as students with disabilities).

The management of the educational program must demonstrate the existence of procedures for supporting various groups of students, including information and consultation.

The management of the EP must demonstrate the compliance of information resources with the specifics of the EP, including:

technological support for students and teaching staff (for example, online learning, modeling, databases, data analysis programs);

library resources, including a collection 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 the territory of the educational organization.

The OO demonstrates planning for providing EP with educational equipment and software similar to those used in the relevant sectors of the economy.

Evidence

The university has a material and technical base that ensures all types of practical training and research work provided for by the university curriculum. Students are provided with the necessary living conditions, cultural environment, and conditions for playing sports. Creating an effective educational infrastructure is a necessary condition for a university to successfully fulfill its mission.

The management of the EP demonstrated the sufficiency of material and technical resources and infrastructure. Currently, the university has a modern material and technical base

with a total area of 14363.4 m², which meets the requirements of sanitary standards and the requirements of state general educational standards. The composition and content of the university's resources provide the conditions necessary for the provision of quality educational services: three educational buildings, a gym, a sports ground, 3 assembly halls. Common and educational premises, a dining room, and a gym comply with sanitary and epidemiological standards and requirements.

The university has created student support services: Committee for Youth Affairs, Student Council, youth wing “Zhas Otan” of the party “Amanat”, dance group “AESA STARS”, student KVN team “AESA kz”. An electronic Student Service Center (SSC) has been organized, to which students can apply to receive academic services (issuance of certificates, transcripts, etc.) in person or via the Internet. In order to maintain a stable, healthy moral and psychological climate among students and the teaching staff, a psychological service has been created at the University, which includes: the “Senim” Circle and the “Young Psychologist” Research Section.

The university has three research laboratories, scientific student associations at each department, where students acquire knowledge, skills and research skills.

The University has a corporate computer network designed to unite users into a single information space and provide access to the university's information resources and the Internet. It provides access to internal network resources and resources available from the global Internet, and serves as the basis for the deployment of information systems for various purposes. To access the global Internet, a fiber optic data transmission channel is used.

The University strives for constant improvement of material and technical information resources, which is a factor in ensuring the quality of education. Thus, during the accredited period, modern software tools were purchased and implemented, such as 1C: Enterprise Server, 1C: Bitrix, 1C: Bitrix hardware package, 1C: Enterprise 8. Client license for 5 workstations, anti-virus software packages.

AHEU's Internet access speed has been increased from 40 Mbit/s to 45 Mbit/s in accordance with the additional agreement with the provider “SMARTNET” LLP No. 13 dated 05/17/2017. Wi-Fi is available on the University premises.

Students have access to educational Internet resources, including various external personalized interactive resources for professional development and career. The ASUE Library is one of the leading departments of the university and serves teachers, students, undergraduates and university staff. The library provides information support for the educational, scientific and educational activities of the university within the framework of educational process organizations in accordance with the requirements of state educational standards. Periodicals and documents are acquired by the library in accordance with the needs of departments, graduate schools and structural divisions of the university. The library fund of educational and scientific literature provides 100% of the basic and core disciplines of each specialty, taking into account the main educational literature of the social and humanitarian direction in the format of printed publications for the last five years. The total book fund of the library is 293,208 copies, including 90,625 in the state language, 275 in English, 26,389 in electronic media, of which 7,958 copies in the Kazakh language, 18,431 copies in Russian. The book fund includes 276,668 copies of educational literature and 16,540 copies of scientific literature.

In order to improve the quality of organization and efficiency of the educational process, control the degree of independence of students in completing theses, as well as increase their self-discipline and respect for intellectual property rights, all works are checked for plagiarism through the “StrikePlagiarism” and “AntiPlagiarism.university” licensing systems.

The university as a whole is focused on educating children from the middle strata of the population and supporting low-income students. In order to provide social support to students from vulnerable segments of the population, financial assistance is provided, tuition discounts are assigned, and in some cases, tuition waivers. In the 2021-2022 academic year, tuition discounts were provided for 97 students from low-income families, and for 123 students in the 2022-2023 academic year.

For gifted students with high achievements in studies and research, discounts on tuition fees ranging from 15 to 20% are provided. A student support program has been developed. Gifted students and undergraduates are given the opportunity for independent educational and research work.

Analytical part

During the visit, the EEC made sure that the material and technical base of the university used to organize the learning process is sufficient and meets the requirements of the EP being implemented. As a result of a visual inspection by members of the EEC of the material base, it is noted that to ensure the educational process of accredited EP, the university has all the necessary educational and material assets. The university building complies with current sanitary standards and fire safety requirements. Classroom and laboratory facilities, classrooms and other premises, sports facilities comply with established safety regulations. Training equipment and software meet the requirements for the formation of practical skills and competencies that can be applied in future professional activities. The university has a well-equipped, regularly updated library collection. Teaching staff and students have access to various electronic databases for educational and scientific work. There are responsibilities and student support systems in place.

According to the results of the student survey:

- 86.5% of students are “completely satisfied” with classrooms and auditoriums for large groups, “partially satisfied” - 10.8%, “partially dissatisfied” - 2.7%;
- 71.6% are “completely satisfied” with student lounges, “partially satisfied” - 20.3%, “partially dissatisfied” - 5.4%, “very poorly” - 2.7%;
- 85.1% are “completely satisfied” with the available computer classes, 12.2% are “partially satisfied”, 2.7% are “partially dissatisfied”;
- 81.1% are “completely satisfied” with the availability and quality of Internet resources, “partially satisfied” - 16.2%, “partially dissatisfied” - 1.4%, “very poorly” - 1.4%;
- with the provision of a hostel “completely satisfied” 77%, “partially satisfied” - 16.2%, “partially dissatisfied” - 1.4%, “very poorly” - 5.4%;
- provision of sufficient opportunities for sports and other leisure activities “completely satisfied” 78.4%, “partially satisfied” - 14.9%, “partially dissatisfied” - 4.1%, “not satisfied” and “very poorly” - 1.4% each;
- good equipment of the library and a fairly good collection of books “completely satisfied” 75.7%, “partially satisfied” - 18.9%, “partially dissatisfied” and “not satisfied” - 2.7% each.

Strengths/best practice OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

None.

There are no recommendations from the VEC OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years).

VEC conclusions based on the criteria:

- Strong – 0
- Satisfactory – 13
- Suggests improvements – 0
- Unsatisfactory – 0

6.9. Public Information Standard

The public organization must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:

expected learning outcomes of the educational program being implemented;

qualifications and (or) qualifications that will be awarded upon completion of the educational program;

approaches to teaching, learning, as well as the system (procedures, methods and forms) of assessment;

information about passing scores and educational opportunities provided to students;

information about employment opportunities for graduates.

The management of the OP should provide for a variety of ways to disseminate information, including the media, information networks 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 educational organization must demonstrate the reflection on the web resource of information characterizing it in general and in the context of educational programs.

An important factor is the availability of adequate and objective information about the teaching staff of the EP.

An important factor is informing the public about cooperation and interaction with partners within the framework of the OP.

Evidence

The University pays attention to informing the public about its work, admissions process, study programs offered, events and achievements. The information policy and architecture of the official website of the university is approved by the rector. Participants in the process of informing the public are the rector's office, the admissions committee, the department for academic work, departments, KDM, the Center of the Assembly of the People of Kazakhstan, the department of science and innovation and other services of the university.

Information is posted on the university website, taking into account trilingualism, where you can familiarize yourself with the terms of admission and ask a question on a topic of interest; information is also presented on social networks.

Information about the activities of the university is presented on the website in the correct form. All links are working. The site also provides information about the university's development strategy, mission, goals and objectives of the university, the university's achievements, contains educational, methodological and educational-administrative information, and also provides contacts for communication. Information is also provided on the admission rules for students and the further program for their adaptation.

At ASUE there is a public relations, practice and career sector, which includes the KDM. Sector specialists constantly make news releases, talking about events held at the university.

Information about student support services and their involvement in active student life is actively and promptly reflected in the freshman handbook and is also posted on the university website.

The university clearly operates various services for information, student support and feedback. All interested parties have the opportunity to make an appointment with the rector. It is possible to address work-related questions to vice-rectors and heads of departments during working hours without an appointment. In addition, anyone has the opportunity to contact the rector personally through his blog on the university website. This indicates the availability of management and its interest in developing feedback from the team.

Institutes and departments involved in the implementation of educational programs (EP) have their own sections on the website with materials on disciplines and the learning process.

The career and business partnership sector analyzes and monitors activities in educational, social work and youth creativity. To inform the public, meetings are held with the target audience: employers, heads of industry enterprises, legal authorities, banks, and on-site meetings were held with heads of rural district education departments and school principals.

During the visit, the expert commission found that the university is working to popularize and provide information about its activities, as well as the rating of its educational programs.

The university management uses a variety of methods of disseminating information to inform the general public and interested parties. The procedure for informing the public is based on providing information about the activities of the university, EPs implemented, and general conditions of admission. At the same time, the website does not contain information about the qualifications that are awarded upon completion of accredited EP, about teaching and learning approaches, educational opportunities provided to students, as well as employment opportunities.

An analysis of the information posted on the university's website showed that it is currently used primarily as a reference resource about the structure of the university and the events that took place on its basis. The potential of the site as a marketing tool for promoting educational programs and services in the external environment is poorly used, which is especially important in conditions of a small contingent or its complete absence. The university website does not fully disclose the competitive advantages of the university and accredited educational institutions in the educational services market.

Analysis of the information presented on the site also showed that for a number of years information about individual teachers who ensure the implementation of the EP has not been updated. Profiles of teaching staff should be supplemented with information about advanced training, scientific projects and publications, disciplines taught, etc.

A survey of students conducted during an online visit to the IAAR EEC showed that 83.8% of students express complete satisfaction with the content and information content of the university website in general and faculties in particular, 16.2% are partially satisfied.

16.7% of teaching staff sometimes and 3.3% of teaching staff often encounter untimely receipt of information about events.

Strengths/best practice OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

None.

Recommendations VEC OP 6B04116 Economics, 6B04104 Management, 7M04109 Economics (1 year), 7M04108 Economics (2 years), 7M04115 Marketing (2 years)

1. By the beginning of the admissions campaign for the 2024-2025 academic year, provide complete, current and objective information on the implemented educational programs on the university website, including:

- data reflecting the positioning of the educational institution in the educational services market;

- purpose and expected results of EP training;
- information about educational opportunities provided to students;
- information about teaching, learning and assessment approaches;
- information about opportunities for developing personal and professional competencies of students, employment of graduates, etc.;

2. By the beginning of 2024, provide information about the teaching staff providing the implementation of the EP on the website, providing information about education, work experience, courses taught, scientific interests, etc. Update information about the teaching staff at the beginning of each semester.

VEC conclusions based on the criteria:

- Strong – 0
- Satisfactory – 9
- Improvements expected – 3
- Unsatisfactory – 0

OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD

Standard "Educational Program Management"

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

Information Management and Reporting Standard

- according to this Standard, accredited educational institutions do not have strong points.

Standard "Development and approval of an educational program"

- according to this Standard, accredited educational institutions do not have strong points.

Standard "Continuous monitoring and periodic evaluation of the educational program"

- according to this Standard, accredited educational institutions do not have strong points.

Standard "Student-centered learning, teaching and assessment"

- according to this Standard, accredited educational institutions do not have strong points.

Standard "Students"

- according to this Standard, accredited educational institutions do not have strong points.

Standard "Faculty and teaching staff"

- according to this Standard, accredited educational institutions do not have strong points.

Standard "Educational Resources and Student Support Systems"

- according to this Standard, accredited educational institutions do not have strong points.

Public Information Standard

- according to this Standard, accredited educational institutions do not have strong points.

OVERVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

Standard "Educational Program Management"

1. By the end of the 2023-2024 academic year, make additions to the Regulations on the procedure for developing a plan for the development of an educational program and monitoring its implementation, describing the requirements for the development of plans for the development of educational programs of the university, taking into account:

- analysis of the functioning of the educational program, its real positioning and demand in the educational services market;
- specific indicative indicators, indicating implementation deadlines for the main activities of the EP;
- involving employers, students and teaching staff in drawing up a development plan for the educational program;
- determining the individuality and uniqueness of the EP development plan within the framework of the real positioning of the university;
- specification of possible risks and ways to minimize them;
- a mechanism for monitoring the implementation of the EP development plan and regular review of the EP development plan.

2. By the end of the 2023-2024 academic year, review plans for the development of educational programs and bring them into compliance with established requirements. Place the EP development plans on the university website.

3. Annually monitor the implementation of EP development plans for the implementation of target indicators, assess the achievement of learning goals, compliance with the needs of stakeholders, and on this basis make decisions aimed at continuous improvement of the EP. The monitoring results are communicated to all interested parties.

4. In the 2023-2024 academic year, at the university level, carry out a clear division of responsibility between institutes and schools for the implementation of educational programs of the cluster and ensuring guarantees of the quality of education.

5. By the end of the 2023-2024 academic year, conduct risk management training for EP managers and persons involved in the management of EP.

6. By the end of the 2023-2024 academic year, conduct a detailed risk analysis in the context of each individual EP (taking into account the specifics of the EP), specify measures to reduce the impact of risks, indicating measurable performance indicators, those responsible and implementation deadlines.

7. By the beginning of the 2024-2025 academic year, develop an action plan for the introduction of new innovative teaching and assessment methods into the educational process, including our own, and also provide feedback on the effectiveness of their use.

Information Management and Reporting Standard

1. By the beginning of the 2024-2025 academic year, introduce an electronic document management system for all business processes of accredited educational institutions.

2. Ensure regular discussion of the results of assessing the satisfaction of the main stakeholders of accredited EPs at meetings of collegial bodies and adoption of decisions to eliminate identified shortcomings.

3. By the beginning of the 2024-2025 academic year, determine a list of measurable indicators of the effectiveness of the educational program and ensure the harmonization of the internal documents of the university in which they are established.

4. Conduct annual performance assessments based on the approved list of indicators.

Standard "Development and approval of an educational program"

1. By the beginning of the 2024-2025 academic year, the management of the EP should review and update the individuality and uniqueness of educational programs in accordance with national priorities and the characteristics of the region's development.

2. By the end of the 2023-2024 academic year, update the Procedure for managing the educational program, including requirements for organizing and conducting external examination of the content of the EP, taking into account:

- compliance with the structure of the OP;
- relevance of thematic content;
- compliance of expected learning outcomes with market requirements;
- availability of competency-based assessment of learning outcomes.

3. In the 2024-2025 academic year, develop an action plan to harmonize the content of the EP with similar EP from leading foreign universities in order to form and implement a joint/double-degree EP.

4. In the 2023-2024 academic year, conduct an analysis of professional certification programs, including international ones, determine a list of disciplines, the content of which is aimed at preparing students for professional certification; by the beginning of the 2024-2025 academic year, make appropriate adjustments to the content of the EP and academic disciplines.

Standard "Continuous monitoring and periodic evaluation of the educational program"

1. By the end of the 2023-2024 academic year, update the Procedure for managing the educational program, including requirements for monitoring and assessing the quality of educational programs.

2. Conduct annual monitoring and assessment of the quality of the EP; Publish monitoring results on the university website.

3. In 2024, develop and implement a mechanism for timely informing stakeholders about organizational decisions taken and planned actions regarding the EP using the official website of the university.

Standard "Student-centered learning, teaching and assessment"

1. In the 2023-2024 academic year, organize advanced training courses for teaching staff on modern methods of assessing learning outcomes, innovative methods of teaching academic disciplines.

2. In the 2023-2024 academic year, supplement the approved form of the syllabus with the requirement to develop criteria for assessing educational achievements, taking into account the specifics of control activities provided for by the discipline.

Standard "Students"

1. From the 2024-2025 academic year, to systematically expand the geography of external and internal academic mobility of students in online or offline learning modes to leading specialized universities in Kazakhstan and abroad.

2. In the 2024-2025 academic year, include in the development plan for the EP activities for academic mobility of students and foreign internships.

3. In 2024, conduct training for responsible employees and teaching staff on issues of informal learning and recognition of its results.

Standard “Faculty and teaching staff”

1. From the 2024-2025 academic year, expand the use of information and communication technologies by teaching staff, new and innovative forms and methods of presenting educational material through online learning, MOOCs, etc., reflecting this in syllabuses, as well as provide feedback on the effectiveness of their use.

2. In the 2024-2025 academic year, provide in the development plan for the EP activities for the development of academic mobility of teaching staff and foreign internships.

Standard “Educational Resources and Student Support Systems”

No

Public Information Standard

1. By the beginning of the admissions campaign for the 2024-2025 academic year, provide complete, current and objective information on the implemented educational programs on the university website, including:

- data reflecting the positioning of the educational institution in the educational services market;
- purpose and expected results of EP training;
- information about educational opportunities provided to students;
- information about teaching, learning and assessment approaches;
- information about opportunities for developing personal and professional competencies of students, employment of graduates, etc.;

2. By the beginning of 2024, provide information about the teaching staff providing the implementation of the EP on the website, providing information about education, work experience, courses taught, scientific interests, etc. Update information about the teaching staff at the beginning of each semester.

OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS

Appendix 1. Evaluation table “SPECIALIZED PROFILE PARAMETERS”

n\n	n\n	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Improvement suggestion	Unsatisfactory
Standard "Educational Program Management"						
1	1	The university must demonstrate the development of a goal and strategy for the development of the EP based on an analysis of external and internal factors with the wide involvement of a variety of stakeholders		+		

2	2	Quality assurance policies should reflect the relationship between research, teaching and learning		+		
3	3	The university demonstrates the development of a quality assurance culture		+		
4	4	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.		+		
5	5	The management of the EP ensures transparency in the development of the EP development plan based on an analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of students, the state, employers and other interested parties.			+	
6	6	The leadership of the EP demonstrates the functioning of the mechanisms for the formation and regular review of the EP development plan and monitoring its implementation, assessing the achievement of training goals, compliance with the needs of students, employers and society, making decisions aimed at the continuous improvement of the EP			+	
7	7	The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of a development plan for the EP		+		
8	8	The management of the EP must demonstrate the individuality and uniqueness of the development plan of the EP, its consistency with national development priorities and the development strategy of the educational organization			+	
9	9	The university must demonstrate a clear definition of those responsible for business processes within the EP, the distribution of job responsibilities of staff, and the delimitation of the functions of collegial bodies			+	
10	10	The management of the EP ensures coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, and also involves all interested parties in this process		+		
11	11	The management of the EP must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions			+	
12	12	The management of the EP must exercise risk			+	

		management				
13	13	The management of the educational program must ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegial bodies governing the educational program, as well as their representativeness when making decisions on issues of managing the educational program		+		
14	14	The university must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals			+	
15	15	The management of the EP must demonstrate its openness and accessibility to students, teaching staff, employers and other interested parties	+			
16	16	The management of the EP confirms completion of training in educational management programs		+		
17	17	The management of the EP should ensure that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure		+		
Total according to standard			1	9	7	0
Information Management and Reporting Standard						
18	1	The university must ensure the functioning of a system for collecting, analyzing and managing information based on modern information and communication technologies and software			+	
19	2	The management of the EP demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system		+		
20	3	The management of the EP demonstrates the presence of a reporting system reflecting the activities of all structural divisions and departments within the EP, including an assessment of their effectiveness		+		
21	4	The university must determine the frequency, forms and methods of assessing the management of the educational program, the activities of collegial bodies and structural divisions, and senior management		+		
22	5	The university must demonstrate a mechanism for ensuring the protection of information, including identifying responsible persons for the accuracy and timeliness of information analysis and data provision		+		
23	6	The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on it		+		

24	7	The management of the EP must demonstrate the availability of communication mechanisms with students, employees and other interested parties, including conflict resolution		+		
25	8	The university must ensure the measurement of the degree of satisfaction of the needs of students, teaching staff and staff within the EP and demonstrate evidence of eliminating the identified deficiencies		+		
26	9	The university must evaluate the effectiveness and efficiency of activities in the context of EP		+		
		Information collected and analyzed by the university within the framework of the EP must take into account:				
27	10.	key performance indicators			+	
28	11.	dynamics of the student population in terms of forms and types		+		
29	12.	grade level, student achievement and dropout		+		
30	13.	student satisfaction with the implementation of the EP and the quality of education at the university		+		
31	14.	Availability of educational resources and support systems for students employment and career growth of graduates		+		
32	15.	Students, teaching staff and staff must document their consent to the processing of personal data		+		
33	16.	The management of the EP should help provide the necessary information in the relevant fields of science		+		
34	17.	The management of the EP should help provide the necessary information in the relevant fields of science		+		
Total according to standard			0	15	2	0
Standard "Development and approval of an educational program"						
35	1	The university must demonstrate the existence of a documented procedure for developing EP and its approval at the institutional level		+		
36	2	The university must demonstrate compliance of the developed EP with the established goals and planned learning outcomes		+		
37	3	The management of the educational program must determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
38	4	The university demonstrates the presence of a model of an EP graduate that describes learning outcomes and personal qualities		+		
39	5	The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a		+		

		certain level of the NQF, QF-EHEA				
40	6	The management of the EP must demonstrate the modular structure of the program, based on ECTS, ensure that the structure of the content of the EP corresponds to the goals set, with a focus on achieving the planned learning outcomes for each graduate		+		
41	7	The management of the EP must ensure that the content of academic disciplines and learning outcomes correspond to each other and the level of study (bachelor's, master's, doctoral)		+		
42	8	The management of the EP must demonstrate the conduct of external examinations of the EP		+		
43	9	The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP		+		
44	10	The management of the EP must demonstrate the uniqueness of the educational program, its positioning in the educational market (regional/national/international)		+		
45	11	An important factor is the ability to prepare students for professional certification		+		
46	12	An important factor is the presence of joint (s) and/or double-degree EP with foreign universities			+	
Total according to standard			0	11	1	0
Standard "Continuous monitoring and periodic evaluation of the educational program"						
47	1	The university must ensure a revision of the structure and content of the EP, taking into account changes in the labor market, the requirements of employers and the social demands of society		+		
48	2	The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation to achieve the goal of the EP and continuous improvement of the EP		+		
		Monitoring and periodic evaluation of the EP should consider:				
49	3	the content of the program in the context of the latest achievements of science and technology in a specific discipline		+		
50	4	changes in the needs of society and the professional environment		+		
51	5	workload, performance and graduation of students		+		
52	6	effectiveness of student assessment procedures		+		
53	7	needs and degree of satisfaction of students		+		

54	8	compliance of the educational environment and the activities of support services with the goals of the EP		+		
55	9	The management of the OP must publish information about changes to the OP, inform interested parties about any planned or taken actions within the framework of the OP			+	
56	10	Support services should identify the needs of various groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, and development of EP in general		+		
Total according to standard			0	9	1	0
Standard "Student-centered learning, teaching and assessment"						
57	1	The management of the educational program must ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths		+		
58	2	The management of the EP must provide teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the goals of the EP, including competencies, skills in performing scientific work at the required level		+		
59	3	The management of the EP must determine mechanisms for distributing the educational load of students between theory and practice within the EP, ensuring the mastery of the content and achievement of the goals of the EP by each graduate		+		
60	4	An important factor is the presence of your own research in the field of teaching methods of EP disciplines		+		
61	5	The university must ensure that the procedures for assessing learning outcomes comply with the planned results and goals of the EP		+		
62	6	The university must ensure consistency, transparency and objectivity of the mechanism for assessing the learning outcomes of the EP, publishing criteria and methods for assessing learning outcomes in advance		+		
63	7	Evaluators must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area		+		
64	8	The management of the educational program must demonstrate the presence of a feedback system on the use of various teaching methods and evaluation of learning outcomes		+		
65	9	The leadership of the educational program must		+		

		demonstrate support for student autonomy while simultaneously providing guidance and assistance from the teacher.				
66	10	The management of the educational program must demonstrate the existence of a procedure for responding to student complaints		+		
Total according to standard			0	10	0	0
Standard "Students"						
67	1	The university must demonstrate a policy for forming a student population and ensure transparency and publication of procedures regulating the life cycle of students (from admission to completion)		+		
68	2	The management of the EP should provide for special adaptation and support programs for newly admitted and foreign students		+		
69	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		+		
70	4	The university must provide opportunities for external and internal academic mobility of students, as well as assist them in obtaining external grants for studying		+		
71	5	The university must encourage students to self-education and development outside the main program (extracurricular activities)		+		
72	6	An important factor is the presence of a mechanism to support gifted students		+		
73	7	The university must demonstrate cooperation with other educational 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		+		
74	8	The university must provide students with places of practice, demonstrate a procedure for promoting the employment of graduates, and maintaining contact with them		+		
75	9	The university must demonstrate the procedure for issuing documents to graduates confirming the qualifications obtained, including the achieved learning outcomes		+		
76	10	The management of the educational program must demonstrate that graduates of the program have skills that		+		

		are in demand in the labor market and that these skills are truly relevant				
77	11	The management of the educational program must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates		+		
78	12	An important factor is the presence of an active alumni association/union		+		
Total according to standard			0	12	0	0
Standard "Faculty and teaching staff"						
79	1	The university must have an objective and transparent personnel policy in the context of the EP, including recruitment (including invited teaching staff), professional growth and development of personnel, ensuring the professional competence of the entire staff		+		
80	2	The university must demonstrate compliance of the qualitative composition of the teaching staff with the established qualification requirements, the strategy of the university, and the goals of the EP		+		
81	3	The leadership of the EP must demonstrate a change in the role of the teacher in connection with the transition to student-centered learning and teaching		+		
82	4	The university must provide opportunities for career growth and professional development of teaching staff, including young teachers		+		
83	5	The university must involve in teaching specialists from relevant industries who have professional competencies that meet the requirements of the EP		+		
84	6	The university must demonstrate the presence of a mechanism for motivating the professional and personal development of teaching staff		+		
85	7	The university must demonstrate the widespread use of information and communication technologies and software in the educational process by teaching staff (for example, on-line learning, e-portfolios, MOOCs, etc.)		+		
86	8	The university must demonstrate a focus on developing academic mobility and attracting the best foreign and domestic teachers		+		
87	9	The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, determine the contribution of teaching staff, including invited ones, to achieving the goals of the EP		+		
88	10	An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and country		+		

Total according to standard			0	10	0	0
Standard "Educational Resources and Student Support Systems"						
89	1.	The university must guarantee the compliance of infrastructure, educational resources, including material and technical ones, with the goals of the educational program		+		
90	2.	The management of the EP must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment to ensure the achievement of the goals of the EP		+		
		The university must demonstrate the compliance of information resources with the needs of the university and the educational programs being implemented, including in the following areas:				
91	3.	technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs)		+		
92	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		+		
93	5.	examination of research results, graduation works, dissertations for plagiarism		+		
94	6.	access to educational Internet resources		+		
95	7.	functioning of Wi-Fi on your territory		+		
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of research work of teaching staff, staff and students		+		
97	9.	The university should strive to ensure that the educational equipment and software used to master educational programs are similar to those used in the relevant sectors of the economy		+		
98	10.	The management of the educational program must demonstrate the availability of procedures for supporting various groups of students, including information and consultation		+		
99	11.	The management of the educational program must show the existence of conditions for the student's advancement along an individual educational path		+		
100	12.	The university must take into account the needs of different groups of students (adults, working people,		+		

		foreign students, as well as students with special educational needs)				
101	13	The university must ensure that the infrastructure meets security requirements		+		
Total according to standard			0	13	0	0
Public Information Standard						
102	1.	The university guarantees that the published information is accurate, objective, relevant and reflects all areas of the university's activities within the educational program		+		
103	2.	Public information should include support and explanation of the country's national development programs and the system of higher and postgraduate education		+		
104	3.	University management must use a variety of methods of information dissemination (including the media, web resources, information networks, etc.) to inform the general public and interested parties		+		
		Information about the educational program is objective, up-to-date and should include:				
105	4.	purpose and planned results of the EP, assigned qualifications		+		
106	5.	information and system for assessing educational achievements of students			+	
107	6.	information about academic mobility programs and other forms of cooperation with partner universities and employers		+		
108	7.	information about opportunities for developing personal and professional competencies of students and employment			+	
109	8.	data reflecting the positioning of EP in the educational services market (at the regional, national, international levels)		+		
110	9.	An important factor is the publication on open resources of reliable information about teaching staff, in the context of personalities		+		
111	10.	The university must publish audited financial statements for the EP on its own website			+	
112	11.	The university must post information and links to external resources based on the results of external assessment procedures		+		
113	12.	An important factor is the placement of information about cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations		+		

Total according to standard	0	9	3	0
TOTAL	1	98	14	0

