



«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 for assessment of compliance with the requirements of the standards of specialized accreditation of the educational program of higher and (or) postgraduate education
(Republic of Kazakhstan)

6B06106- Information systems

ALMATY HUMANITARIAN AND ECONOMICS UNIVERSITY

in the period from October 18 to October 20, 2023

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

*Addressed to the
IAAR Council*



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Almaty, 2023

(I) LIST OF SYMBOLS AND ABBREVIATIONS

AHEU – Almaty Humanitarian and Economics University;
AC – Academic Council;
BD – Basic disciplines;
EEC - External expert commission;
HE – Higher Education;
SCES - State Compulsory Educational Standard;
SPDE - State program for the development of education;
ECTS - European Credit Transfer and Accumulation System;
CTE – Credit technology of education;
CED – Catalogue of elective disciplines;
MOOC - Massive open online courses;
MAP – Modular academic program;
MES RK - Ministry of Education and Science of the Republic of Kazakhstan;
MSHE RK – Ministry of Science and Higher Education of the Republic of Kazakhstan;
IAAR - Independent agency for accreditation and rating;
RR - Regulations and requirements;
NQF - National Qualifications Framework;
SPD – Scientific and pedagogical direction;
ARW - Academic research work;
SMC - Scientific Methodological Council;
NCSTI - National Center for Scientific and Technical Information;
POD – Profession-oriented direction;
MS – Major subjects;
ATS - Academic teaching staff;
NQS - National qualifications system;
IEP - Individual education plan;
OHPE – Organization of higher postgraduate education;
EP - Educational program;
RK - Republic of Kazakhstan;
WC – Working curriculum;
IWS - Independent work of students;
SVE – Secondary vocational education;
AB - Academic board;
SSC – Student Service Center;
EER - Electronic educational resources;
ACQUIN - The Accreditation, Certification and Quality Assurance Institute;
MOODLE - Modular Object-Oriented Dynamic Learning Environment;
GPA - Grade point average.

(II) INTRODUCTION

By order No.140-23-OD dated 09/7/2023 of the Independent Agency for Accreditation and Rating, from October 18 to 20. 2023, an external expert commission evaluated the compliance of the educational program 6B06106 - Information Systems of the Almaty Humanitarian and Economics University with the standards of specialized accreditation of the educational program of higher and (or) postgraduate education (Republic of Kazakhstan) (No. 57-20-OD dated June 16, 2020, sixth edition).

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

The composition of the External Expert Commission:

1) **External Expert Commission Chairman** – Akybayeva Gulvira Sovetbekovna, Candidate of Economics, Karaganda Buketov University (Republic of Kazakhstan) *Off-line participation*

2) **IAAR expert**– Konstantin Yurievich Korolev, Ph.D. in Economics, Associate Professor, Northwestern Institute of Management of the Russian Presidential Academy of National Economy and Public Administration (RANEPA) (Russian Federation) *On-line participation*

3) **IAAR expert** – Babajanov Davron Dadojanovich, Vice-Rector for Interdepartmental Relations, Doctor of Economics, Professor, Tajik State University of Law, Business and Police (Republic of Tajikistan) *On-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** – Kushebina Gulnara Malikovna, Ph.D. in Economics, Head of the Office Registrar, Esil University (Republic of Kazakhstan) *Off-line participation*

6) **IAAR expert** – Baktymbet Saule Serikovna, PhD in Economics, Associate Professor, Deputy Director, Academy of Political Management (Republic of Kazakhstan) *On-line*

7) **IAAR expert** – Sheripidin Itakhunovich Khamraev, Candidate of Technical Sciences, Associate Professor, Head of the Office of Institutional Efficiency, Abai Kazakh National Pedagogical University (Republic of Kazakhstan) *Off-line participation*

8) **IAAR expert** – Rakisheva Aigul Kuanyshbaevna, Candidate of Economics, 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 named after S. Seifullin (Republic of Kazakhstan) *Off-line participation*

10) **IAAR expert, employer** – Leyla Maratovna Zhaiykbaeva, Director of the Personnel Management Department of the National Chamber of Entrepreneurs "Atameken" (Republic of Kazakhstan) *On-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, cmyðeum** – Tynymbaeva Aruzhan Muratkyzy 2nd year undergraduate student, Gumilyov Eurasian National University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) *On-line participation*

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

14) **IAAR expert, student** – Sultan Sadvakasov Kumatovich, 2nd year student, Turan-Astana University, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) *On-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** – Tursyngazina Amina Kuanyshbekovna, 4th-year student, Kazakh Abylai Khan University of International Relations and World Languages, Member of the Alliance of Students of Kazakhstan (Republic of Kazakhstan) *Off-line participation*

17) **IAAR coordinator** – Saydullayeva Malika Akhyadovna, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Off-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Closed Joint Stock Company "Almaty Institute of Economics and Statistics" (AIES) was established by the Decree of the Government of the Republic of Kazakhstan No. 19 dated January 11, 1999 by reorganizing the state institution "Institute of Training, Retraining and Advanced Training of Personnel of the National Statistical Agency of the Republic of Kazakhstan" (IPP and PC) and currently operates as the Almaty Humanitarian and Economics University based on the state license No. KZ40LAA00031976 dated 09/06/2021.

The activities of the Almaty Humanitarian and Economics University institution are carried out following the Law of the Republic of Kazakhstan "On Education", regulatory documents, instructional letters and orders of the Ministry of Internal Affairs of the Republic of Kazakhstan, the Charter approved by the order of the Department of Justice of Auezov District of the Department of Justice of Almaty of the Ministry of Justice of the Republic of Kazakhstan dated 09/06/2021 No. KZ40LAA00031976.

The main purpose 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 fields of economics, management, management in the public sector, marketing, finance, accounting and auditing, information systems, and statistics for bachelor's and master's degree programs.

The total number of AHEU faculty according to the staffing table as of September 01, 2023. The share of full-time teachers is 221 people (81%), 19 doctors, 19 PhD and 104 candidates of sciences, professors, Associate professors, 65 masters of sciences. Training is conducted at 7 departments and the Business School in 21 groups of educational programs (GEP) for the bachelor's degree, and 8 GEP for the master's degree.

AHEU teaching staff actively participates in competitions for grant funding for research. In March 2021, two scientific projects won the competition of the Committee of Science 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 L.M. Bekenova. Approved amount of financing 54,189,839.00 tenge.

2) "A new era of sustainable development of agglomerations: renewable sources and circular innovations" Scientific supervisor Tleppeev A.M. 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" (Buribayev B.B., Segizbayeva K.K., Madyarova G.A., Sabyrova M.E.) and the competition "The best teacher" (Bertaeva K.Zh., Madyarova G.A., Taspenova G.A., etc.).

The University has consistently ranked among the top 20 prestigious universities of the Republic of Kazakhstan for many years as per the National Ranking of Demand. The University's annual participation in this ranking has resulted in this commendable achievement. As per the

latest results for 2022 and 2023, the University has secured 17th place, which is a testament to its excellence and commitment to academic excellence.

In the year 2021, the University submitted a total of seven Bachelor's degree programs and four Master's degree programs to participate in the ranking.

These operations are carried out under the approved organizational structure of the University's Department of Information Systems and General Education Disciplines, which operates as part of the Institute of Economics, Statistics, and IT Technologies.

The department has 2 Doctors of Science, 1 PhD, 5 Candidates of science, and 9 Masters of Science.

The Department of "ISGED" at the institution boasts a cadre of highly competent and experienced teachers who have consistently published methodological manuals that significantly contribute to enhancing the depth of knowledge of the courses they teach. The department has a well-structured plan for publishing educational, methodological, and scientific literature, which is duly approved annually during departmental meetings.

AHEU is committed to supporting the education development program aimed at training competent and skilled professionals of the new formation. In the successful implementation of this program, university science plays a crucial role, hinged on the primary, defining role of science in higher education. The continuity of scientific research is also essential, from research work (R&D) of students to research at the dissertation level.

The number of students enrolled in the EP at the institution is 347, and remain committed to providing quality education that meets the needs of our students.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

By Order No. 131-18-OD dated 11/30/2018 of the Independent Accreditation and Rating Agency, from December 4-6, 2018, an external expert commission assessed the compliance of the educational program: 6B06106 Information Systems of the Almaty Academy of Economics and Statistics with the standards of specialized accreditation of the IAAR.

The composition of the External Expert Commission:

1. The Chairman of the commission - Larisa Arnoldovna Shkutina, PhD, Professor
2. Foreign expert – Tayirov Mitalip Muratovich, Ph.D., Professor, Kyzylkiy Humanitarian Pedagogical Institute of Batken State University
3. Foreign expert – Elena Viktorovna Subbotina, PhD, Professor, Russian International Academy of Tourism (Moscow, Russia), expert of the Guild of Experts in the field of Vocational Education
4. Expert – Zakirova Dilnara Ikramkhanovna, PhD
5. Expert – Kalymova Kulzia Akrashevna, PhD
6. Expert – Bekzhanova Toty Kalzhanovna, Candidate of Economics, Associate Professor
7. The employer – Yuri A. Pilipenko, Chairman of the Board of Directors of the Association for the Promotion of Business Development and Investment (Almaty)
8. Student – Kuandyk Zhasulan Bostandykuly, 1st year Master's student of MBA "Business Administration", Al-Farabi Kazakh National University
9. Student – Ordabek Dimash, 4th year student of the specialty "Economics", Al-Farabi Kazakh National University
10. Student - Medetov Batyrkhan, student of the specialty "Instrument Engineering", Almaty University of Energy and Communications
11. Student - Amanbek Asem, 1st year Master's student in Finance, Kainar Academy
12. The coordinator from the Agency – Nurakhmetova Ayman Bekbulatovna, head of the project on post-accreditation monitoring of the IAAR (Astana).

On December 20, 2018, by the decision of the IAAR Accreditation Council, the educational program was accredited for 5 years.

On January 17, 2023, a post-monitoring control was conducted to evaluate the implementation of the recommendations put forth by the EEC IAAR, which were formed based on the results of the specialized accreditation of the educational program by the IAAR expert group.

The post-accreditation monitoring of the activities of the AHEU has revealed that, on the whole, the recommendations of the EECs are being implemented. The measures and actions taken have contributed to the improvement of the quality of the educational process and the implementation of the educational programs of the university. Positive trends have been observed in student involvement in scientific research, which have contributed to the formation of the student's personality.

During the reaccreditation process of the EEC cluster, which took place from October 18-20, 2023, the EEC members implemented the recommendations of the previous EEC and outlined a total of 18 new recommendations.

Fully implemented:

1. *It's crucial to foster a culture of quality at the university, which entails constant monitoring of activities to enhance and take corrective action when objectives are not met. The commitment to quality assurance should apply to all activities involving contractors and partners (outsourcing), including the implementation of joint/double-degree education and academic mobility.*

2. *The management of the EP should conduct systematic work to determine and articulate the individuality and uniqueness of the EP, the coherence of the EP's development plan with national development priorities, and the Academy's development strategy.*

3. *It's necessary to document information management processes, specify the procedure and provision of information protection, and assign responsibility for their functioning, reliability, and the systematic use of appropriate information to improve the internal quality assurance system.*

4. *Ensure that the procedures for evaluating students' learning outcomes of the EP align with the intended learning outcomes and program goals.*

5. *Make sure to provide the opportunity for students to choose additional training paths for accredited EP.*

6. *The management of the EP should consider the possibility of students receiving additional types of formal and informal education within the framework of the EP.*

7. *Ensuring that the university management takes targeted actions to attract young teachers and guardianship specialists.*

8. *Consider the possibility of inviting faculty with practical experience in the field.*

9. *To organize the professional development of teaching staff in the context of the specifics of the EP.*

10. *Improve the learning environment by providing technological support to students and teaching staff following educational programs (for example, online learning, modeling, and data analysis programs).*

11. *Post information about the programs being implemented, indicating the expected learning outcomes, the possibility of awarding qualifications at the end of the EP, teaching, training, assessment procedures, information about passing scores, and educational opportunities provided to students.*

12. *To strengthen the practice orientation of educational programs by increasing the share of practical classes at enterprises of specialization; and increasing the number of seminars on solving practical problems relevant to enterprises in the field of specialization.*

Partially implemented:

1. *the company needs to establish an internal quality assurance system that covers all aspects of our work, such as EP design, risk management, monitoring, improvement, and fact-based decision-making. This will help to ensure that products and services meet the highest standards of quality and customer satisfaction.*

2. Systematically review and update educational programs to align them with the requirements of leading Kazakhstani and foreign universities. Incorporate recommendations from international professional associations like IEEE and ASM (Computer Curriculum) to ensure that graduates have the skills and knowledge needed to succeed in their careers.

3. Explore opportunities for collaboration with foreign educational organizations to develop joint projects that benefit both our institutions. This will enable us to leverage strengths and resources and create innovative solutions that can make a positive impact on the world.

4. Encourage the AAES Alumni Association to provide us with feedback on products and services. This will help to understand the needs and preferences of customers and improve offerings accordingly.

5. To carry out work on updating the material and technical base so that the educational equipment and software used for the development of educational programs are similar to those used in the relevant industries.

6. Conduct periodic internal monitoring of the website and assess to what extent the available information resource meets modern requirements, goals, and objectives of the University as a whole and in the context of educational programs. At the same time, take into account the technical requirements for standard resources: site design, usability, technical characteristics, and a content management system (CMS).

(V) DESCRIPTION OF THE EEC VISIT

The EEC conducted their work based on the approved program of the expert commission's visit for specialized accreditation of educational programs to Almaty Humanitarian and Technical University.

To ensure a smooth operation, an introductory meeting was held on 17th October 2023. During the meeting, the commission members delegated responsibilities, finalized the visit schedule, and agreed upon examination methods.

To obtain an accurate assessment of the quality of educational programs and the university's infrastructure, the commission held meetings with key university stakeholders. These included the rector, vice-rectors, head of structural divisions, deans of faculties, department heads, teachers, students, graduates, and employers. The total number of representatives who participated in the meetings was 51, as shown in Table 1. The meetings aimed to clarify the content of self-assessment reports and obtain objective information regarding the university's operations.

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

Category of participants	Number
Rector	1
Vice-rectors	2
Heads of structural divisions	11
Faculty Deans	1
Heads of departments	4
Teachers	11
Students	16
Alumni	4
Employers	1
In total	51

During the tour, the members of the EEC got acquainted with the academic building of the Institute of Economics, Statistics and IT Technology at Zhandosov, 59.

1) 5th floor – classrooms, departments, Committee for Matters Concerning Young person office, civil defence and emergencies room

2) 4th floor – library, department, classrooms, computer classes

- 3) 2nd floor – server room, structural divisions, Department of ISGED, classrooms
- 4) 1st floor – gym, auditorium, medical center, dining room (buffet)
- 5) Hostel – micro district Shugyla, Baigeli batyr, 19

At the meeting of EEC IAAR with the AHEU target groups, the mechanisms for implementing the university's policy were clarified. Additionally, the individual data presented in the self-assessment report of the respondents were thoroughly examined and further specified. This led to a comprehensive understanding of the university's performance, which will facilitate the process of identifying areas that require improvement and developing strategies to enhance the institution's overall performance.

The following courses were attended during the accreditation period:

- 2nd year, discipline "Discrete mathematics and graph theory", taught by Baisalbayeva K.N;
- 3rd year, discipline "Internet of Things", instructed by Bosynbekov T.P.

The EEC team visited the RSE "Institute of Information and Computing Technologies" Board of Inspection of the Ministry of Science and Higher Education of the Republic of Kazakhstan during their work.

To ensure that the university met the accreditation requirements, 30 teachers and 74 students, including both junior and senior students, were surveyed.

Furthermore, the external experts reviewed the working documentation of the university and studied its internet positioning through the official website <https://www.ageu.edu.kz/> to confirm the information provided in the Self-assessment Report.

On 10/20/2023, the EEC presented recommendations for improving the accredited educational program of AHEU at a meeting with the management based on the results of the examination as part of the planned program.

(VI) COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION

6.1. Standard «Educational Program Management»

- ✓ *The organization of higher and (or) postgraduate education must have a published quality assurance policy. The quality assurance policy should reflect the relationship between scientific research, teaching, and learning.*
 - ✓ *The organization of higher and (or) postgraduate education must demonstrate the development of a culture of quality assurance, including in the context of education.*
 - ✓ *Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including in the implementation of joint/double-degree education and academic mobility.*
 - ✓ *The management of the EP demonstrates its readiness to ensure transparency in the development of an EP development plan based on an analysis of its functioning, the real positioning of the BD, and the orientation of its activities to meet the needs of the state, employers, students, and other stakeholders. The plan should contain a timeline for the start of the educational program.*
 - ✓ *The management of the EP demonstrates the existence of mechanisms for the formation and regular revision of the development plan of the EP and monitoring its implementation, evaluating the achievement of learning goals, meeting the needs of students, employers, and society, and making decisions aimed at continuous improvement of the EP.*
 - ✓ *The management of the EP should involve representatives of groups of interested persons, including employers, students, and teaching staff in the formation of a development plan for the EP.*
 - ✓ *The management of the educational institution must demonstrate the individuality and uniqueness of the educational institution's development plan, its consistency with national priorities, and the development strategy of the organization of higher and (or) postgraduate education.*
 - ✓ *The organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the framework of the EP, an unambiguous distribution of staff responsibilities, and the differentiation of functions of collegial bodies.*
 - ✓ *The management of the educational institution 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, improvement, and fact-based decision-making.*
- The management of the OP should carry out risk management, including within the framework of the OP undergoing primary accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.*

- ✓ *The management of the educational institution should ensure the participation of representatives of employers, teaching staff, students, and other interested persons in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.*
- ✓ *The BD should demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.*
- ✓ *The management of the educational institution must demonstrate evidence of readiness for openness and accessibility for students, teaching staff, employers, and other interested persons.*
- ✓ *The management of the EP should be trained in educational management programs.*

The evidence-based part

The development of the university's activities is carried out by the AHEU Development Strategy for 2021-2025 (approved by the decision of the Academic Council of the University, Protocol No. 3 of October 27, 2021). This program presents the strategic goals of the university, focused on achieving the set goals in the educational space. The analysis of the environment and acting factors was carried out at the level of describing trends and the actual state of affairs at the university and in the external environment of its activities.

SWOT analysis is presented as a risk management method; however, no conclusions have been drawn from the completed corresponding table, either from the point of view of the analysis of deterministic factors or from the point of view of probabilistic factors – risks.

Stakeholders' participation in the development of strategic-level documents was organized within the framework of their representation in collegial bodies, at whose meetings these documents were discussed and approved.

On September 10, 2021, the Academic Council of the AHEU approved the AHEU Quality Assurance Guidelines, which were developed following the international standards and guidelines for quality assurance of higher and postgraduate education (ESG). The primary objective of this document is to establish a unified approach to quality assurance within the university, directing the efforts of all structural units towards attaining the university's strategic goals and objectives related to education quality. Furthermore, the AHEU Education Quality Assurance Committee was constituted with the inclusion of prominent faculty members from all departments, representatives from structural divisions, as well as students and postgraduates.

There is a Quality Assurance Policy approved by the Rector of the University, as well as quality assurance goals for the 2023/24 academic year.

The development of the university's corporate culture is based on the formation of values, traditions, attention to the history of the university, etc., the "Policy of Academic Integrity", and the "Concept of Educational Work" have been developed and approved, which define the basic ethical rules of behavior of teachers and students.

Quality guarantees of the activities performed by contractors and partners are provided based on documented procedures in force at the university for the selection of partners for the implementation of various forms and areas of interaction, as well as the formation of contractual relations and attention to quality assurance issues in them.

The development plan of the accredited educational institution is presented in the form of a Program for the development of the educational program for 2021-2025, has an extensive structure, and covers the main areas of activity for which private strategies are presented. The targets of the development plan of the University in many cases correspond to the indicators presented in the University's Development Strategy for 2021-2025, are often formulated in a more general way, and do not have clear development indicators. The management of the EP declares transparency of the procedures for developing a development plan for the EP, which was confirmed in interviews with the Academic teaching staff, however, other categories of stakeholders did not provide evidence of transparency in interviews, and documentary evidence of transparency of the procedures for developing and implementing the EP was not presented. The plan was reviewed and approved at a meeting of the department and the Faculty Council, which includes some groups of stakeholders, and approved by the first vice-rector of the university.

In determining the individuality and uniqueness of the EP development plan, its management relies on the individuality and uniqueness of the EP plan, which should be ensured

by the implementation of the EP Development Program.

The transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and appropriate decision-making are ensured by posting information on the university's website and social networks, during formal events, and based on informal communication.

The management of the EP demonstrates the broad involvement of employers in the work of collegial bodies. The collegial bodies include representatives of teaching staff and students.

The innovation management system within the framework of accredited EP has not been developed. In the course of interviews with various groups of stakeholder representatives, non-EEC members failed to obtain evidence of the development and implementation of educational innovations.

Student satisfaction is characterized by the following survey results:

- fully satisfied with relations with the dean's office (school, faculty, department) - 89.2%, partially satisfied - 10.8 %;
- fully satisfied with the level of accessibility of the dean's office (school, faculty, department) - 93.8%, partially satisfied - 6.8 %;
- the level of accessibility and responsiveness of the management (university, school, faculty, department) is fully satisfied - 85.1%, partially satisfied - 13.5%, and partially dissatisfied - 1.4%.

The satisfaction of the teaching staff is characterized by the following survey results:

- evaluate the openness and accessibility of the management:
 - students: very good - 70%, good - 30%;
 - teachers: very good - 73.3%, good - 20%.
- evaluate the involvement of PPP in the process of making managerial and strategic decisions: very good - 86.7%, good - 13.3 %;
- How is the innovative activity of teaching staff encouraged? very good - 73.3%, good - 26.7%.

The analytical part

An analysis of the information provided and supporting documents according to this standard allows us to draw the following conclusions.

The University demonstrates the management of educational programs in the context of the implementation of strategic documents. The management of the EP demonstrates the consistency of the EP/WC with national development priorities and the development strategy of the educational organization. Universities have been provided with a Quality Assurance Policy, in general, reflecting the interaction between the business community, the scientific community, teaching staff, and students.

Employers and students are involved in the development and implementation of EP development plans. The component for choosing an educational program has been supplemented as a result of the recommendations of stakeholders.

The university's management has demonstrated openness in communicating with students, which is also confirmed by the results of questionnaires and interviews with focus groups.

However, the EEC notes the following:

The study of the documentation and the results of the focus group interviews showed that the management of the EP pays insufficient attention to the correlation of the development plan of the EP with the strategic development plan of the university as a whole. The university does not conduct a sufficiently in-depth analysis of the external environment and internal capabilities, and also poorly involves a variety of stakeholders in the process of developing a development plan for the educational institution and determining specific quantitative indicators. This creates the threat of a lack of attention and consideration of significant factors, which weakens the university's position in the higher education market and makes it difficult to achieve the desired results.

The lack of an effective risk management mechanism in the management of the EP. The

university does not have a proper methodology and does not use the necessary mechanisms for identification, assessment, and risk management within the framework of educational programs. This poses the threat of unpredictable consequences, such as poor quality of education, financial losses, and loss of reputation.

The study of the submitted documentation and focus group interviews also showed that the university does not have a clear definition of those responsible for each business process of the university, including within the framework of the educational program. The internal quality assurance system has not been implemented effectively enough.

There are no effective innovation management mechanisms within the framework of the EP, including the analysis and implementation of innovative proposals.

Strengths/best practices

The management of the EP demonstrated its openness and accessibility to students, teaching staff, employers, and other interested parties, which was confirmed during the interviewing of focus groups.

Recommendations of the EEC

1. To update and effectively apply EP development plans in management practice until 06/01/2024, document the Procedure for developing EP development plans by providing it:
 - measures to ensure transparency, inform stakeholders, and actively involve them in planning processes;
 - the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the university development strategy;
 - the procedure for regular review and monitoring of its implementation.
2. Ensure that by 09/01/2024 the adjustment of the development plans of the EP by the documented procedure for their development and introduce measurable indicators for development.
3. Identify responsible persons for each business process of the university, including within the framework of the educational program (until 04/01/2024)
4. Ensure the functioning of the internal quality assurance system in all areas of the university's activities. For the 2024-2025 academic year, include issues on the analysis of the internal quality assurance system on the agenda of meetings of collegial management bodies.
5. From 06/01/2024, formalized risk management procedures should be introduced into the practice of activity planning at all levels of management, taking into account:
 - the procedure for their identification, assessment, and selection;
 - assessing the consequences and highlighting opportunities (positive risks);
 - planning measures to reduce negative consequences and realize opportunities in case of exposure to risk factors.
6. Define and implement the innovation management procedure from 06/01/2024:
 - indicators of innovation within the framework of the EP by the priorities of the economic development of the region and the country;
 - mechanisms and tools for innovation management and monitoring;
 - a documented innovation management procedure within the framework of the EP.

The conclusions of the EEC according to the criteria:

- *Strong* – 1
- *Satisfactory* – 9
- *Suggest improvements* – 7
- *Unsatisfactory* – 0

6.2. Standard «Information management and reporting»

- ✓ *The training organization should demonstrate the existence of a system for collecting, analyzing, and managing information based on the use of modern information and communication technologies and software tools and that it uses a variety of methods to collect and analyze information in the context of the EP.*
- ✓ *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.*
- ✓ *The management of the EP should demonstrate fact-based decision-making.*
- ✓ *A regular reporting system should be provided within the framework of the EP, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of departments and departments, and scientific research.*
- ✓ *The training organization should establish the frequency, forms, and methods of evaluating the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
- ✓ *The training organization must demonstrate the definition of the procedure and ensure the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision.*
- ✓ *An important factor is the availability 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 should demonstrate the existence of a mechanism for communication with students, employees, and other stakeholders, as well as conflict resolution mechanisms.*
- ✓ *The training organization should demonstrate the existence of mechanisms for measuring the degree of satisfaction with the needs of teaching staff, staff, and students within the framework of the EP.*
- ✓ *The training organization should provide an assessment of the effectiveness and efficiency of activities, including in the context of the EP.*
- ✓ *The information intended for collection and analysis within the framework of the EP should take into account:*
 - *key performance indicators;*
 - *dynamics of the contingent of students in the context of forms and types;*
 - *academic performance, student achievements, and expulsion;*
 - *satisfaction of students with the implementation of the EP and the quality of education at the university;*
 - *availability of educational resources and support systems for students.*
- ✓ *The training organization must confirm the implementation of procedures for processing the personal data of students, employees, and teaching staff based on their documentary consent.*

The evidence-based part

The university has shown a sufficient level of development in the field of information collection, analysis, and management, but modern information and communication technologies and software tools are not used enough to effectively manage information in the context of its core business. This would allow a variety of data to be collected and analyzed to improve processes and solve problems.

Some work is underway to use the processed information to improve the quality assurance system.

The university's management makes decisions based on facts. This means that their decisions and strategies are developed taking into account analytical data and objective factors, which contribute to more informed and successful actions.

The management of the university took care of the protection of information, including the identification of responsible persons for the reliability and timeliness of information analysis and data provision. AHEU has developed and put into effect a Regulation on the protection of personal data of employees and students of the Almaty Humanitarian and Economic University institution, which defines the procedure for processing (receiving, using, storing, clarifying, updating, changing), dissemination (including transmission), depersonalization, blocking, destruction, protection of personal data of employees and students of AHEU, as well as guarantees to ensure the confidentiality of information about them.

The University involves students, employees, and teaching staff in the processes of collecting and analyzing information, as well as in making decisions based on it. Interviews, questionnaires of teaching staff, employees, students, employers, and other interested persons, and

questionnaires of students and undergraduates are conducted annually, as well as information presented in the rector's blog is analyzed.

The management of the EP demonstrated the availability of communication mechanisms with students, employees, and other stakeholders. Conflict resolution mechanisms have also been established at the university, which contributes to an open dialogue and the resolution of possible contradictions.

The University has demonstrated the availability of mechanisms for measuring the degree of satisfaction with the needs of staff, teaching staff, and students within the framework of the EP. This confirms her commitment to continuous improvement of the conditions and quality of training and work.

The analytical part

EEC notes that the university has an information and reporting management system, which is characterized by traditional indicators and processes for universities.

EEC notes that meetings with representatives of key stakeholders are held at the university, regular surveys of students and employers are conducted and appropriate measures are taken to eliminate deficiencies based on the results of their questionnaires/interviews. Thus, the management of accredited educational institutions is working to ensure transparency of information in the process of auditing the quality of education and its results.

Information about the availability of special information resources of the EP (website, stand, etc.), through which information is distributed, has been confirmed.

The EEC confirms the prompt informing of students, employees, and teaching staff of the university about changes related to the force majeure situation. During the meetings, the participants demonstrated a sufficient level of information about the processes taking place within the framework of the university's activities and educational programs.

A survey of students conducted during the visit of the EEC IAAR showed satisfaction with informing students about courses, educational programs, and academic degrees.

However, to improve information and reporting management, management needs to pay attention to the following issues.

Insufficient systematic use of processed, adequate information to improve the internal quality assurance system on the part of the EP management. The university should pay sufficient attention to the frequency and timing of the analysis and application of the processed information, based on modern information and communication technologies and software tools, for decision-making and improving the quality of the educational program. This will help to make timely corrective actions for improvements and remain competitive in the educational services market.

The lack of consistency and insufficient focus on the use of information and key performance indicators can lead to stagnation and the inability of higher education institutions to adapt to the changing demands of the labor market.

Student satisfaction is characterized by the following survey results - availability of counseling on personal problems fully satisfied - 86.5%, partially satisfied - 12.2%, partially dissatisfied - 1.3%.

Strengths/best practices

Missing.

Recommendations of the EEC

1. The university's management should make adjustments to the current regulations governing the activities of collegial bodies and structural divisions, as well as senior management. These adjustments should be made by 30th June 2024 and should focus on establishing the frequency, forms, and methods of assessing the management of the OP. The assessment should be based on modern information and communication technologies and software.
2. Furthermore, the management of educational programs needs to collect and analyze up-to-date

information on the implementation of the educational program. This will enable the establishment of key performance indicators, which will aid in taking appropriate corrective actions. The deadline for this task is set for 3rd January 2024.

The conclusions of the EEC according to the criteria:

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

6.3. Standard «Development and approval of the educational program

- ✓ *The training organization should define and document the procedures for the development of the EP and their approval at the institutional level.*
- ✓ *The management of the EP must ensure that the content of the EP meets the established goals, including the expected learning outcomes.*
- ✓ *The management of the EP must demonstrate the existence of mechanisms for reviewing the content and structure of the EP, taking into account changes in the labor market, the requirements of employers, and the social demand of society.*
- ✓ *The management of the EP should ensure the availability of developed models of the graduate of the EP, describing the learning outcomes and personal qualities.*
- ✓ *The management of the EP must demonstrate the conduct of external examinations of the content of the EP and the planned results of its implementation.*
- ✓ *The qualification awarded upon completion of the EP must be clearly defined and correspond to a certain level of NQS and QF-EHEA.*
- ✓ *The management of the educational institution should determine the impact 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, ensuring its quality.*
- ✓ *The management of the educational institution should ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral studies).*
- ✓ *The structure of the EP should provide for various types of activities that ensure that students achieve the planned learning outcomes.*
- ✓ *An important factor is the correspondence between the content of the EP and the learning outcomes of the EP implemented by organizations of higher and (or) postgraduate education in the EHEA.*

The evidence-based part

At the local level, the development of EP at the university is regulated by the Regulation on the development of educational programs, which is approved by the rector of the university.

The design of the accredited EP was carried out by the established requirements. The goals of the EP, tasks, and learning outcomes are established, according to which the content of the EP is determined.

Learning outcomes – the projected competencies are consistent with the elements of the OP. Thus, the result of the implementation of the EP is determined by the results of mastering individual academic disciplines and modules.

The University has an official team of EP developers, which was approved by the order of the Rector of AHEU, where the developers of the EP include: Teaching staff from among the subjects of this EP, students of this EP, graduates working in this field and graduates of this EP, employers of these EP.

The participation of developer members in the development of the EP is reflected in the council meetings, reviews of new disciplines recommended by students, teaching staff, and employers, acts of approval, and acts of implementation of scientific results of scientific research.

Thus, the developers proposed the following disciplines for updating the EP:

The cycle of basic disciplines – BD, University component
Digital automation devices;

Linear algebra and analytical geometry;
 Differential and integral calculus;
 Probability theory and mathematical statistics;
The cycle of core disciplines - CD, University component
 Modern web programming tools;
 E-commerce;
 IT technologies in the economy;
 Automated information and control systems;
The cycle of core disciplines - CD, University component
 Databases and DBMS;
The cycle of core disciplines - CD, a component of choice
 Automated information technologies in the economy;
 Data analysis methods;
 Fundamentals of statistical data analysis.
 "Digital technologies in the economy"
 "Digital education technologies"

The management of the EP ensures that the content of the disciplines corresponds to the level of study (bachelor's/master's degree) and the expected learning outcomes. The competence map of the educational program, included in the MAP, includes key, general professional, and professional competencies, by the Dublin descriptors. All disciplines are aimed at the formation of certain competencies listed in the content of the educational program, allowing you to achieve the planned learning outcomes. The University provides the content of the disciplines to the level of education and the expected learning outcomes.

The EP consists of general modules, specialty modules, an ATT module (additional types of training), and a final module. Along with Kazakhstani loans, ECTS loans were used as a conditional unit of labor intensity of the educational program, which corresponds to the profile, learning outcomes, competencies, and academic load of students, and ensures the achievement of learning outcomes.

For professional certification, students of the Information Systems Educational Institution take part in various seminars, such as the Best Innovation Group Inc. educational center on the topic "Theory of modern programming", in the amount of 72 hours from 24.01 to 12.02.2022.

For the accredited EP, the management has defined and established uniqueness in the documents. The first year after graduation, employment was provided at the level of 60%.

Within the framework of the agreements, Information Systems has the opportunity to implement joint two-degree educational programs with the following Universities:

1. K.Sh.Toktomamatov International University (Jalal-Abad, Kyrgyzstan),
2. Zhussup Balasagyn Kyrgyz National University (Bishkek, Kyrgyz Republic).
3. Autonomous non-profit organization of Higher Education Siberian Institute of Business, Management and Psychology (Krasnoyarsk, Russian Federation)
4. Federal State Budgetary Educational Institution of Higher Education "Kemerovo State University", (Kemerovo, Russian Federation)
5. Federal State Budgetary Educational Institution of Higher Education "Krasnoyarsk State
6. Agrarian University" (Achinsk branch of the Krasnoyarsk State Agrarian University),
7. Upper Silesian University of Economics named after In Karfantogo in Katowice, (Katowice, Poland).

However, at the time of the visit, there were no developed or implemented joint EP.

The analytical part

An analysis of the information provided and supporting documents according to this standard allows us to draw the following conclusions.

The university documents the procedures for the development of EP and their approval. This is evidenced by the fact that the EP is reviewed and discussed at meetings of collegial bodies, and

reviewed by external experts. Within the framework of the EP, an effective system of external expertise of the EP has developed based on active interaction with employers within the framework of the implementation of bilateral cooperation mechanisms, the work of collegial bodies, meetings, seminars, and other events.

The management of the EP determines the influence of disciplines and professional practices on the formation of learning outcomes. This fact confirms that learning outcomes are formed both at the level of the entire EP and at the level of individual modules or academic disciplines and during the passage of all types of practices.

The university demonstrates the existence of a graduate model of accredited universities. The graduate model is discussed at meetings with employers, as well as at a meeting of the academic committee.

The University prepares students for professional certification by studying the disciplines included in the EP and passing an internship.

At the same time, the EEC notes that the management of the EP needs to pay special attention to the implementation of joint educational programs or the harmonization of curricula with leading domestic universities or foreign partners. The lack of harmonization and cooperation processes can negatively affect the competitiveness of the EP at both the national and international levels.

Strengths/best practices

Missing.

Recommendations of the EEC

To consider the possibilities of developing and implementing joint educational programs with leading domestic universities or foreign partners (deadline 01.09.2024).

The conclusions of the EEC according to the criteria:

- *Strong* – 0
- *Satisfactory* – 11
- *Suggest improvements* – 1
- *Unsatisfactory* – 0

6.4. Standard «Ongoing monitoring and periodic evaluation of educational programs

The training organizations should identify mechanisms for monitoring and periodic evaluation of the EP to ensure that the goal is achieved and the needs of students and society are met, and show the focus of the mechanisms on continuous improvement of the EP.

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 discipline taught;*
- *changes in the needs of society and the professional environment;*
- *workload, academic performance, and graduation of students;*
- *effectiveness of student assessment procedures;*
- *expectations, needs, and satisfaction of students with training in the EP;*
- *the educational environment and support services, and their compliance with the goals of the EP.*

The management of the EP should demonstrate a systematic approach to monitoring and periodic assessment of the quality of the EP.

Training organization and the management of the EP should define a mechanism for informing all interested parties about any planned or undertaken actions about the EP.

All changes made to the EP must be published.

The evidence-based part

Monitoring of the EP, and the requirements for it are presented in the Academic Policy of the university. Achievements of science and technology in a particular discipline, changes in the needs of society and the professional environment, the workload, academic performance and graduation of students, the effectiveness of student assessment procedures, the needs and degree

of satisfaction of students, the compliance of the educational environment and the activities of support services with the objectives of the EP are taken into account in the process of discussing the content and adjusting the EP at meetings of collegial bodies, working groups. However, at the present stage, these activities are based on informal procedures. Thus, changes to the EP are made on an initiative basis, they do not have a systematic approach focused on analyzing changes in the labor market, employers' requirements, and the social demand of society.

Within the framework of the EP, the functioning of the system for informing stakeholders about changes made to the EP and publishing changes was not revealed. The open resources on the university's website provide only separate information about the curricula, which does not allow you to trace the changes. There are no means of informing stakeholders. Information is received only by those who are involved by the university to implement certain steps within the framework of designing and adjusting the EP.

Local regulations of the university provide students with certain opportunities to form an individual educational trajectory. However, the specific capabilities and needs of individual groups are not monitored specially. There are and are being implemented some approaches to equalize the preparation for the training of first-year students, and their adaptation. Part of the problem is solved in the individual work of advisors and teaching staff.

The analytical part

The University has defined mechanisms for monitoring and periodic evaluation of educational programs to ensure that the goals are achieved and the needs of students and society are met.

Monitoring and evaluation mechanisms are aimed at continuous improvement of the educational system and include the collection and analysis of data on the quality of education, student performance, student satisfaction, and other stakeholders.

Monitoring and evaluation include the collection of data on the learning process and outcome, the effectiveness of teaching methods and tools, the use of resources, student satisfaction, and other quality indicators.

The management of the educational program demonstrated a systematic approach to monitoring and periodic assessment of the quality of education and identified the main indicators for assessing the quality of education.

To determine the level of customer satisfaction, both external and internal, a survey of all consumer groups is organized and conducted annually: employers, students, teachers, and university staff. The recommendations of employers serve as the basis for improving the EP. For example, to innovate and deepen the professional training of bachelor and take into account the interests of employers in the EP "Information Systems", appropriate elective disciplines were introduced in the 2019-2020, 2020 - 2021, and 2021-2022 academic years:

Based on the letter of NCE "Atameken" No. 5145/22 dated 04/23/2021, Ministry of Trade and Integration of the Republic of Kazakhstan No. PR-23559 dated 08/19/2021, recommendations based on the results of the rating of educational programs of universities in 2020 were taken into account.

Based on amendments and additions to the SCES of higher and postgraduate education, paragraph 35 of the Order of the Minister of Education and Science of the Republic of Kazakhstan dated 05.05.2020 No. 182, the learning outcomes of LO 6 and LO 12 were adjusted and added.

Based on letter No. PR-23559 dated 08/19/2021, the Ministry of Trade and Integration of the Republic of Kazakhstan, to teach more students the basics of e-commerce, the discipline "Electronic Commerce (E-commerce)" was added to the educational program.

Based on the meeting of the department with employers "ISGED" record No. 6 dated 01/13/2021, to implement the recommendations of employers on educational programs, students receive competencies necessary in the modern labor market in various industries, expand practice-oriented training of specialists and further successful employment of graduates when developing the content of educational programs, new elective courses were added disciplines.

The university has an official website. However, the members of the EEC note that the management of the EP should develop, implement, and continue to keep up-to-date with the procedure for informing stakeholders about changes accredited by the EP, including determining the most effective information mechanisms.

A survey of students conducted during the visit of the EEC IAAR showed that students assessed the overall quality of educational programs as fully satisfied by 82.4% and partially satisfied by 14.9%. Informing the requirements to complete this educational program: "fully satisfied" – 85.1%, "partially satisfied" – 12.2%. The objectivity of the assessment of knowledge, skills, and other educational achievements: "fully satisfied" – 82.4%, "partially satisfied" – 14.9%.

Strengths/best practices

Missing.

Recommendations of the EEC

The management of the educational institution should ensure that students, teachers and other interested parties are regularly informed about planned and undertaken actions within the framework of the educational program (constantly).

The conclusions of the EEC according to the criteria:

- *Strong* – 0
- *Satisfactory* – 9
- *Suggest improvements* – 1
- *Unsatisfactory* – 0

6.5. Standard «Student-centered learning, teaching, and performance assessment

- ✓ *The management of the educational institution should ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.*
- ✓ *The management of the EP should provide for the use of various forms and methods of teaching and learning.*
- ✓ *An important factor is the availability of research in the field of teaching methods of educational disciplines.*
- ✓ *The management of the educational institution should demonstrate the availability of feedback mechanisms for the use of various teaching methods and evaluation of learning outcomes.*
- ✓ *The management of the educational institution should demonstrate the existence of mechanisms to support the autonomy of students with simultaneous guidance and assistance from the teacher.*
- ✓ *The management of the educational institution must demonstrate the existence of a procedure for responding to student complaints.*
- ✓ *The training organization should ensure consistency, transparency, and objectivity of the learning outcomes assessment mechanism for each EP, including the appeal.*
- ✓ *The training organization should ensure that the procedures for evaluating the learning outcomes of students of the EP correspond to the planned results and goals of the program, and publish criteria and evaluation methods in advance.*
- ✓ *The training organization should define mechanisms to ensure that each graduate of the educational institution achieves learning outcomes and ensures the completeness of their formation.*
- ✓ *Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area.*

The evidence-based part

The implementation of student-centered learning as a direction for the development of educational activities is enshrined in the Academic Policy of the university, in the Regulation on the Development of Educational Programs, and in other local regulatory documents. At the same time, in the process of conducting interviews, experts revealed a weak involvement of teaching staff, employees, and managers of educational institutions studying the development of student-centered learning and transformation of the educational process on this basis.

At the same time, teaching staff, students, and academic staff managers have difficulties when they are asked to give examples of the use of innovative teaching methods and evaluation of

learning outcomes in the educational process. Due attention is not paid to the transformation of the assessment system in the context of the implementation of a competence-based approach and student-centered learning. Students are involved in conducting research and development and participating in competitions and Olympiads.

The above-mentioned feature of teaching staff - involvement in pedagogical research makes special demands on conducting their own research in the field of teaching methods of the disciplines of teaching. However, the results of such studies were not revealed during the accreditation process, which is evidence of a lack of attention to this activity, both on the part of the management of the EP and on the part of the teaching staff.

The learning outcomes stated in the EP are presented in the form of a graduate's competence model, however, methods for evaluating these results that can identify the level of competence formation are properly implemented only at the stage of final control. At other stages, especially during the examination sessions, an approach based on knowledge and skills testing prevails.

Criteria and methods for evaluating learning outcomes are presented in syllabuses, which are available on an electronic resource with password access, i.e., they are not available to external consumers, including applicants, parents, and employers.

In these conditions, insufficient attention is accordingly paid to the feedback system on the use of various teaching methods and the evaluation of learning outcomes. The management of the EP can get some information from the results of surveys of students and teaching staff, but these are only fragments that are not enough for the systematic improvement of the system for evaluating student learning outcomes.

Students, by an individual curriculum, are provided with an educational and methodological complex, which includes a Syllabus, active handouts, lecture abstracts, practical (seminar) lesson plans, SIW/MIW and tutorials, test assignments, semester assignments, exam questions, contains the grading policy and assessment criteria

For the period of the examination session and final certification, an appeals commission is created from among teachers whose qualifications correspond to the profile of the disciplines.

The analytical part

The Commission notes that the university implements the approach of creating conditions for students by the university, which contributes to the effective advancement of the student along the chosen trajectory. It is also noted that students are building an individual educational trajectory using the disciplines of both the main educational program and the additional one.

The EEC notes that, as a prompt response to student complaints, the management ensures the interaction of students with advisors, and curators, and immediate response to student complaints.

During interviews with students, it was found that the management of the educational institution uses the information system for determining borrowing "Anti-Plagiarism" in the educational process to implement the principles of academic integrity at the university.

The feedback system on the use of various teaching methods and evaluation of learning outcomes has not been sufficiently demonstrated. Specific facts and examples of the use of teaching methods, including innovative and author's ones, are not presented.

The survey of students conducted during the visit of the EEC IAAR showed that they were completely satisfied:

- responsiveness to feedback from teachers regarding the educational process – 87.8%;
- the quality of teaching – 85.1%;
- objectivity and fairness of examinations and attestation – 82.4 %
- the quality of services provided in libraries and reading rooms – 86.5 %;
- support of educational materials in the learning process – 89.3%.

Strengths/best practices

Missing.

Recommendations of the EEC

1. By the beginning of the 2024/2025 academic year, the management of the educational institution should develop criteria for evaluating the results of applying its teaching methods and provide forms of motivation for teaching staff;
2. To improve student-centered learning, ensure the effectiveness of student assessment procedures, taking into account best practices and best practices. To provide training seminars or advanced training courses for teaching staff in this field (until 01.2025).

The conclusions of the EEC according to the criteria:

- Strong – 0
- Satisfactory – 10
- Suggest improvements – 1
- Unsatisfactory – 0

6.6. Standard «Students/Learners

- ✓ *The training organization must demonstrate the existence of a policy for the formation of a contingent of students in the context of the educational institution, and ensure transparency and publication of its procedures governing the life cycle of students (from admission to completion).*
- ✓ *The management of the educational program should determine the order of formation of the contingent of students based on:*
 - *minimum requirements for applicants;*
 - *the maximum size of the group during seminars, practical, laboratory, and studio classes;*
 - *forecasting the number of government grants;*
 - *analysis of the available logistical, information resources, and human resources;*
 - *analysis of potential social conditions for students, including the provision of places in the dormitory.*
- ✓ *The management of the educational program must demonstrate its readiness to conduct special adaptation and support programs for newly enrolled and foreign students.*
- ✓ *The training organization must demonstrate compliance with its actions with the Lisbon Recognition Convention, the existence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal, and non-formal education.*
 - ✓ *The training organization 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 to ensure comparable recognition of qualifications.*
 - ✓ *The training organization should provide an opportunity for external and internal mobility of students of the educational institution, as well as readiness to assist them in obtaining external grants for training.*
 - ✓ *The management of the educational institution should demonstrate its readiness to provide students with internship places, promote the employment of graduates, and maintain communication with them.*
 - ✓ *training organizations should provide for the possibility of providing graduates with documents confirming their qualifications, including the achieved learning outcomes, as well as the context, content, and status of the education received and evidence of its completion.*

The evidence-based part

The university management has demonstrated the existence of a policy of forming a contingent of students in the context of the educational program (EP). The transparency and publication of the procedures governing the life cycle of students from admission to completion confirm its willingness to ensure the availability of information about learning processes.

The management of the educational program actively determines the order of formation of the contingent of students, taking into account the minimum requirements for applicants, restrictions on the size of groups, and forecasting of state grants and resources. This indicates a systematic and adequate approach to the management of educational processes.

The student body in the EP is as follows:

- 1st year – 87, including based on SVE -68 and based on HE -6 people;
- 2nd year – 149, including based on SVE -68 and based on HE -8 people;
- 3rd year – 82, including 33 people based on the SVE;
- 4th year – 29 people.

The university is ready to conduct special adaptation and support programs for newly enrolled and foreign students, which emphasizes its concern for the comfort and successful adaptation of students. At the time of EEC's visit to the university, it was established that foreign students mainly study at the DLT, and all consulting work is carried out in the Prometheus system.

The University's activities comply with the Lisbon Recognition Convention and provide mechanisms for recognizing the results of academic mobility and additional, formal and informal learning, which supports student mobility and academic recognition. The University has developed and approved a Regulation on the recognition of the results of formal and non-formal education (approval date 09/21/2021).

The management provides opportunities for external and internal mobility of students and is ready to assist in obtaining external grants for training, supporting a variety of educational opportunities. According to the submitted documents, only the implementation of internal academic mobility of students was confirmed.

The management of the EP is ready to provide students with internship places, promote the employment of graduates, and keep in touch with them, which contributes to the successful adaptation and professional integration of graduates. According to statistics, it has been established that the average share of employed graduates in the EP over the past 2 years is 60%.

Formally, an Alumni Association was established at the university, but the heads of the EP were unable to provide evidence of its activities during the accreditation process. The graduates who took part in the interview with the members of the EEC were also not aware of the events held by the Alumni Association.

The analytical part

During the analysis of the submitted documents and the result of the visit to the university, as well as the results of meetings with students, graduates, and employers, the commission concluded that the university has a policy of forming a contingent of students from admission to graduation.

Students express satisfaction with the availability of academic counseling (86.5%); accessibility of health services (83.8%); accessibility of library resources (83.5%); existing educational resources (82.4%); overall quality of curricula (87.8%); objectivity and fairness of teachers (85.1%).

At the same time, the EEC notes that the public association "Alumni Association" functions formally. The members of the Alumni Association do not show active participation in the development of educational programs, the development plan of the University, as well as the social life of the university.

Strengths/best practices

Missing.

Recommendations of the EEC

To develop documents regulating and planning the activities of the alumni association, to ensure regular updating of the tab on the website dedicated to the activities of the association until 09/01/2024.

The conclusions of the EEC according to the criteria:

- *Strong* – 0
- *Satisfactory* – 12
- *Suggest improvements* – 0
- *Unsatisfactory* – 0

6.7. Standard «Academic teaching staff»

- ✓ *The training organization must have an objective and transparent personnel policy, including in the context of the OP, including recruitment, professional growth, and development of personnel, ensuring the professional competence of the entire staff.*
- ✓ *The training organization must demonstrate that the staff potential of the teaching staff corresponds to the specifics of the OP.*
- ✓ *The management of the EP must demonstrate awareness of responsibility for its employees and ensure favorable working conditions for them.*
- ✓ *The management of the educational institution should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.*
- ✓ *The training organization should determine the contribution of the teaching staff to the implementation of the training organization development strategy and other strategic documents.*
 - ✓ *The training organization should provide opportunities for career growth and professional development of the teaching staff of the EP.*
 - ✓ *The management of the educational program should demonstrate readiness to involve practitioners of relevant sectors of the economy in teaching.*
 - ✓ *The training organization should demonstrate motivation for the professional and personal development of the teachers of the educational institution, including encouragement for the integration of scientific activity and education, and the use of innovative teaching methods.*
 - ✓ *An important factor is the willingness to develop academic mobility within the framework of the EP, to attract the best foreign and domestic teachers.*

The evidence-based part

AHEU conducts an objective and transparent personnel policy and creates the necessary conditions for the professional development of teaching staff and staff. For this purpose, the University has developed the following regulatory documents:

- Personnel policy (approved by the Academic Council of the University, record No. 2, dated 09/10/2021);
- Regulations on competitive replacement of positions of teaching staff (approved by the Academic Council of the University, record No. 2, dated 09/10/2021);
- Qualification characteristics of the positions of the teaching staff (approved by the Academic Council of the University, record No. 2, dated 09/10/2021);
- The competence model of teaching staff.

The need for teaching staff is determined following the contingent of students in the Information Systems Department and by the generally planned teaching load of the ISGED departments.

In the 2023-2024 academic year, the teaching load corresponds to 46 units. The educational process is provided by 46 teachers, of whom 27 have academic degrees (58%).

The staffing level of the teaching staff of the Department of "ISGED" according to the staffing table is 100%.

The basic education or scientific specialization of teachers corresponds to the profile of the disciplines taught.

Academic teaching staff of the staffing of the Department of "ISGED" for 2023-2024

№	Measures	2023-2024
1.	Total academic teaching staff	46
	- Doctors of Sciences, professors	2
	- Candidates of Sciences, associate professors	22
	- PHD, associate professors	3
	- Masters	17
3.	The proportion of candidates of sciences, associate professors	47,8 % 6,5%

	The proportion of PhD doctors, associate professors The proportion of doctors of sciences, professors	4,3%
4.	The proportion of masters	36,9%
5.	% academic degree holders	58,6%

Work on the modernization of the educational process in connection with the transition to student-centered learning and teaching is sporadic. The goals have not been defined, and the results of the actions taken are not being evaluated.

To conduct specialized disciplines, the teaching staff of the department "ISGED" annually participates in advanced training courses that improve teaching methods and reflect the quality of educational content provision. The main bases for internships and advanced training over the past 5 years have been the Al-Farabi Kazakh National University Educational Center and the Best Innovation Group Lnc Educational Center.,

In the 2020-2021 academic year, within the framework of academic mobility, teachers of the Almaty Humanitarian and Economics, University Professor B.B. Buribayev and Associate Professor G.S. Dyusembayeva and the University of Turan-Astana, E.L. Nuspekova and A.S. Ainagulova, were mutually invited to lecture on the discipline "Algorithms, data structures and programming" for the second half of the 2020-2021 academic year.

The analytical part

The University has demonstrated the existence of an objective and transparent personnel policy. Recruitment processes involving invitees by professional competencies lead to planned learning outcomes.

The management of the EP demonstrated compliance of the qualitative composition with the established qualification requirements of the university's strategy and development. The teachers have the necessary qualifications and experience related to accredited educational programs, which guarantees a high level of learning quality.

The University provides professional development opportunities for teaching staff, including young teachers. The availability of support and training, mentoring and mentoring that ensure professional development and the development of their professional development programs. The university management provides for the provision of living space for young talented teachers, as well as invited lecturers.

The University attracts specialists with practical work experience corresponding to educational programs to teach. This requires the relevance and practical orientation of education, as well as the development of professional skills of doctoral students.

Teaching staff gave an excellent assessment of the content of the educational program (76.7%); the opportunities provided by the university for the professional development of teaching staff (60.0%); the possibility of using their teaching methods (73.3%); the use of various educational innovations (73.3%); openness and accessibility of the leadership to teachers (73.3%); the work of the university management to improve qualifications of teaching staff (60.0%).

However, the EEC notes the weak involvement of teaching staff in the development of a culture of quality assurance and low activity in the application of innovative teaching methods.

Strengths/best practices

Missing.

Recommendations of the EEC

To ensure the involvement of teachers in the development of a culture of quality and the development of a policy of academic integrity, evaluating and recognizing their contribution to achieving the goals of the student-centered learning educational program (continuously).

The conclusions of the EEC according to the criteria:

- *Strong – 0*
- *Satisfactory – 10*
- *Suggest improvements – 0*
- *Unsatisfactory – 0*

6.8. Standard «Educational resources and student support systems

- ✓ *The teaching organization must ensure a sufficient number of educational resources and student support services to ensure that the goal of the OP is achieved.*
- ✓ *The teaching organization must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the context of educational institutions (adults, working, foreign students, as well as students with disabilities).*
- ✓ *The management of the educational institution should demonstrate the availability of support procedures for various groups of students, including information and counseling.*
- ✓ *The management of the EP must demonstrate compliance of information resources with the specifics of the EP, including:*
 - *technological support for students and teaching staff (for example, online training, modeling, databases, data analysis programs);*
 - *library resources, including a fund of educational, methodological, and scientific literature on general education, basic and profile disciplines on paper and electronic media, periodicals, and access to scientific databases;*
 - *examination of research results, graduation papers, and dissertations on plagiarism;*
 - *access to educational Internet resources;*
 - *the functioning of WI-FI in the territory of the educational organization.*
- ✓ *The teaching organization demonstrates planning for the provision of educational equipment and software similar to those used in the relevant sectors of the economy.*

The evidence-based part

The quality of education is determined by several indicators, among which the main place is occupied by educational resources, namely resources for teaching and supporting students.

Currently, the university has a modern material and technical base with a total area of 14,363.4 m², which meets the requirements of sanitary standards and the requirements of state educational standards. The university has documents confirming its right to operational management of real estate used in the educational process, technical passports, and building plans and structures. Buildings, equipment, and other property are managed by the administrative and economic part.

The types and volumes of material and technical resources involved in the implementation of educational programs are determined by the internal regulatory documents of AHEU. Teachers and students have access to the modern material and technical base of the university, which includes: three academic buildings, a sports hall, a sports ground, 3 assembly halls. Common and educational premises, a canteen, and a sports hall comply with sanitary and epidemiological standards and requirements. The conditions of the production environment comply with the requirements of PHII II-68-78 "Higher educational institutions" and the requirements of Norms of RK 1158-2002 "Higher professional education. The material and technical base of educational organizations". The educational process is organized in 85 classrooms, including 15 computer classes. The areas of the main educational premises were adopted under the requirements of Norms of RK 1158-2002, PHII 2.08-02-89 "Building codes and regulations. Public buildings and structures". The university is provided with drinking and technical water, thermal and electric energy, and telephone communications centrally. All engineering networks comply with the requirements of the PHII of RK 3.02-43-2007 G., PHII of RK 4.02-42-2006 G., PHII of RK 3.05.01.2010.

Student support services have been established at the university: the Youth Affairs Committee, the Student Council, the youth wing "Zhas Otan" of the Amanat party, the dance group "AESA STARS", the student team of CMI "AESA kHz".

Tuition discounts were provided for 97 students from low-income families in the 2021-2022 academic year, and 123 students in the 2022-2023 academic year.

For the 2023-2024 academic year, the public foundation "Kazakhstan Khalkyna" allocated

4 (four) educational grants for the university within the framework of the charitable program "Educational Grants "Kazakhstan Khalkyna", for 1st-year students from low-income families in rural areas, small and single-industry towns, orphans, etc.

https://qazaqstanhalqyna.kz/ru/press/808-qazaqstan_halqyna_grant_2023_.html

Full name of the AHEU student	Educational program
Sadan Asylzhan Turabayuly	Jurisprudence
Toktar Almat Yerboluly	Physical education teacher training
Momynsha Zhansaya Bakytbekkyzy	Psychology
Popov Artur Stanislavovich	Information systems

For gifted students with high academic and research achievements, discounts for tuition in the amount of 15 to 20% of its cost are provided. A Student Support Program has been developed. In the 2021-2022 academic year, discounts were provided to 9 gifted students.

A special program has been developed to adapt and support foreign students. A curator is attached to international students. He introduces foreign students to the university, the group, and the teaching staff of the department. CMCYP, the department involves them in carrying out public works and various cultural events ("Dedication to students", CMI, etc. They have also developed programs for learning Russian and Kazakh languages.

The University ensures the availability and effective functioning of a system of individual assistance and advice to students on the educational process. The main page of the university's official website contains the contact numbers of the AHEU Call Center - the phones of the Admissions Committee, the Department for Academic Work and Distance Learning. Announcements, news, and urgent information for students and faculty of the University can be found on the official website, as well as on AHEU social networks (instagram – ageu_kdm, Facebook – Almaty Humanitarian and Economics University).

An Electronic Student Service Center has been organized, where students can apply for 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 in the teaching staff of AHEU, a psychological service has been established at the University, which includes: The Senim Circle and the Research Section "Young Psychologist", head Abisheva Zh.A. https://www.aesa.kz/about_the_university/news/1247/

The teaching staff organizes a support service for the development of educational programs:

- advisors who help students determine their learning path;
- advisors who organize educational, social and cultural life in the group;
- teachers (tutors) who consult students on academic issues that have arisen at a mutually convenient time, as well as according to an approved schedule (thesis, tutorials, SIW).

For students, a Student's Guide has been developed and is available on the website in the section for Students, in which the student can find out all the information about the learning process at AHEU <https://www.aesa.kz/students/vnutrennie-normativnye-dokumenty/>

The procedure for admitting students from other universities, recognizing and crediting credits acquired during academic mobility are implemented in accordance with the Academic Policy of AHEU.

The University has an Information Technology Support Service, whose tasks include updating and maintaining the computer park, office equipment, and providing technical support to departments and departments of the university.

The university has sufficient material and technical support for the educational process, in the improvement of which significant funds are constantly invested.

Material and technical base of AHEU

	Item	Total	Including institutions

			<u>Institute of Economics, Statistics and IT Technologies</u> , academic building at 59 Zhandosova str.	<u>Institute of Design and Technology "Symbat"</u> , academic building at 43 Kunaeva Street	<u>Institute of Pedagogy, Business and Law</u> , academic building at the address: md. Aksai-3, 36
	Total area	14 363,4 M ²	7431,8 M ²	3075 M ²	3856,6 M ²
	Classroom Fund	7816,4 M ²	5302,6 M ²	2267 M ²	1230,1 M ²
	Library Fund	988 868 unit	293 233 unit	223 748 unit	471 887 unit
	Canteen	317,8 M ²	77,8 M ²	200 M ²	40 M ²
	Gym	719,2 M ²	289,2 M ²	430 M ²	-
	Hostel	600 M ²	-	-	600 M ²
	Conference room	140 M ²	60 M ²	40 M ²	40 M ²
	Assembly hall	1130,6 M ²	281,8 M ²	663 M ²	185,8 M ²
	Medical center	113,3 M ²	39,1 M ²	60 M ²	14,2 M ²
0	Administrative and economic area	140 M ²	-	140 M ²	-
1	Recreation area "Kapchagai cottage"	274,8 M ²	274,8 M ²	-	-
	Territory	1,5822 ha	Territory 1,5822 ha		
2	Computer	419 pcs	192 pcs	119 pcs	108 pcs
3	Printer	137 pcs	64 pcs	18 pcs	55 pcs
4	A laptop	79 pcs	30 pcs	9 pcs	40 pcs
5	Interactive whiteboard	29 pcs	4 pcs	3 pcs	22 pcs
6	The projector	44 pcs	12 pcs	16 pcs	16 pcs

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

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

AHEU Internet access speed has been increased from 40 Mbit/s to 45 Mbit/s according to an additional agreement with the provider of SMARTNET LLP No. 13 dated 05/17/2017. Wi-Fi is available on the territory of the University.

Educational Internet resources are available to students, including various external personalized interactive resources for professional development and career.

In the learning process, students use internal personalized interactive educational resources: the Prometheus 4.3 distance learning system (<http://study.aesa.kz>) and "Platonus"

(<http://edu.aesa.kz>) .

The AHEU information network is represented by a set of information systems that accompany the entire cycle of the educational process – from the formation of a contingent to the final certification of students.

Information support of AHEU activities

Information systems and electronic educational resources	Address	Numbers	Notice
AHEU website	http://www.ageu.edu.kz	1	Official site
Platonus	edu.aesa.kz		additional educational portal
LMS Prometheus 4.2	http://study.aesa.kz	1	The Prometheus Library houses electronic educational publications of ASUE
LMS Moodle	http://moodle.aesa.kz	1	additional educational portal
AHEU Electronic Library	file://174.16.3.4/lib/1/Elektronnaybiblioteka	1	It is posted on the ASUE local network, which includes a fund of electronic materials, electronic courses, electronic teaching materials, textbooks, manuals on the study of disciplines, presentations.
FTP-server	https://file.aesa.kz	1	cyber locker
corporate mail	http://ageu.edu.kz	1	mail server
1C-Electronic Dean's Office		1	Comprehensive information system for the administration of the educational process

The AHEU Library is one of the leading departments of the university and serves teachers, students, undergraduates, and university staff. The library provides information support for educational, scientific, and educational activities of the university within the framework of educational process organizations by the requirements of state educational standards.

The total area of the library is 485.4 sq.m. Its structure includes 2 reading rooms with 40 seats, a hall of periodicals and an electronic hall, 1 reading room at the Institute of Pedagogy, Business, and Law with 20 seats, and a subscription. The total book fund of the library is 581999 copies, including 177066 in the state language, 773 in English, 50546 in electronic media, 14388 copies in Kazakh, and 36158 in Russian. The book collection includes 528,153 copies of educational literature and 28,798 copies of scientific literature. The library's material and technical base includes 10 computers in the electronic library, 5 computers in the reading room 1 printer in 3 in one, 2 computers and one printer for employees.

There is free access to the Internet, and Wi-Fi, so all readers have access to the necessary information. Video cameras are installed in the library premises.

The library's book collection is located in the database of the Kabis electronic library <http://lib.aesa.kz:8040/lib/>. The database of the Republican Interuniversity Electronic Library (RIEL) is available to students and students <http://rmebrk.kz/>.

The University creates conditions for learning and scientific research on its territory. All students 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 the Russian Science Citation Index (RSCI): eLibrary.RU
<https://elibrary.ru/authors.asp>,

- National Scientific Portal of the Republic of Kazakhstan NAUKA.KZ:
<http://www.nauka.kz/page.php>

Periodicals and documents are purchased by the library following the needs of departments and structural divisions of the university. The annual subscription is based on the profile of the university: these are large Kazakhstani, Russian, and foreign journals in all disciplines studied.

The library fund of educational and scientific literature provides 100% of the basic and core disciplines of each specialty, taking into account the basic educational literature of the socio-humanitarian field in the format of printed publications over the past five years; natural and technical – over the past 10 years, which meets the qualification requirements.

To improve the quality of the organization and effectiveness of the educational process, control the degree of independence of students in completing their theses, as well as increase their self-discipline and respect for intellectual property rights, all works are checked for plagiarism through the license systems "StrikePlagiarism" and "Anti-Plagiarism.UNIVERSITY".

The University has three research laboratories, and scientific student associations at each department, where students receive knowledge, skills, and research work skills.

To lead a healthy lifestyle and provide leisure for students, there is a sports hall, sports sections for volleyball, football, basketball, etc., and leisure, and cultural events are provided.

The University regularly monitors the satisfaction with the conditions of study and work of students and teaching staff through questionnaires, as well as during annual meetings with the rector.

The analytical part

The University has the infrastructure, and educational resources, including material and technical ones, corresponding to the goals of educational programs. There is a sufficient classroom fund, and laboratories equipped with equipment that ensures the achievement of the goals of the EP.

The EEC confirms the availability of student support systems, including support through the university's website. During meetings with students and teaching staff, it was revealed that, unfortunately, most do not have the financial resources to complete training, internships, and advanced training at leading universities in the world, so it is advisable to involve students and teaching staff more widely in the best online courses.

As a result of a visual inspection of the facilities of the material base, the members of the EEC were convinced that to ensure the educational process and conduct scientific research of accredited educational programs, the university has the necessary educational and material assets. The buildings and structures of the University comply with current sanitary standards and fire safety requirements.

The quality of the material base, including the IT infrastructure, the library fund, and the degree of satisfaction with the support of innovative activities of teachers from the management indicates the creation of conditions for conducting scientific research, and integrating science and education, but is not sufficient to achieve the goals set. EEC experts came to this conclusion after visiting and studying the material and technical base of the university. In this regard, the management of the educational institution needs to conduct an audit of the material and technical base of educational laboratories and provide for their updates.

In addition, insufficient attention is paid to providing special material and technical means to support students with special educational needs in the educational process.

Strengths/best practices

Missing.

Recommendations of the EEC

1. It is necessary to develop a development program or introduce indicators to improve the material and technical base of educational laboratories for EP (01.2025) into the development plan of EP;
2. To develop a plan for the phased provision of special material and technical means to support students with special educational needs in the educational process by 09/01/2024.

The conclusions of the EEC according to the criteria:

- *Strong* – 0
- *Satisfactory* – 13
- *Suggest improvements* – 0
- *Unsatisfactory* – 0

6.9. Standard «Public information»

- ✓ *The teaching organization must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:*
 - *the expected learning outcomes of the educational program being implemented;*
 - *qualifications and/or qualifications that will be awarded upon completion of the educational program;*
 - *teaching and learning approaches, as well as the system (procedures, methods, and forms) of assessment;*
 - *information about passing scores and educational opportunities provided to students;*
 - *information about graduate employment opportunities.*
- ✓ *The management of the EP should provide for a variety of ways to disseminate information, including the media, and information networks to inform the general public and interested persons.*
- ✓ *Public awareness should include support and clarification of the national development programs of the country and the system of higher and postgraduate education.*
- ✓ *The teaching 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 academic staff of the EP.*
- ✓ *An important factor is to inform the public about cooperation and interaction with partners within the framework of the EP.*

The evidence-based part

The main means of informing about the status and activities of the university is the website <http://edu.aesa.kz>.

The sections of the website cover the main activities of the university. The site is consistently maintained in three languages.

A significant part of the information on accredited EP is available to users only if they have a password, and the information provided in the public domain is not sufficient for all issues relevant to the main groups of stakeholders. Some sections contain outdated information.

The site contains links to external resources, including those that contain the official ones. Information about the national development programs of the country and the system of higher and postgraduate education. Some documents of similar importance are posted on the website in full-text form.

The University is represented on social networks, which are also actively used to communicate and inform stakeholders: Facebook – Almaty Humanitarian and Economics University, Instagram - ageu_kdm.

Insufficient information is provided about the changes made to the EP.

The analytical part

The EEC notes that in the field of information dissemination policy, the university demonstrates transparency, openness, involvement of applicants, employers, participants in the

educational process, and all interested parties in informing the public, constant development, and adaptability to the changing realities of society.

EEC notes the openness of the university and its willingness to provide objective information to external stakeholders.

At the same time, experts note the need to supplement the objective information provided on the site about changes in the educational program, the implementation of plans for the development of educational programs, discussion, and revision of the strategy, planned goals of the educational program and learning outcomes, compliance with professional standards, as well as information about teaching staff, courses, publications, and their scientific interests.

In addition, the EEC recommends the publication of audited financial statements on the official website.

Strengths/best practices

Missing.

Recommendations of the EEC

1. To ensure the reliability, objectivity, relevance of information, and reflection of all areas of activity, including in the context of EP:

- to audit the structure and content of the site before 04/01/2024;
- post on the official website accessible and understandable information about the system and criteria for evaluating the educational achievements of students in the educational program (until the end of the current academic year);
- post information about related events, for example, trainings, seminars, and round tables that will help students expand their skills and knowledge, and develop personal and professional skills for successful employment (before the end of the current academic year).

2. Publish and regularly update the audited financial statements on the website in the following years.

The conclusions of the EEC according to the criteria:

- *Strong* – 0
- *Satisfactory* – 9
- *Suggest improvements* – 3
- *Unsatisfactory* – 0

OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD

Educational Program Management Standard

This standard has demonstrated its openness and accessibility to students, teaching staff, employers, and other interested parties, which was confirmed during the focus group interviews.

Information Management and Reporting Standard

Missing

Development and approval of an educational program

Missing

Ongoing monitoring and periodic evaluation of educational programs

Missing

Development and approval of the educational program

Missing

Student-centered learning, teaching, and performance assessment

Missing

Students

Missing

Academic teaching staff

Missing

Educational resources and student support systems

Missing

Public Information

Missing

OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT

Educational Program Management Standard

1. To update and effectively apply EP development plans in management practice until 06/01/2024, document the Procedure for developing EP development plans by providing in it:
 - measures to ensure transparency, inform stakeholders, and actively involve them in planning processes;
 - the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the university development strategy;
 - the procedure for regular review and monitoring of its implementation.
2. To ensure that by 09/01/2024 the adjustment of EP development plans in accordance with the documented procedure for their development and to introduce measurable indicators for development.
3. Identify the responsible persons for each business process of the university, including within the framework of the educational program (until 04/01/2024)
4. Ensure the functioning of the internal quality assurance system in all areas of the university's activities. For the 2024-2025 academic year, include issues on the analysis of the internal quality assurance system on the agenda of meetings of collegial management bodies.

5. From 06/01/2024, formalized risk management procedures should be introduced into the practice of activity planning at all levels of management, taking into account:
 - the procedure for their identification, assessment, and selection;
 - assessing the consequences and highlighting opportunities (positive risks);
 - planning measures to reduce negative consequences and realize opportunities in case of exposure to risk factors.
6. Define and implement the innovation management procedure from 06/01/2024:
 - indicators of innovation within the framework of the EP following the priorities of the economic development of the region and the country;
 - mechanisms and tools for innovation management and monitoring;
 - a documented innovation management procedure within the framework of the EP.

Information Management and Reporting Standard

1. The management of the university should, by 30.06.2024, adjust the current regulations governing the activities of collegial bodies and structural divisions, senior management, in terms of establishing the frequency (deadlines, periods), forms, and methods of assessing the management of the EP based on modern information and communication technologies and software;
2. The management of educational programs needs to collect and analyze up-to-date information on the implementation of the educational program, establish key performance indicators, and take appropriate corrective actions (Deadline 03/01/2024).

Development and approval of an educational program

To consider the possibilities of developing and implementing joint educational programs with leading domestic universities or foreign partners (deadline 01.09.2024).

Ongoing monitoring and periodic evaluation of educational programs

The management of the educational institution should ensure that students, teachers and other interested parties are regularly informed about planned and undertaken actions within the framework of the educational program (constantly).

Student-centered learning, teaching, and performance assessment

1. By the beginning of the 2024/2025 academic year, the management of the educational institution should develop criteria for evaluating the results of applying its own teaching methods and provide forms of motivation for teaching staff;
2. In order to improve student-centered learning, ensure the effectiveness of student assessment procedures, taking into account best practices and best practices. To provide training seminars or advanced training courses for teaching staff in this field (until 01.2025).

Students

To develop documents regulating and planning the activities of the alumni association, to ensure regular updating of the tab on the website dedicated to the activities of the association until 09/01/2024.

Academic teaching staff

To ensure the involvement of teachers in the development of a culture of quality and the development of a policy of academic integrity, evaluating and recognizing their contribution to achieving the goals of the student-centered learning educational program. (constantly);

Educational resources and student support systems

1. It is necessary to develop a development program or introduce indicators to improve the material and technical base of educational laboratories for EP (01.2025) into the development plan of the

EP;

2. To develop a plan for the phased provision of special material and technical means to support students with special educational needs in the educational process by 09/01/2024.

Public Information

1. To ensure the reliability, objectivity, relevance of information, and reflection of all areas of activity, including in the context of OP:

- to audit the structure and content of the site before 04/01/2024;

- to post on the official website accessible and understandable information about the system and criteria for evaluating the educational achievements of students in the educational program (until the end of the current academic year);

-post information about related events, for example, trainings, seminars, and round tables that will help students expand their skills and knowledge, and develop personal and professional skills for successful employment (before the end of the current academic year).

2. Publish and regularly update the audited financial statements on the website in the following years.

OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION

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Appendix 1. Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

No	No	Evaluation criteria	The position of the educational organization			
			Strong	Satisfactory	Suggests improvement	unsatisfactory
Standard «Educational Program Management»						
1	1.	The university should 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 broad involvement of a variety of stakeholders		+		
2	2.	The quality assurance policy should reflect the relationship between scientific research, teaching and learning		+		
3	3.	The university demonstrates the development of a culture of quality assurance		+		
4	4.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including in the implementation of 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 orientation of its activities to meet the needs of students, the state, employers, and other interested parties			+	
6	6.	The management of the EP demonstrates the functioning of mechanisms for the formation and regular revision of the EP development plan and monitoring its implementation, evaluating the achievement of training goals, meeting the needs of students, employers and society, and making decisions aimed at continuous improvement of the operational			+	
7	7.	The management of the EP should involve representatives of groups of interested persons, including employers, students and teaching staff in the formation of a development plan for the EP		+		
8	8.	The management of the educational institution should demonstrate the individuality and uniqueness of the educational institution's development plan, its consistency with national development priorities and the development strategy of the educational organization			+	
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the framework of the EP, the distribution of staff responsibilities, and the differentiation of 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, as well as involves all stakeholders in this process				
11	11.	The management of the EP should ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and appropriate decision-making			+	
12	12.	The management of the EP should carry out risk management			+	
13	13.	The management of the educational institution should ensure the participation of representatives of interested persons (employers, teaching staff, students) in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program		+		
14	14.	The university must demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals			+	
15	15.	The management of the EP should demonstrate its openness and accessibility to students, teaching staff, employers, and other interested parties	+			
16	16.	The management of the EP confirms the completion of training in educational management programs		+		
17	17.	The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure		+		
Total according to the standard			1	9	7	0
Standard «Information Management and Reporting»						
18	1.	The university must ensure the functioning of the information collection, analysis and management system 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 existence of a reporting system reflecting the activities of all structural divisions and departments within the framework of the EP, including an assessment of their effectiveness		+		
21	4.	The university should determine the frequency, forms and methods of evaluating the management of the EP, the activities of collegial bodies and structural units, and senior management		+		
22	5.	The university must demonstrate a mechanism to ensure the protection of information, including the identification of responsible persons for the reliability 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 them		+		
24	7.	The management of the EP should demonstrate the availability of communication mechanisms with students,		+		

		employees and other stakeholders, 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 framework of the EP and demonstrate evidence of the elimination of the detected shortcomings		+		
26	9.	The university should evaluate the effectiveness and efficiency of its activities in the context of EP		+		
		<i>The information collected and analyzed by the university within the framework of the OP should take into account:</i>				
27	10.	key performance indicators			+	
28	11.	the dynamics of the student body in terms of forms and types		+		
29	12.	the level of academic achievement, student achievements and expulsion		+		
30	13.	student satisfaction with the implementation of the EP and the quality of education at the university		+		
31	14.	the availability of educational resources and support systems for students		+		
32	15.	employment and career growth of graduates		+		
33	16.	Students, teaching staff and staff must document their consent to the processing of personal data		+		
34	17.	The management of the EP should help to provide the necessary information in the relevant fields of science		+		
Total according to the standard			0	15	2	0
Standard «Development and approval of the educational program»						
35	1.	The university must demonstrate the existence of a documented procedure for the development of an EP and its approval at the institutional level		+		
36	2.	The university must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes		+		
37	3.	The management of the educational institution should determine the impact of disciplines and professional practices on the formation of learning outcomes		+		
38	4.	The university demonstrates the existence of a graduate model of an EP describing learning outcomes and personal qualities		+		
39	5.	The qualification awarded upon completion of the OP must be clearly defined, explained and correspond to a certain level of the NFS, QF-EHEA		+		
40	6.	The management of the OP should demonstrate the modular structure of the program based on ECTS, ensure that the structure of the content of the EP meets the set goals with a focus on achieving the planned learning outcomes for each graduate		+		
41	7.	The management of the educational program should ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral studies)		+		
42	8.	The management of the EP must demonstrate the conduct of external expertise 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 educational institution should demonstrate the uniqueness of the educational program, its positioning in the educational market (regional/national/international)		+		
45	11.	An important factor is the possibility of preparing students for professional certification		+		
46	12.	An important factor is the availability of joint(s) and/or double-degree EP with foreign universities			+	
Total according to the standard			0	11	1	0
Standard «Ongoing monitoring and periodic evaluation of educational programs»						
47	1.	The university should ensure the revision of the structure and content of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society		+		
48	2.	The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation in order to achieve the goal of EP and continuous improvement of EP		+		
		Monitoring and periodic evaluation of the educational process should consider:				
49	3.	the content of the program in the context of the latest achievements of science and technology in a particular discipline		+		
50	4.	changes in the needs of society and the professional environment		+		
51	5.	the workload, academic performance and graduation of students		+		
52	6.	the effectiveness of procedures for evaluating students		+		
53	7.	the needs and degree of satisfaction of students		+		
54	8.	the compliance of the educational environment and the activities of support services with the goals of the educational process		+		
55	9.	The management of the EP should publish information about changes to the EP, inform interested parties about any planned or undertaken actions within the framework of the EP			+	
56	10.	Support services should identify the needs of different groups of students and their degree of satisfaction with the organization of training, teaching, assessment, and mastering of the EP in general		+		
Total according to the standard			0	9	1	0
Standard «Student-centered learning, teaching, and performance assessment»						
57	1.	The management of the educational institution should 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 should ensure teaching based on modern achievements of world science and practice in the		+		

		field of training, the use of various modern teaching methods and evaluation of learning outcomes that ensure the achievement of the goals of the EP, including competencies, skills to perform scientific work at the required level				
59	3.	The management of the EP should determine the mechanisms for distributing the educational load of students between theory and practice within the framework of the EP, ensuring the development of the content and achievement of the goals of the EP by each graduate		+		
60	4.	An important factor is the availability of own research in the field of teaching methods of the disciplines of the EP		+		
61	5.	The university must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and goals of the EP		+		
62	6.	The university must ensure the consistency, transparency and objectivity of the mechanism for evaluating learning outcomes of the EP, the publication of criteria and methods for evaluating learning outcomes in advance		+		
63	7.	Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area		+		
64	8.	The management of the EP should demonstrate the existence of a feedback system for the use of various teaching methods and evaluation of learning outcomes		+		
65	9.	The management of the EP should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher		+		
66	10.	The management of the educational institution must demonstrate the existence of a procedure for responding to student complaints		+		
Total according to the standard			0	10	0	0
Standard «Students»						
67	1.	The university must demonstrate the policy of forming a contingent of students and ensure transparency, publication of procedures governing the life cycle of students (from admission to completion)		+		
68	2.	The management of the educational institution should provide for special adaptation and support programs for newly enrolled and foreign students		+		
69	3.	The university must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education		+		
70	4.	The university should provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for training		+		
71	5.	The university should encourage students to self-education and development outside the main program (extracurricular activities)		+		

72	6.	An important factor is the availability of a support mechanism for gifted students		+		
73	7.	The university should demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
74	8.	The university must provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, and maintain contact with them		+		
75	9.	The university must demonstrate the procedure for issuing graduates with documents confirming their qualifications, including the achieved learning outcomes		+		
76	10.	The management of the EP should demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are really relevant		+		
77	11.	The management of the EP should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates		+		
78	12.	An important factor is the presence of an active alumni association/association		+		
Total according to the standard			0	12	0	0
Standard «Academic teaching staff»						
79	1.	The university should have an objective and transparent HR policy in the context of the EP, including hiring (including invited teaching staff), professional growth and staff development, ensuring the professional competence of the entire staff		+		
80	2.	The university must demonstrate the compliance of the qualitative composition of teaching staff with the established qualification requirements, the university's strategy, and the goals of the EP		+		
81	3.	The management of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching		+		
82	4.	The university should provide opportunities for career growth and professional development of teaching staff, including young teachers		+		
83	5.	The university should involve in teaching specialists from relevant industries with professional competencies that meet the requirements of the EP		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff		+		
85	7.	The university should demonstrate the widespread use of teaching staff of information and communication technologies and software in the educational process (for example, on-line training, e-portfolio, MOOCs, etc.)		+		

86	8.	The university should demonstrate the focus of activities on the development of academic mobility, 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, and determine the contribution of teaching staff, including invited ones, to achieving EP goals		+		
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 the country		+		
Total according to the standard			0	10	0	0
Standard «Educational resources and student support systems»						
89	1.	The university must ensure that the infrastructure, educational resources, including material and technical ones, meet 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 EP goals		+		
		The university must demonstrate the compliance of information resources with the needs of the university and the implemented programs, 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 profile disciplines on paper and electronic media, periodicals, access to scientific databases		+		
93	5.	examination of research results, graduation papers, dissertations on plagiarism		+		
94	6.	access to educational Internet resources		+		
95	7.	functioning of Wi-Fi on its 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 for the development of educational programs are similar to those used in the relevant sectors of the economy		+		
98	10.	The management of the educational program should demonstrate the availability of support procedures for various groups of students, including information and counseling		+		
99	11.	The management of the educational program should show the availability of conditions for the advancement of the student along an individual educational trajectory		+		
100	12.	The university should 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 the security requirements		+		
Total according to the standard			0	13	0	0
Standard «Public Information»						
102	1.	The university guarantees that the published information is accurate, objective, relevant and reflects all areas of the university's activities within the framework of the educational program		+		
103	2.	Public awareness should include support and clarification of the national development programs of the country and the system of higher and postgraduate education		+		
104	3.	The university management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and interested parties		+		
		Information about the educational program is objective, relevant and should include:				
105	4.	the purpose and planned results of the educational program, the qualification assigned		+		
106	5.	information and the system for evaluating students' academic achievements			+	
107	6.	information about academic mobility programs and other forms of cooperation with partner universities, employers		+		
108	7.	information about the opportunities for the development of personal and professional competencies of students and employment			+	
109	8.	data reflecting the positioning of the educational institution in the educational services market (at the regional, national, international levels)		+		
110	9.	An important factor is the publication of reliable information of academic teaching staff on open resources, in terms of personalities		+		
111	10.	The university must publish audited financial statements on its own web resource			+	
112	11.	The university should 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 the standard			0	9	3	0
The whole			1	98	14	0