REPORT

on the results of the work of the external expert commission
for assessment of compliance with the requirements of standards of
specialized accreditation of educational programs
"6B04112 - World Economy", "7M04101 - Economics",
"7M04102 - World Economy", "8D04101 - Economics"
NJSC Karaganda University named after academician E.A. Buketov»
from April 16 to April 18, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External expert commission

АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ

НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

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"6B04112 - World Economy", "7M04101 - Economics", "7M04102 - World Economy", "8D04101 - Economics"
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from April 16 to April 18, 2024

Karaganda   **"18" April 2024**

(I) LIST OF SYMBOLS AND ABBREVIATIONS

AIS	–	Automatic information system
AC		Academic Council
AMPDB	–	Administrative and management personnel
AWS	–	Automated workstation
BDIGA	–	Basic disciplines
University	–	Higher education institution
State Educational Standards	–	State general educational standard of education
FSCIR	–	Final state certification
FC	–	Final control
ICWH	–	Individual curriculum
ICT	–	Information and communication technologies
KPI	–	Key Performance Indicators
CTTQR	–	Credit technology of training
CED	–	Catalog of elective disciplines
MSHE	–	Ministry of Science and Higher Education
MEP	–	Modular educational program
SL	–	Science Library
R	–	Regulations
SB	–	Supervisory Board
NCSTI	–	National Center for Scientific and Technical Information
OE	–	Organization of education
GEDO	–	General education disciplines
EP	–	Educational program
FTB	–	Full text databases
PD	–	Profile disciplines
TS	–	Teaching staff
RSTL	–	Republican Scientific and Technical Library
FC	–	Frontier control
QMS	–	Quality Management System
OS	–	Organization standard
TMC	–	Training and metodology complex
EMCD	–	Educational and methodological complex of the discipline
EMCS	–	Educational and methodological complex of the specialty
EMA	–	Educational and methodological advice
ECTS	–	European Credit Transfer System

(II) **INTRODUCTION**

The basis for the external assessment (IAAR order on EEC, IAAR Standards, according to which the external assessment is carried out (order number, date and edition)), object of accreditation (name of the PA and (or) EP), composition of the EEC.

In accordance with Order No. 53-24-od dated 02.02.2024 of the dependent accreditation and rating agency, in the period from April 16 to April 18, 2024, the External Expert Commission (EEC) assessed educational programs 6B04106-Accounting and Audit, 6B04109-Finance, as well as 7M04104-Accounting and Audit, 7M04109-Finance, Karaganda University named after Academician Buketov for compliance with the standards of specialized accreditation of the IAAR.

The presented EEC report contains an assessment of the compliance of accredited educational programs (EP) with the criteria of IAAR standards, an analytical and evidence base, as well as recommendations for improving the EP under consideration.

The assessment was carried out in a hybrid format by a team of foreign and national experts, including representatives of the academic community, employers and university students as follows:

Chairman of the EEC IAAR – **Kosov Vladimir Nikolaevich** Doctor of Physical and Mathematical Sciences, Professor, Abai Kazakh National Pedagogical University, Expert 1st category;

IAAR EEC Coordinator – **Gulfiya Nazyrova Rivkatovna**, Ph.D., project manager for specialized and institutional accreditation IAAR;

IAAR expert – **Inna Sidorova**, MBA, ACMA/CGMA (London, UK);

IAAR expert– **Sousana Michailidou**, Ph.D Professor Vice Chancellor for Academic Affairs Webster University Athens Campus (Athens ,Greece);

IAAR expert – **Gulnara Dyussenbaevna Amanova**, Candidate of Economic Sciences, Associate Professor, Gumilev Eurasian National University (Astana , Republic of Kazakhstan);

IAAR expert – **Zeinullina Aigul Zhumagalievna**, Candidate of Economic Sciences, Associate Professor, Head of Department at Shakarim University (Semey, Republic of Kazakhstan)

IAAR Expert - **Baktymbet Saule Serikovna,** Candidate of Economic Sciences, Associate Professor, Deputy Director of the Academy of Political Management (Astana, Republic of Kazakhstan);

IAAR expert – **Sakhanova Gauhar Bakhytovna**, PhD, associate professor, Almaty Technological University, (Almaty, Republic of Kazakhstan)

IAAR expert, employer – **Zhaiykbaeva Leila Maratovna** Department of Personnel Management of the Chamber of Entrepreneurs of Astana (Astana, Republic of Kazakhstan);

IAAR expert, student – **Gabitov Darmen**, 1st year master's student, Nazarbayev University (Astana, Republic of Kazakhstan);

IAAR expert, student – **Akhmetova Assylzhan**, 2nd year master's student, L. N. Gumilev Eurasian National University. (Astana, Republic of Kazakhstan);

IAAR expert, student – **Zhakenova Rabiga**, 1st year graduate student, Baltic Federal University.

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

Non-profit joint-stock company "Karaganda University named after academician E.A. Buketov" (hereinafter referred to as NJSC " KarU named after Buketov" or University, University) with 100% state participation in the authorized capital, the leading university in Kazakhstan in training specialists with higher and postgraduate education.

The University provides training for bachelors, masters, and PhDs in the following areas: Pedagogical sciences; Arts and Humanities; Social Sciences, Journalism and Information; Business, management and law; Natural Sciences, Mathematics and Statistics; Information and communication technologies; Engineering, manufacturing and construction industries; Services.

NJSC "KarU named after Buketov" carries out educational activities on the basis of the state license of the Committee for Quality Assurance in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No.№KZ83LAA00018495 dated07/28/2020,Order of the CommitteeforQualityAssuranceinEducationandScience of the Ministry of Education and Science of the Republic of KazakhstanNo.320dated07/28/2020.

The university includes 13 faculties and 48 departments, 19 scientific structures, incl. 7 research institutes, 6 scientific centers and 6 laboratories.

The university's teaching staff consists of 775 people out of 1,475 people working at the university. 25% of teaching staff have the title "Best University Teacher" according to the assessment of the Ministry of Science and HigherEducation of the Republic of Kazakhstan.

The number of students at the university is 12,812 people, of which 5,817 people receive state educational grants.

KarU provides training in 205 educational programs in 20 areas of training, including : 95 undergraduate educational programs (8 areas of training), 92 master's programs (8 areas) and 18 (4 areas of training) doctoral programs. Of these, 130 educational programs are accredited, incl .9 programs for a period of 7 years.

According to the results of the Global Aggregated Ranking 2022, Karaganda University named after academician E.A. Buketov entered the TOP 10% of the best universities in the world. In the IQAA National Ranking on the demand for universities, the university occupies the 4th position (2022).

Graduate department accredited by the EP "6B04112-World Economy", "7M04101 - Economy", "7M04102-World Economy", "8D04101-Economy" is the Department of Economy and International Business of the Faculty of Economy, which provides training on the basis of license No. KZ83LAA00018495 dated July 28, 2020, order of the Committee for Quality Assurance in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. 320 dated July 28, 2020.

Information about the Department of Economy and International Business

The Department of Economy and International Business operates on the basis of a training license No. KZ83LAA00018495, order of the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. 320 dated July 28, 2020.

The mission of the department is to train highly qualified specialists who have the necessary level of professional skills, are focused on innovation and are able to compete in the conditions of economic modernization. The department's goal is to create an effective educational system that helps meet the needs of both students and society.

Head of the Department – Doctor PhD Kuttybaeva Nurgul Bolatovna .

The dynamics of the student population in accredited EPs is presented in Table 1.1

Table 1.1. Dynamics of the student population by EP over the past 5 years

The level of education	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	Admission	Graduated	Admission	Graduated	Admission	Graduated	Admission	Graduated	Admission	Graduated
6B04112-World economy	21	30	4	35	11	53	-	21	-	4
7M04101 - Economy	14 (six 1 year terms)	6 (one 1 year terms)	3 (two 1 year terms)	10 (two 1 year terms)	4	1	4	3	2	
7M04102 - World economy	10 (two 1 year terms)	2 (1 year terms)	-	8	-	-	4	-	3	
8D04101-Economy	5	1	1	6	4	5	7+2 winter	1	3+1 winter	

As can be seen from Table 1.1, accredited EP groups are small, which is associated with a decrease in the number of state grants for bachelor's and master's programs. According to EP 8D04101-Economy, the number of students is increasing due to the allocation of grants and winter enrollment.

A fairly high percentage of graduates' employment indicates the demand for graduates in the labor market (Table 1.2).

Table 1.2. Information on employment of graduates of all forms of education for 2019-2023

		2019	2020	2021	2022	2023
6B04112	World economy	100	93.1	74.3	86	90
7M04101	Economy	81.7	-	85.7	100	100
7M04102	World economy	100	100	85.7	-	-
8D04101	Economy	100	100	100	100	100

Qualitative and quantitative composition of the department's teaching staff

At the time of accreditation, the department employs 21 people, of whom 62% have academic degrees. The staff includes: 2 doctors of science, professors; 11 candidates of science, including 1 research professor, 4 professors and 7 associate professors; 8 PhD doctors. Among the senior teachers without an academic degree there are 5 masters, and there are also 8 teachers. All teachers of the department have basic education (100%). The average age of teaching staff is 41.5 years, and among teachers with academic degrees and titles - 49.4 years. 20 full-time teachers of the department teach classes in the Kazakh language. The staffing level of the teaching staff according to the staffing table is 100%. More detailed information is presented in table 1.3

Table 1.3 – Quantitative and qualitative composition of teaching staff of departments producing accredited EP for the 2018-2023 academic years

No.	Name	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

1	Number of full-time teaching staff with academic degrees and titles, people/% ratio	16/ 69%	14/ 60%	14/ 58%	14/ 43%	21/ 62%
2	Number of teaching staff teaching classes in the Kazakh language, people/% ratio	20/ 86%	20/ 86%	20/ 95%	20/ 62%	20/ 57%
3	Number of full-time teaching staff with basic education, people/% ratio	23/100%	23/100%	21/100%	32/100%	35/100%
4	Average age of teaching staff with academic degree and title, years	49.4	49.4	41.5	41.5	49.4
5	Number of teaching staff who have undergone advanced training, people.	15	26	23	26	28

(IV) DESCRIPTION OF PREVIOUS ACCREDITATION PROCEDURE

Educational programs "6B04112 - World Economy", "7M04101 - Economy", "7M04102 - World Economy", "8D04101 - Economics" are being accredited by the IAAR for the first time.

(V) DESCRIPTION OF THE VEC VISIT

The visit and work of the EEC on the examination and assessment of the EP was carried out in strict accordance with the developed and approved hybrid format program for April 16-18, 2024.

In order to coordinate activities for the visit of a team of experts to the NJSC "Karaganda University named after academician E.A. Buketov" the day before, an orientation meeting was held, during which the goals, objectives, program and functional responsibilities of each expert were discussed, and the key forms and methods of the upcoming expert assessment were outlined.

The external expert commission used a number of methodologies and tools in the process of assessing accredited EPs to the criteria of assessment standards, including document analysis, website review, department visits, visual inspection of material and technical equipment, group and panel interviews with senior management, middle and lower managers, faculty members, students, alumni and employers.

In total, 173 people took part in the meetings from the University; the distribution by category of positions is presented in Table 1 below.

Table 1 – Meeting participants from the university by category

No.	Category of participants	Number, people
1	Rector	1
2	Vice-rectors	4
3	Heads of structural divisions	17
4	Deans and heads of departments	6
5	Graduates	41
6	Learning clusters 1-3	42
7	Faculty clusters 1-3	35
8	Employers and representatives of practice bases	27
Total		173

Meetings and interviews were held in a hybrid format, corresponding to the time frame of

the EEC visit program. Participants demonstrated good time management, business ethics and active participation in the process. A total of 8 interviews were conducted with various stakeholders.

During the tour of the educational institution, classrooms, office premises (including departments and dean's offices), research centers and scientific laboratories, computer classes, the Students' Palace, library and reading rooms, as well as the university's printing house were examined.

For a comprehensive assessment of accredited programs, an electronic survey was conducted among the teaching staff and student community, covering 32 students and 34 members of the teaching staff.

During the visit, the internal documentation of the university was also studied to obtain the missing data necessary to make objective decisions on compliance with the criteria of IAAR standards. In addition, an important source of information was the university website, which is the main resource for prompt and relevant information for various types of stakeholders, including students, parents, employers, government representatives, civil society and others.

At the end of the EEC visit, a final session was organized with the vice-rector's staff, heads of structural divisions and teaching staff, aimed at providing initial feedback by the Chairman and experts on the results of visiting the university and assessing its compliance with Accreditation standards.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Educational Program Management"

1. The university must demonstrate the development of a goal and strategy for the development of the EP based on an analysis of external and internal factors with the wide involvement of a variety of stakeholders

2. The quality policy should reflect the relationship between research, teaching and learning

3. The university demonstrates the development of a quality assurance culture

4. A commitment to quality assurance must apply to any activity carried out by contractors and partners (outsourcing), including in the implementation of joint/ double degree education and academic mobility

5. The management of the EP ensures transparency in the development of the EP development plan based on an analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of the state, employers, stakeholders and students

6. The management of the EP demonstrates the functioning of the mechanisms for the formation and regular review of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, compliance with the needs of students, employers and society, making decisions aimed at the continuous improvement of the EP

7. The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of a development plan for the EP

8. The leadership of the EP must demonstrate the individuality and uniqueness of the development plan of the EP, its consistency with national development priorities and the development strategy of the educational organization

9. The university must demonstrate a clear definition of those responsible for business processes within the EP, the distribution of job responsibilities of staff, and the delimitation of the functions of collegial bodies

10. The management of the EP ensures coordination of the activities of all persons participating in the development and management of the EP, and its continuous implementation, and also involves all interested parties in this process

11.   The management of the EP must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions

12.   The management of the EP must implement risk management

13.   The management of the educational program must ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegial bodies governing the educational program, as well as their representativeness when making decisions on issues of managing the educational program

14.   The university must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals

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

16.   The management of the EP confirms completion of training in educational management programs

17.   The management of the EP should strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure

The evidentiary part

The Buketov Karaganda University uses traditional management and information transfer processes, as well as software products and information systems. Information management at the university is characterized by the presence of information flows from top to bottom from top management to the operational level, as well as from bottom to top from the subjects of the educational process, all stakeholders to management.

The University's information management processes are regulated through a variety of regulatory documents, such as Academic Policy, Internal Regulations, Collective Agreement, Corporate Governance Code, Code of Corporate Ethics, Rules of Academic Integrity, Information Disclosure Regulations. This structured documentation ensures transparency and consistency in internal information processes, facilitating effective communication and interaction between the various departments of the university. The basis for determining the content of management documents is the competence of the organization, established procedures for resolving issues, as well as the scope and nature of the relationships between departments.

University Internet resources are created at various levels of the hierarchy: from personal websites and department pages to university-wide information repositories and are available to students and teachers both on the internal network and on the Internet. An effective mechanism for informing external stakeholders is the official website buketov.edu.kz , jastar.ksu.kz , as well as accounts on social networks (Facebook, Vkontakte, Instagram, Twitter, YouTube), for internal users - the Service Center for Students and Employees (SCSE).

A unified information network has been created at the university, including all computers, information resources (web portals, file servers), which allow you to effectively manage the educational process and all information resources. All buildings of the university have access to a wireless Wi-Fi network with Internet access. However, the Internet speed in some areas is insufficient.

The corporate automated Information Network (AIN) "Electronic University" is functioning for the collection, analysis and management of information https://e.buketov.edu.kz / associated with AIN "Platonus" (https://platonus .buketov.edu.kz).

The confidentiality of personal data of University students is ensured through the AIN "Platonus", in which students and teaching staff have their own personal accounts, which they can enter through personal usernames and passwords.

General information about the University and educational programs, expected learning outcomes is available on the university's website, on the page "Faculties – Economic faculty ", in the section "Departments – Department of Economics and International Business – Educational

Programs" (https://buketov.edu.kz/ru/page/faculty/faculty-econ/emb).

Students, employees and teaching staff document their consent to the processing of personal data. Documented information security management measures that ensure the trust of stakeholders, as well as the storage, use and protection of personal data of students and university staff are defined in the Information Security Regulation.

To stimulate feedback, "trust boxes" for suggestions and comments have been installed, and the rector's blog is functioning. In addition, graduates, students, and employers take online surveys.

To resolve disputed cases, an appeals commission is created from the number of teachers whose qualifications correspond to the profile of the disciplines being appealed

((Regulations on the organization of current and boundary control, intermediate certification and assessment of students' knowledge).

The analytical part

During the analysis of materials for compliance with the requirements of the criteria of the Information Management and Reporting standard for accredited EP of the cluster, the commission notes that the university effectively manages both traditional and digital information flows, which provides a basis for creating analytical reports and making informed decisions. Regular surveys among students regarding their satisfaction with the educational program emphasize the university's systematic approach to quality management of education.

The EEC notes that the information collected within the framework of the university's activities, including through statistical processing of information, reporting, allows you to generate analytical reports and make decisions based on facts. However, the commission notes the need to evaluate the effectiveness and efficiency of activities, including in the context of EP. Further deepening of the analysis in this area is recommended to improve the quality and reporting within each program, which can potentially lead to higher educational standards and student satisfaction.

The EEC Commission draws attention to the fact that as a result of a survey of teaching staff, 32.4% of teachers believe that the management perceives criticism of themselves 32.4% - "very good", 44.1% as "good" and 23.5% - "relatively bad".

During the online survey of the teaching staff during the visit:

- The level of feedback between the PPP and the management was rated "very good" by 61.8% of the PPP, "good" by 29.4%, and "relatively bad" by 8.8%;

- 73.5% rated the openness and accessibility of the manual for teachers as "very good" and 23.5% as "good", 5.9% as "relatively bad";

- The degree of academic freedom of the faculty, 64.7% answered as "very good" and 35.3% as "good".

- 85.3% rated the compliance of the content of the educational program with scientific and professional interests and needs as "very good" and 14.7% as "good".

The online survey of students showed:

- 93.8% of students are fully satisfied with the content and information content of the website of the educational organization in general and faculties in particular, 6.3% are partially satisfied %;

- 96.9% of students are fully satisfied with the speed of response to feedback from teachers regarding the educational process, 3.1% are partially satisfied%;

- 96.9% of students are fully satisfied with the clarity of the procedures for taking disciplinary measures, 3.1% are partially satisfied%;

- 90.6% of students are fully satisfied with information support and explanation of the admission rules and the strategy of the educational program (specialty) before entering the university, 6.3% are partially satisfied, 3.1% are partially dissatisfied%;

- 96.9% of students are fully satisfied with informing the requirements in order to successfully complete this educational program (specialty), 3.1% are partially dissatisfied.

Strengths/best practices

Strengths/best practices within the framework of this standard in the context of accredited EP 6B04112 - "World Economy", "7M04101 - Economy", "7M04102 - World Economy", "8D04101-Economy" have not been identified.

The conclusions of the EEC according to the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)

According to the Information Management and Reporting standard, 17 criteria have been disclosed, of which strong -0, satisfactory – 17, suggest improvements -0.

6.3. The standard "Development and approval of the educational program"

1. The university must demonstrate the existence of a documented procedure for the development of anEP and its approval at the institutional level

2. The university must demonstrate compliance of the developed EP with the established goals and planned learning outcomes

3. The management of the educational institution should determine the impact of disciplines and professional practices on the formation of learning outcomes

4. The university can demonstrate the existence of a graduate model of the EP, describing the learning outcomes and personal qualities

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

6. The management of the EP should demonstrate the modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensure that the EP and its modules (in terms of content and structure) meet the set goals with a focus on achieving the planned learning outcomes

7. The management of the educational institution should ensure that the content of academic disciplines and learning outcomes correspond to each other and the level of study (bachelor's, master's, doctoral studies)

8. The management of the EP must demonstrate the conduct of external examinations of the EP

9. The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development of the EP, ensuring their quality

10. The management of the EP should demonstrate the positioning of the EP in the educational market (regional/national / international), its uniqueness

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

12. An important factor is the availability of a double-degree EP and/or joint EP with foreign universities.

The evidentiary part

The Buketov Karaganda University defines and documents the procedures for the development of EP and their approval at the institutional level, which are reflected in the Academic Policy of the university

Measures to assess the quality of the implementation of the EP include the collection and analysis of statistical data on key indicators (academic performance, employment, number of enrolled students); assessment of student satisfaction with the conditions, process and learning outcomes, feedback from partner organizations, etc. (https://drive.google.com/drive/folders/18QHfd0tj7-7_LsaP7BCa4S9dJGpLbeay).

For approval, the EP is considered at a meeting of the department and submitted to the Faculty Council for consideration. Following the results of the meetings of the collegial bodies, protocols are drawn up, which reflect the decisions taken. Employers and social partners take part in the examination and approval of the MEP of EP, as a result of which changes are made. Approved educational programs are posted on the official website of the university (https://buketov.edu.kz/ru/page/faculty/faculty-econ/emb).

The EP is subject to annual examination and updating. To do this, during the academic year, a meeting of the department is held with the participation of employers, representatives of the DAW

and students, at which an assessment of the current EP is given, based on the results of which a

conclusion is drawn about the effectiveness of the program, and a decision is made on the further use of the EP in the educational process.

The management of the evaluated EP has developed graduate models in modular educational programs that describe learning outcomes and personal qualities based on the "Regulations on the Development of a Graduate Model" (https://drive.google.com/drive/folders/18QHfd0tj7-7_LsaP7BCa4S9dJGpLbeay Appendix 3.1. Modular educational program "8D04101 – Economics"). In each EP, the graduate's competencies are defined: behavioral skills and personal qualities (Soft skills), digital (Digital skills) and professional (Hard skills) (Appendix 3.1. MEP).

Competencies are spelled out for each EP in the MEP document, available for viewing on the university's web page (https://e.buketov.edu.kz)

The curricula of the cluster's educational programs have a modular structure. The modular structure of educational programs contains autonomous organizational and methodological modules, the content and scope of which may vary depending on the didactic goals, profile and level differentiation of students.

In addition to the MEP, a catalog of elective disciplines (CED) has been developed, which is a systematic list of all disciplines of the component of choice with a detailed description of them and an indication of competencies in each discipline. The catalog is available for viewing on the university's web page (Appendix 3.3. CED EP). https://docs.google.com/document/d/1Yy3uz0l3WScGjK7OsHgcH7iDpjCbnw0h/edit?usp=sharing&ouid=117178711864684433154&rtpof=true&sd=true)

EP passports were subjected to external examination at the Center for the Bologna Process and Academic Mobility of the MES of the Republic of Kazakhstan when they were included in the Register of Educational programs of Higher and Postgraduate Education.

The University has created conditions for internships as one of the types of educational work, developed programs whose content corresponds to the goals and objectives of training specialists; concluded contracts for internships with employers.

The analytical part

An analysis of the process of developing and approving accredited educational programs (EP) at the university reveals the presence of a well-developed and logically consistent algorithm. This process is characterized by the active involvement of stakeholders, including teachers and employers, which contributes to the formation of goals and objectives of the EP, reflecting industry specifics and employers' expectations regarding the competencies of graduates. This approach contributes to the creation of an EP focused on the current needs of the labor market.

At the same time, despite the existence of formal provisions on the development of a graduate's competence model, information about such models is presented in fragments and not systematized, which makes it difficult to familiarize and evaluate their completeness and quality to determine their uniqueness. This indicates a problem in the integration and accessibility of key information about competencies, which may reduce the effectiveness of educational programs.

In addition, according to the experts of the EEC, the university does not pay enough attention to the strategic positioning of its EP in the educational market. The lack of active efforts to identify and promote the unique features of programs at the regional and national levels can lead to a decrease in the attractiveness of the university for potential students and, as a result, to a decrease in the number of students. This threatens the sustainable development of educational programs and may limit their competitiveness in the market.

Strengths/best practices

Strengths/best practices within the framework of this standard in the context of accredited EP EP 6B04112-World Economy", "7M04101 - Economy", "7M04102 - World Economy", "8D04101-Economy" have not been identified.

EEC Recommendations

- By the beginning of the calendar year 2025, the management of the EP is recommended to develop a marketing strategy for positioning the EP cluster in the educational market, providing a competitive advantage and uniqueness of programs.

The conclusions of the EEC according to the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)

According to the standard "Development and approval of an educational program", 12 criteria are disclosed, of which strong -0, satisfactory – 11, suggest improvements -1.

6.4. The standard "Continuous monitoring and periodic evaluation of educational programs"

1. The university must ensure the revision of the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social request of society

2. The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the EP in order to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP

Monitoring and periodic evaluation of the EP should consider:

3. The content of the programs in the context of the latest achievements of science and technology in a particular discipline

4. changes in the needs of society and the professional environment

5. workload, academic performance and graduation of students

6. Effectiveness of student assessment procedures

7. needs and satisfaction of students

8. compliance of the educational environment and the activities of support services with the objectives of the EP

9. All interested parties should be informed of any planned or undertaken actions regarding the EP. All changes made to the EP must be published

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

The evidentiary part

Monitoring and periodic evaluation of EP 6B04112-World Economy", "7M04101 - Economics", "7M04102 - World Economy", "8D04101-Economics" examines: the content of programs in the light of recent scientific achievements and changes in the regulatory framework to ensure the relevance of the discipline taught; changes in the needs of society and the professional environment; workload, academic performance and the graduation of students; the effectiveness of student assessment procedures; expectations, needs and satisfaction of students with EP training; the educational environment and support services and their compliance with the goals of EP.

The procedure for monitoring the EP includes mandatory annual discussion of analytical reports and reports at the level of the Department of Quality Assurance of Education and Risk Assessment, the Educational and Methodological Council, the Academic Council of the University and meetings of heads of structural divisions (based on the results of boundary control and intermediate certification).

The monitoring results are presented to the management of the Karaganda University named after Buketov and discussed at the meetings of the department, the Faculty Council, the EMA, and the Academic Council of the university. Based on the analysis of the results, the management makes various management decisions to improve the EP, which are reflected in the development plans of the EP and the university, applications for the necessary resources, etc.

The evaluation results are also used to make adjustments to accredited educational programs. Thus, changes are being made to syllabuses of disciplines for accredited educational institutions, taking into account the proposals of all interested parties, employers, formed based on the results of joint work and/or questionnaires, recommendations of the SAC and the results of a study of teaching teaching practice.

The department has formed new curricula and introduced new elective courses:

– for EP the Bachelor's degree 5B051300 - World Economy (6B04114-World Economy

and Customs Regulation): Advanced Excel and Power BI for Economics, International Statistics, Global Supply Chains, Diplomatic Negotiation Techniques, BI Analytics.

– For EP the Master 's degree program 7M04101 - Economics: Foreign language for special purposes, Business English in economics; Methods of teaching economic disciplines

– For EP the Master's degree program 7M04102 - World Economy: Digital Transformation of International Trade; Methods of teaching economic disciplines (in English), DataMining and Big Data Analysis (in English), Economic Forecasting (in English), Globalization and the nation state (in English).

New elective courses have been introduced for EP 8D04101- Economics of doctoral studies: Academic Writing, Sustainable Economic Development.

The identification of the wishes of students and teachers is carried out during the survey and assessment by students of the teaching activities of teaching staff involved in the implementation of the EP after each academic period, a survey of graduates on the quality of the EP, the relevance of disciplines and their content after each graduation, open classes and mutual visits of teaching staff.

The revision of the content and structure of the EP is considered at meetings of departments and, following the discussion, a protocol is drawn up, which indicates all the proposals and comments considered, recommendations from employers, the level of compliance of the changes made to the EP with the requirements of external and internal regulatory documents, professional standards. The proposals adopted by the department to amend the EP are submitted to the Faculty Council for consideration. The Faculty Council reviews the compliance of the changes made to the EP with regulatory requirements and gives an opinion for the Educational and Methodological Council. With a positive recommendation from the Faculty Council, the updated content of the EP is subject to external evaluation and examination with feedback. Before consideration by the EMA, changes in the EP are coordinated with the Department of Academic Politics.

The analytical part

The University has official mechanisms for the development, approval, periodic evaluation and monitoring of implemented EP and assigned qualifications, which is reflected in the regulatory documents approved by the Academic Council of the University and regulating educational activities in HE.

The Commission notes that the university systematically provides a review of the content and structure of educational programs, as well as an external expert assessment with the involvement of employers.

The EEC Commission notes that the results of two research projects funded by the Ministry of Internal Affairs of the Republic of Kazakhstan are integrated into educational activities, which is confirmed by the presence of author's courses implemented within the framework of accredited EP. For 2021-2023, the teaching staff of the department have 11 author's certificates, including electronic training programs, electronic lectures (15 contracts), multimedia presentations (31 contracts) recorded on the basis of the resources of the BuketovProductionStudio 5 video lectures, Educational television resources - 6 video lectures, MOOCs have been developed in two disciplines of the department's EP.

The survey conducted during the visit of the EECIAAR showed that the students express full and partial satisfaction:

- 100% of students are satisfied with the quality of the educational program.

- In general, 90.6% are completely satisfied with the quality of teaching, 9.4% are partially satisfied.

- The evaluation criteria used by the teacher are clear and accessible - 93.8% of students are satisfied, partially satisfied – 6.3%.

- The teacher objectively evaluates the achievements of students – 84.4% of the respondents fully agree with this statement, 15.6% agree.

Strengths/best practices

Strengths / best practices within the framework of this standard in the context of accredited EP "6B04112 - World Economy", "7M04101 - Economics", "7M04102 - World Economy", "8D04101 - Economics" - availability of developed author's courses in the context of the latest achievements of science and technology, teaching staff of the department based on the implementation of research projects The results of the study are integrated into the educational process, in particular, into the content of accredited master's and doctoral EP.

The conclusions of the EEC according to the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)

According to the standard "continuous monitoring and periodic evaluation of the educational program", 10 criteria are disclosed, of which strong -1, satisfactory – 9, suggest improvements -0.

6.5. The standard "Student-centered learning, teaching and assessment of academic performance"

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

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

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

4. An important factor is the availability of own research in the field of teaching methods of the disciplines of the EP

5The Higher education institution must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and goals of EP

6. The Higher education institution mustt ensure the consistency, transparency and objectivity of the mechanism for evaluating the results of EP training. Criteria and methods for evaluating learning outcomes should be published in advance

7. Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly improve their skills in this area

8. The management of the educational institution should demonstrate the existence of a feedback system for the use of various teaching methods and evaluation of learning outcomes

9. The management of the educational institution should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher

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

The evidentiary part

The University successfully integrates the principles of the Bologna reforms aimed at "student-centered learning" and "results-based learning". As part of the implementation of educational programs 8D04101 – Economics, 7M04101 – Economics, 7M04102 – World Economy, 6B04112 – World Economy, the university provides an individual approach to students. The development of individual educational trajectories is carried out using the MEP and CED system, which allows students to choose disciplines that meet their professional interests and career plans.

The teaching staff of uses a variety of teaching methods, including active (discussions, debates, trainings, study tours, brainstorming, project method), interactive and problem-oriented approaches. This contributes to the development of critical thinking among students and the application of theoretical knowledge in practice.

The key factor is the availability of research in the field of teaching methods of academic disciplines. University teachers are actively engaged in research activities aimed at improving

teaching methods. In particular, there are studies on the methodology of teaching business-oriented disciplines, teaching the basics of entrepreneurship in the field of spreading entrepreneurial education in the region. The department closely cooperates with the Atameken Chamber of Entrepreneurs. So in 2023-2024, teachers of the department participated in the Project «Qaryzsyz Qogam», funded by the Halyk Foundation as mentors and lecturers. Teaching staff of the department took part in the examination of the textbook "Fundamentals of entrepreneurship" for grades 10-11, organized by the Resource training and Methodological Center«Oqulyq». The content analysis methodology is used by teaching staff to conduct scientometric analyses, which contributes to the development of students' research and language competencies.

Students have the opportunity to create individual curricula, including the choice of topics for theses and research supervisors. This ensures a high level of student autonomy, with teachers providing the necessary support and guidance. At the university, all groups of students have an equal opportunity to form a flexible individual training program. In particular, by levels, form and languages of instruction, as well as by categories of students, including those with special needs.

Students choose disciplines from the catalog of elective disciplines (CED), on the basis of which individual learning plans (ICWH) for the upcoming academic year are formed. The flexibility of the learning trajectory is also confirmed by the possibility of mastering additional competencies within the framework of the Minor program. The mechanism of formation of the learning trajectory is regulated by internal regulatory documents, in particular Academic Policy.

The achievement of the goals of the accredited educational programs of the EP "6B04112 - World Economy", "7M04101 - Economics", "7M04102 - World Economy", "8D04101 - Economics" are evaluated on the basis of academic performance, achievements in educational and research work of students and feedback from employers.

The procedures for evaluating learning outcomes clearly correspond to the planned results and goals of educational programs, and are described in the Academic Policy of the University. Evaluation criteria and methods are published in advance, which ensures transparency and objectivity of the process.

The assessment mechanisms used at the university, including tests, colloquiums and project protection, correspond to the planned learning outcomes. This confirms that students master all the necessary competencies and skills provided by the educational program.

For all groups of students, including undergraduates and doctoral students, various forms of control (milestone, final), as well as research and industrial practice are provided. This ensures that graduates achieve all planned learning outcomes. This is evidenced by the average GPA score for 2019-2023 academic years, which ranged from 3.4 to 3.6 in the bachelor's degree, from 3.46 to 3.7 in the master's degree; 7 doctoral dissertations were defended and a PhD degree was obtained in the doctoral program.

The University successfully implements the principles of student-centered learning, actively applying innovative methods and ensuring the flexibility of educational trajectories. The feedback system and support for student autonomy contribute to maintaining a high level of student satisfaction and compliance of the educational process with modern requirements.

The management of the EP ensures consistency, transparency and objectivity of the mechanism for evaluating learning outcomes based on a point-rating system and is regulated by the academic policy of the university and the Rules "Organization of current and boundary control, intermediate certification and assessment of students' knowledge", which provides for an appeal.

The management of the EP ensures the use of various forms and methods of teaching and learning through guest lectures and master classes, open classes and mutual visits of teaching staff, which is confirmed by the minutes of the department meeting.

The department conducts various studies in the field of innovations in teaching methods

with discussion at republican scientific and methodological conferences and the development of Research Work, it is carried out on an ongoing basis to improve the skills of employees at the Faculty of Additional Education through mass online educational courses, for example, the course "Peculiarities of the organization of the pedagogical process in inclusive education" (72 hours), "Developing the competencies of a university teacher in the organization of distance and online learning" (72 hours).

The feedback system for evaluating the quality and results of learning is supported by monitoring at various levels (student activists, teaching staff, university administration). The management of accredited educational institutions ensures the availability of a feedback system on the use of teaching quality and evaluation of learning outcomes through conducting and analyzing sociological surveys of students. However, the questionnaires for students themselves do not contain information on evaluating the use of various teaching methods. According to the results of the express survey (2022), the average assessment of the effectiveness of the courses was 4.4 points. This data is used to formulate recommendations and improve the educational process.

The confirmation of the level of competence of teachers is the effectiveness and quality of teaching, assessed by conducting open training sessions, mutual visits to classes, conducting a questionnaire "Teacher through the eyes of a student" on the quality and effectiveness of the organization of the educational process, determining the level of professional standards and ethics of the teacher.

When performing independent work, research work by students, writing term papers and theses, the process of autonomy of students is ensured, access to the library fund, educational, scientific resources and self-education technologies is provided. In the 2023-2024 academic year, students and undergraduates of the university took courses in various fields of knowledge on the Coursera platform, passing tests and exams.

There are long-term agreements with manufacturing enterprises and organizations on cooperation, including on the coordination of curricula and work practice programs. Feedback from specialists and heads of organizations – the practice base, their reporting materials are one of the indicators of the level of competence of students.

The university's management has regulated the procedure for responding to student complaints in accordance with the "Regulations on Dealing with Student Complaints". Responding to students' complaints is implemented through the procedures of prompt consideration at the curatorial hour of the group, at a meeting of the department, faculty, as well as on the university's website there are pages of the rector, dean, head of the department, where students can send their complaints and suggestions.

The University has clearly defined procedures for dealing with student complaints, which ensures transparency and fairness in resolving emerging issues.

The analytical part

Analyzing the standard "Student-centered learning, teaching and assessment of academic performance" for accredited educational programs, the commission came to the following conclusions.

Within the framework of accredited programs, considerable attention is paid to the formation of individual educational programs for students, including those with special needs. Access to the university's resource base provided by the management contributes to the achievement of planned results by students.

Innovative methods aimed at the formation of professional competencies are widely used in the learning process. Additionally, students have the opportunity to acquire additional competencies through the Minor program.

The management of educational programs demonstrates effective support for the autonomy of students with simultaneous guidance and assistance from teachers. This is the strength of accredited programs.

The University carries out systematic work to improve the quality of education and monitor various teaching methods. It is important to continue developing our own innovative teaching methods and methods based on the achievements of world science and practice.

In order to strengthen the research component in accredited programs, it is necessary to develop scientific projects in relevant areas of specialized specialties.

The relevance and relevance of key skills and competencies of students is monitored through surveys of employers. This makes it possible to make timely adjustments to the Educational Program Development Plan.

The management of educational programs has demonstrated the existence of an effective system for timely response to student complaints. The results of opinion polls are constantly monitored to identify the degree of student satisfaction with the quality of educational services provided.

The Commission notes that the universalization and constant updating of teaching methods focused on modern requirements allow accredited educational programs to meet high quality standards.

Strengths/best practices

Strengths/ best practices within the framework of this standard in the context of accredited EP "8D04101 – Economics", "7M04101 – Economics", "7M04102 – World Economy", "6B04112 – World Economy" is the availability of own research in the field of teaching methods of EP disciplines.

The conclusions of the EEC according to the criteria:

According to the standard "Student-centered learning, teaching and assessment of academic performance", 10 criteria are disclosed, of which strong -1, satisfactory -9, suggest improvements of -0.

6.6. The "Students" standard

1. The university must demonstrate the policy of forming a contingent of students and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published

2. The management of the educational institution should provide for special adaptation and support programs for newly enrolled and foreign students

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

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

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

6. An important factor is the availability of a support mechanism for gifted students

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

8. The university must provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, and maintain contact with them

9. The university must demonstrate the procedure for issuing graduates with documents confirming their qualifications, including the achieved learning outcomes

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 in demand in the labor market

11. The management of the educational institution should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates

12. An important factor is the existence of an active alumni association/association

The evidentiary part

The policy of forming a contingent of students in the EP "8D04101 – Economics",

"7M04101 – Economics", "7M04102 – World Economy", "6B04112 – World Economy" consists in selecting those who are prepared to study at the university, who consciously chose a specialty and scored the required number of points according to the results of the UNT.

The University determines the procedure for the formation of a contingent of students based on the social order and the realization of needs in economic education, the placement of a state educational order for the training of specialists, tuition fees at its own expense and other sources.

The policy of forming a contingent of students in the context of the EP is regulated by internal documents of the Academic Policy of the Academic policy of Karaganda Buketov University https://up.buketov.edu.kz/ksu/academic_policy_ru.pdf ..

The issues of contingent formation and admission results are considered at meetings of departments, the rector's Office and the Academic Council, the formed contingent of students according to the forms of study is approved by the Chairman of the Board - the rector.

Admission to bachelor's degree programs is carried out in accordance with the Standard Rules for admission to education institutions that implement educational programs of higher education based on the results of the UNT. Applicants register on the platform talapker.buketov.edu.kz .

Informing applicants about the requirements of the educational program and the specifics of its implementation is provided through career guidance and posting information on the university's website (https://buketov.edu.kz/ru/page/main/bakalavr) and on social networks (https://www.instagram.com/icd.buketov.university /).

The contingent of students enrolled in accredited bachelor's, master's and doctoral programs for the period 2019 - 2024 is presented in Table 10.

The University management supports the practice of recognizing qualifications of higher and postgraduate education, periods of study and previous studies, including the recognition of informal and informal education, which are based on ensuring actions in accordance with the Lisbon Convention on the Recognition of Qualifications.

The management of accredited educational institutions conducts an adaptation and support program for incoming and foreign students from Russia and Uzbekistan. To do this, a student's Guide has been developed, a Freshman Week is held, where they introduce the university's policy and provide explanations on the EP.

For the development of external and internal academic mobility, regulated by the Regulations on Academic Mobility, the university management has concluded memoranda of cooperation with leading universities in Kazakhstan, near and far abroad. In particular, with universities in Ukraine, Russia, Uzbekistan, Germany, Poland, Lithuania, the Czech Republic, Turkey, etc. (https://buketov.edu.kz/ru/page/academic-mobility). The university has developed a Regulation on the procedure for transferring credits according to the ECTS type, which allows recognizing the results of academic mobility of students. Academic mobility is monitored by the heads of educational programs and the Office of International Cooperation.

At the same time, it is necessary to develop further implementation of joint projects within the framework of external and internal academic mobility of students, to assist them in obtaining external grants for training.

The management of the EP provides places of practice for trainees, assists in the employment of graduates and maintaining contact with them. This is confirmed by 30 concluded agreements and memoranda with practice bases - with city-forming enterprises, representatives of large and medium-sized businesses in the region. There is an electronic database of graduates, which allows you to track their career growth and maintain contacts with graduates. However, there is no University Alumni Association.

The university management demonstrates support for gifted youth for academic achievements and active participation in the public life of the university by providing educational grants and/or study benefits in accordance with the University's Regulations on the Provision of Tuition Benefits, approved by the decision of the Board of Directors dated 06/10/2021 (as

amended on 06/02/2023) on the university's educational grant, university scholarships and tuition benefits.

Upon completion of their studies, graduates of the EP receive a diploma of the established sample with a transcript attached to it (in three languages) indicating the amount of subjects mastered in credits. Since 2019, the transcript has been accompanied by a European diploma Supplement.

The management of the Educational Program maintains contacts with employers, student organizations, the Youth Affairs Committee, the Student Parliament, the Student Ombudsman, the «BIZ BARMYZ» volunteer center and others.

During the interview with graduates, a sufficiently practice-oriented approach to learning was revealed to form the necessary skills and competencies. This is also evidenced by the feedback and results of the survey of employers.

The analytical part

The University demonstrates high efficiency and transparency in the formation of a contingent of students in economic educational programs. The student selection policy, based on the results of the Unified National Testing and an informed choice of specialty, ensures high quality recruitment. Internal regulations and control over the admission process ensure compliance with the social order and the needs of economic education.

The university has an educational, methodological, material and technical base to increase the number of students enrolled in accredited Educational Programs, including socio-economic and infrastructural support. It is also noted that conditions have been created to achieve the goals and learning outcomes in accordance with the University's Strategy and approved Educational Programs.

The experts of the External Expert Commission note that the internal and external academic mobility of students in accredited Educational Programs is at a sufficient level, which is confirmed by signed agreements and memoranda, as well as by students in joint programs.

The university's management demonstrates support for gifted youth by providing educational grants and benefits for academic achievements and active participation in university life, which encourages students to achieve high achievements.

The University actively promotes the employment of graduates, providing them with internship places and maintaining contacts with employers.

Informing applicants, supporting academic mobility and facilitating the employment of graduates are the strengths of the university. A practice-oriented approach to teaching ensures the formation of the necessary competencies and skills among students, which is confirmed by positive feedback from employers.

For the further development of the university, it is recommended to create an Alumni Association, which will strengthen interaction with graduates and strengthen their ties with the university.

The overall strategy of the university is aimed at improving the quality of education, supporting talented students and integrating into the international educational space, which contributes to its sustainable development and competitiveness.

Strengths/ best practices

Strengths / best practices within the framework of this standard in the context of accredited Educational programs "6B04112 – World Economy", "7M04101 – Economy", "7M04102 – World Economy", "8D04101 – Economy" – promotion of employment of graduates of Educational Programs and the availability of a wide base for internships.

Recommendations of the External Expert Commission

- By the beginning of the 2025 calendar year, consider the creation of an Alumni

Associations with an approved organizational structure, charter, regulations for effective communication and communication with graduates.

Conclusions of the External Expert Commission on Criteria:

According to the "Students" standard, 12 criteria are disclosed, of which 1 is strong, 10 is satisfactory, and 1 implies improvement.

6.7. The standard "Teaching staff"

1. The university should have an objective and transparent personnel policy in the context of Educational Programs, including recruitment (including visiting staff), professional growth and staff development, ensuring the professional competence of the entire staff

2. The university must demonstrate that the high-quality teaching staff meets the established qualification requirements, the university's strategy, and the goals of Educational Programs

3. The management of Educational Programs should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching

4. The university should provide opportunities for career growth and professional development of teaching staff, including young teachers

5. The university should involve specialists from relevant industries with professional competencies that meet the requirements of Educational Programs in teaching

6. The university must demonstrate the existence of a mechanism for motivating the professional and personal development of the Teaching staff

7. The university should demonstrate the widespread use of information and communication technologies and software tools by the teaching staff in the educational process (for example, on-line training, e-portfolio, mass open online courses, etc.

8. The university should demonstrate the focus of activities on the development of academic mobility, attracting the best foreign and domestic teachers

9. The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university; determine the contribution of the Teaching staff, including invited ones, to achieving the goals of Educational Programs

10. An important factor is the involvement of the Teaching staff in the development of the economy, education, science and culture of the region and the country

The evidentiary part

The University has demonstrated the existence of an objective and transparent personnel policy governing the recruitment, distribution and recruitment of additional staff. The main regulatory documents regulating these processes are available on the official website of the university. In particular, effective personnel management and mobilization of the Teaching staff for long-term development are reflected in the University's Development Strategy, the Concept of Human Resources Development of Karaganda Buketov University for 2022-2025, the Regulation on Personnel Policy of Karaganda Buketov University.

To stimulate the career growth of the Teaching staff, the Qualification professional Standards of the teaching staff of the Non-profit Joint-Stock Company "Karaganda University named after E.A.Buketov" have been developed, which set out the requirements for compliance of each level of positions of the Teaching staff (https://buketov.edu.kz/ru/page/corporate).

The main indicators of the success of the implementation of the personnel policy are the improvement of the quality level of the Teaching staff. The qualifications of the teachers of the department, their quantitative composition correspond to the areas of training of students, meet licensing requirements and indicate the staffing of educational activities (see Table 7.1).

In the 2023-2024 academic year, 62% of the Teaching staff have academic degrees. The full-time Teaching staff consists of 2 doctors of Sciences, professors; 11 candidates of sciences, including 1 research professor, 4 professors and 7 associate professors; 8 PhD doctors. There are 5 masters among senior teachers without a degree, as well as 8 teachers. All teachers of the department have a basic education (100%). The average age of the Teaching staff is 41.5 years, and among teachers with academic degrees and titles – 49.4 years.

Table 7.1 – Quantitative and qualitative composition of the Teaching staff of departments producing accredited Educational Programs

	Name	2019-2020	2020-2021	2021-2022
	Number of full-time faculty with academic degrees and titles, person / % ratio	6/55%	7/47%	10/56%
	The number of teaching staff conducting classes in the Kazakh language, people/ % ratio	5/45%	5/33%	6/33%
	The number of full-time faculty members who do not have basic education, people/ % ratio	1/9%	1/6%	1/6%
	The average age of the teaching staff with an academic degree and title, years	54	52	56
	The number of faculty members who have completed advanced training, people.	15	21	21

The staff potential of the Teaching staff is fully consistent with the university's development strategy and the specifics of educational programs. Over the past five years, the number of teaching staff at the department has increased by 96%, which indicates an increase in human resources. It is important to note that a significant part of the Teaching staff has academic degrees and titles, which confirms their high qualifications and compliance with the licensing requirements of educational programs.

Improving the working conditions of the teaching staff and staff to strengthen their motivation to improve the quality of education and scientific activities are reflected in the "Development Plan of Karaganda Buketov University 2021-2025", approved by the Board of Directors of Karaganda Buketov University on May 19, 2021, include research work, publications, internships, seminars, and a professional development system. The mechanisms for stimulating the professional and personal development of the Teaching staff are reflected in the contract and in the Regulations on Remuneration of Employees.

The university management maintains a system of diagnostics and motivation for the quality of teaching, educational, methodological and scientific achievements and is evaluated according to a rating system for the activities of departments and teaching staff. This procedure is regulated by the "Regulation on the rating assessment of the activities of the teaching staff". The university management applies the practice of financial motivation (awards), social support (sports infrastructure, an active trade union) and incentives through a system of awards – corporate awards and university insignia, as well as state and departmental awards.

A transparent system has also been created for young employees to stimulate their professional growth. Thus, the university allocates special rates for young employees, implements programs for attracting and integrating domestic and international postdoctoral fellows (following the example of the program for attracting young specialists to work at the university who have studied abroad under the international program "Bolashak") and internships for young university employees.

Teachers actively use innovative techniques, multimedia technologies, SMART learning and case studies, which contributes to improving the quality of the educational process.

The management of Educational Programs actively involves practitioners of relevant industries in teaching, which helps to strengthen the link between theoretical knowledge and practical skills. Examples are cooperation with enterprises and organizations, on the basis of which lectures and practical classes are held. This provides students with relevant knowledge and skills that are in demand in the labor market.

The teaching staff of the department regularly participates in internships at foreign universities in various programs, including "Bolashak. 500 scientists" and the ERASMUS+ program (Argentina, the Netherlands, Russia, the United Kingdom, the United States). These internships contribute to the professional development of teachers and improve the quality of the educational process, which is an important aspect of professional development.

Over the past five years, within the framework of accredited Educational Programs,

academic mobility programs have been implemented with leading foreign universities, such as the University of Economics in Katowice (Poland), the Higher School of Economics (Czech Republic) and the International Alliance for Business Development (Canada), facilitating the exchange of knowledge and experience for academic and professional growth of teaching staff.

The teaching staff of the department plays a key role in the implementation of the university's development strategy, which is confirmed by their active scientific activity. The participation of the Teaching staff in seven projects funded by the Ministry of Science and Higher Education of the Republic of Kazakhstan and Erasmus+, as well as the publication of 50 articles, including highly rated journals, indicate the high level of their scientific work. Participation in international projects and conferences further strengthens the scientific potential of the university and increases its competitiveness in the educational services market.

The analytical part

Analyzing the "Teaching Staff" standard for accredited Educational Programs, the commission concluded that the university has an objective and transparent personnel policy, including recruitment, professional growth and staff development, ensuring the professional competence of the entire staff of the Teaching staff.

At the Department of Economics and International Business, the formation of scientific and pedagogical personnel fully corresponds to the university's development strategy, qualification requirements, level and specifics of educational programs. The teaching staff is completed taking into account the requirements for planning the academic load.

The teaching staff of the department actively promotes the integration of scientific research into the educational process, which significantly improves the quality of students' training and their readiness for practical activities. Such interaction between scientific and educational activities ensures a high level of competence of graduates and their successful adaptation in a professional environment.

Teachers are actively involved in the implementation of research projects aimed at solving urgent economic and social problems of the region. Their activities cover a wide range of socially significant initiatives, including expert work in government agencies, participation in the development of educational programs for schools, conducting trainings and seminars for entrepreneurs, as well as consulting support for business structures in the region.

The contribution of teachers to the development of the region is also expressed in close cooperation with local enterprises and organizations, which contributes to strengthening ties between the university and the external environment. This multifaceted activity of teachers not only contributes to the socio-economic development of the region, but also improves the quality of the educational process by integrating practical experience and scientific research into educational programs.

Strengths/ best practices

Strengths/ best practices within the framework of this standard in the context of accredited Educational Programs "6B04112 – World Economy", "7M04101 – Economy", "7M04102 – World Economy", "8D04101 – Economy":

1) compliance of the high-quality Teaching staff with the established qualification requirements, the university's strategy, and the goals of Educational Programs;

2) compliance of the staff potential of the Teaching staff with the university development strategy and the specifics of Educational Programs, the involvement of the Teaching staff in the development of the economy, education, science and culture of the region.

Conclusions of the External Expert Commission on Criteria:

According to the "Teaching Staff" standard, 10 criteria are disclosed, of which 2 are strong, 8 are satisfactory, and 0 suggest improvements.

6.8. The standard "Educational resources and student support systems"

1. The university must ensure that educational resources, including material, technical and infrastructure, meet the objectives of the educational program

2. The management of Educational Programs must demonstrate the presence of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the goals of Educational Programs

The university must demonstrate that the information resources meet the needs of the university and the Educational Programs being implemented, including in the following areas:

3. Technological support for students and The teaching staff in accordance with educational programs (for example, online training, modeling, databases, data analysis programs)

4. library resources, including the collection of educational, methodological and scientific literature on general education, basic and profile disciplines on paper and electronic media, periodicals, access to scientific databases

5. examination of the results of research work, graduation papers, dissertations on plagiarism

6. access to educational Internet resources

7. the operation of WI-FI in its territory

8. The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of research work of the Teaching staff, staff and students

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

10. The management of Educational Programs should demonstrate the availability of support procedures for various groups of students, including information and consulting

11. The management of Educational Programs should show the availability of conditions for the student's advancement along an individual educational trajectory

12. The university should take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)

13. The university must ensure that the infrastructure meets the security requirements

The evidentiary part

To meet the needs of the cluster of educational programs in material resources, the university has an educational, material and technical base and social infrastructure equipped with modern information and communication tools. The design capacity of Karaganda Buketov University is 12,000 students.

The implementation of educational programs "6B04112 – World Economy", "7M04101 – Economics", "7M04102 – World Economy", "8D04101 – Economy" is provided by university resources in accordance with the Standard Rules of Activity of organizations of higher and (or) postgraduate education (Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595).

Academic buildings and campuses for students and teachers comply with sanitary and epidemiological requirements for educational facilities approved by Order of the Minister of Health of the Republic of Kazakhstan dated August 5, 2021 No. KR DSM-76 "On Approval of sanitary rules "Sanitary and epidemiological requirements for educational facilities" (as amended on 02/04/2023).

The University has 60 specialized classrooms, including 8 computer labs, 2 language labs and 7 multimedia classrooms. The classrooms are equipped with modern furniture, computer equipment, interactive whiteboards and multimedia projectors. The faculty is located in academic Building No. 1 and has more than 60 specialized classrooms with 60 seats, including 1 electronic resource room, 1 reading room with 25-40 seats, 8 computer classes, 2 language labs and 7 multimedia classrooms. All classrooms are equipped with modern furniture, computer equipment, traditional and interactive whiteboards, multimedia projectors and stands. Students have free access to computer classes and electronicresourceroom of the university, which are connected to the Internet and equipped with modern computer equipment.

In general, the university has a computer park, including 2,264 computers and 53 computer labs. The classroom fund of the department fully meets the design capacity of the cluster of accredited educational programs, the classrooms are certified and provided with fire extinguishing means. The department has a material and technical base (classroom fund,

computer classes, computer programs, materials of the educational fund) that meets current sanitary and technical standards, which ensures all types of theoretical and practical training provided for in the curriculum, as well as the effective performance of research work of students.

The Faculty of Economics has an Institute for Digital Economy Research and a Youth Entrepreneurship Center, including a technically equipped Business School (area – 65 sq.m.), a Youth business Incubator (area – 105 sq.m.) and Co-working (area – 50 sq.m.). The Internet connection bandwidth is 1000 Mbit/sec. However, wireless Wi-Fi connection at the university does not work the same everywhere.

The University demonstrates the compliance of information resources with the needs of educational programs. Accredited programs are provided with access to international information resources, Scopus (https://www.scopus.com), Science Direct (https://www.sciencedirect.com), Clarivate Analytics (https://www.webofscience.com), Wiley (https://onlinelibrary.wiley.com), which expands the range of use of electronic research resources. The fund of basic educational and scientific literature at the university is updated annually. Questions about the provision of educational, scientific and methodological literature for each educational program, including in the state language, are considered at meetings of the department and the Academic Council at the beginning of the academic year. Within the framework of accredited programs, replenishment is required, including through the publication of scientific and methodological works of the teaching staff of the department.

The University has a modern library and reading rooms. The library's book collection consists of 1,809,181 copies of scientific, educational, methodical and fiction literature. The purchase of new books is carried out in accordance with the requests of departments and faculties, their number over the past five years has amounted to 39,499 copies. Over the past five years, 114,741,023 tenge has been allocated for the purchase of new books.

The total area of the library is 4440 sq. m, the area of the reading rooms is 1547 sq. m, the area for storing book collections is 2893 sq. m. Information and library services for library readers are organized in 10 reading rooms, 10 subscriptions and 8 halls of electronic resources. The total number of seats is 1,078, of which 382 seats are equipped with personal computers with Internet access. The book fund is updated annually by 3-5%, which corresponds to the "Rules for the formation, use and preservation of the library fund of state educational organizations" (order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 19). The University is actively developing its material and technical resources to ensure a high-quality educational process. Within the framework of inclusive education, special textbooks, access to information systems and technical training tools are provided for students with disabilities.

To support the research activities of students and teachers, the university has modern laboratories and research centers that meet international standards. These resources allow for a wide range of research and experimental work, which contributes to increasing the scientific potential of the university.

Special attention is paid to the digitalization of the educational process. The university has implemented an e-learning system, which includes online courses, virtual laboratories and access to international educational platforms. This allows students to acquire modern knowledge and skills that meet the requirements of the labor market.

The University also actively cooperates with international educational and scientific institutions. Cooperation agreements have been signed with leading universities and research centers, which ensures academic mobility of students and teachers, as well as participation in joint research projects and conferences.

The availability of various support services and infrastructure facilities at the university creates favorable conditions for learning and comprehensive development of students, providing an integrated approach to meeting the educational, personal and career needs of students. Comprehensive support contributes to the creation of a favorable educational environment, which has a positive effect on academic achievements and personal development of students.

Regular refresher courses and internships are organized both in Kazakhstan and abroad to improve the qualifications of the teaching staff. This contributes to the introduction of advanced teaching and research methods into the educational process.

In general, the material and technical base and social infrastructure of the university meet modern requirements and ensure high quality of the educational process, which is confirmed by numerous accreditations and positive feedback from students and employers.

The analytical part

As a result of a visual inspection of the university's facilities, the members of the External Expert Commission noted that the university has all the necessary educational and material assets to ensure the educational process of accredited educational programs.

The university building complies with current sanitary standards and fire safety requirements. The classroom and laboratory facilities, classrooms and other facilities, sports facilities comply with established norms and rules.

The members of the External Expert Commission note that the management of the Educational Program constantly analyzes and monitors the degree of satisfaction with the material and technical base and resource availability, as a result of which corrective actions are taken.

The University demonstrates a high level of compliance with the requirements of accreditation and provides its students and teachers with all the necessary conditions for high-quality education and scientific work. The material and technical base, information and library resources, support for research activities, digitalization of the educational process, as well as social infrastructure meet modern standards and ensure a high level of the educational process.

Due to the fact that wireless Wi-Fi does not work the same everywhere at the university, it is recommended to improve the coverage and quality of wireless Internet to ensure equal access to information resources for all students and teachers.

Although the current database fully meets the needs of the educational process, it is necessary to continue updating it taking into account new technologies and teaching methods.

In general, the university is actively working to further improve and update its resources, which guarantees a high level of education and training of specialists.

Strengths/best practices

Strengths/best practices within the framework of this standard in the context of accredited Educational Programs "6B04112 – World Economy", "7M04101 – Economy", "7M04102 – World Economy", "8D04101 – Economy" – conditions have been created for conducting scientific research, integrating science and education, publishing the results of Research work of Professors and the teaching staff and students.

Recommendations of the ExternalExpertCommission

- By thebeginningof the 2024-2025 academicyear, the universitymanagementneeds to providetechnicalequipment for classroomsandlaboratories with modernequipmentfor the introduction of innovativeteachingmethodsand the development of digitalcompetencies in order to improve the quality of the educationalprocess.

- By thebeginningof the 2024-2025 academicyear, the university's management, inaccordancewith the University's DevelopmentStrategyaimedatdigitalizing the educationalprocessandimproving the quality of education, will introduce the widespreadoperation of high-speedWi-Fiandbeginitsimplementation. The presence of which will significantlyimprove the comfortandconditions of studyandwork,which will increase the satisfaction of studentsandteachers.

Conclusions of the ExternalExpertCommissionaccording to the criteria:(strong/satisfactory/suggestimprovements/unsatisfactory)

Conclusions of the External Expert Commission on criteria: According to the standard "Educational Resources and student Support systems", 13 criteria have been disclosed, of which 1 is strong, 10 are satisfactory, and 2 suggest improvements.

6.9. The standard "Informing the public"

1.   The information published by the university must be accurate, objective, relevant and reflect all areas of the university's activities within the framework of the educational program

2.   Public awareness should include support and explanation of the national development programs of the country and the system of higher and postgraduate education

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 persons

*   The information published by the university about the educational program should be objective and relevant and include:*

4.   the purpose and planned results of Educational Programs, assigned qualifications

5.   information about the assessment system of students' academic achievements

6.   information about academic mobility programs and other forms of cooperation with partner universities and employers

7.   information about the opportunities for the development of personal and professional competencies of students and employment

8.   data reflecting the positioning of Educational Programs in the educational services market (at the regional, national, and international levels)

9.   An important factor is the publication on open resources of reliable information about the Teaching staff, in terms of personalities

10.   The University must publish audited financial statements on Educational Programs on its own web resource

11.   The university should post information and links to external resources based on the results of external assessment procedures

12.   An important factor is the publication of information on cooperation and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations

The evidentiary part

The work on informing the public about the activities of the educational organization, the conditions and features of the implementation of Educational Programs is regulated by internal regulatory documents.

The University demonstrates a high level of public awareness about its activities within the framework of educational programs.

The University publishes information on ongoing educational programs, including expected learning outcomes, which complies with legal requirements. On the official website (buketov.edu.kz) strategic and current documents are posted, such as the Strategic Development Plan of the University, Mission, Policy and Goals in the field of quality, which ensures transparency and objectivity of the university's activities.

The university's website contains information about the possibility of awarding qualifications at the end of educational programs. This allows applicants and students to have a clear understanding of the learning prospects and meets the requirements of the Standard Rules of Higher and (or) Postgraduate Education organizations (Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595).

The University provides detailed information on teaching, learning and assessment procedures, which promotes student awareness and increases transparency of the educational process. Information about passing scores and educational opportunities provided to students is available on the website, which allows applicants to adequately assess their chances of admission and opportunities for further study.

Informationabout the employment of graduates is postedon the CareerDepartmentpage,whichallowsinterestedparties to obtaindataon the demand for graduates in thelabormarket.

The management of Educational Programs actively uses various ways to disseminate information, including official website, social network (Facebook, Instagram, Twitter), blog

platforms (YouTube), print and electronic publications. Thisallows you to reach a wideaudienceandensure that information is accessibletoallinterested parties.

Informing the publicincludesexplaining the nationaldevelopmentprograms of the countryand the system of higherandpostgraduateeducation,which is reflectedin the content of newsandinformationreportson the university's websiteandotherinformationplatforms.

The university publishes audited financial statements on its web resource, which increases the transparency of the financial activities of the university and allows the public to get acquainted with the economic aspects of the functioning of the university.

The University provides information on the teaching staff of Educational Programs, including teacher profiles indicating courses taught, research interests and qualifications. This helps to increase confidence in educational programs and the university as a whole.

The University actively informs the public about cooperation and interaction with partner universities, including scientific and consulting organizations, business partners and social partners. This is reflected on the pages of the university and contributes to improving the image of the university.

The University posts information and links to external resources based on the results of external assessment procedures, which demonstrates the transparency and objectivity of the accreditation and quality assessment processes of educational programs.

The University effectively informs the public about its activities, ongoing educational programs and their results. Using a variety of information dissemination channels, including the official website, social networks and print media, allows you to reach a wide audience and ensures transparency and accessibility of data. The publication of information on graduate employment, cooperation with partners and external evaluation procedures contributes to strengthening the university's image and public confidence.

Thus, the university demonstrates a high level of compliance with the "Public Awareness" standard, which is confirmed by the availability of accurate, objective and relevant information available to all interested parties. The information activity of the university contributes to the implementation of national development programs and improvement of the quality of higher education in the Republic of Kazakhstan, which has a positive impact on the academic and social development of the country.

The analytical part

During the visit of the External Expert Commission, information was confirmed on the creation of a unified information field of the university and providing students with reliable, timely and up-to-date information about the activities of the university, about action and events, about topical issues and problems of students' lives.

The experts of the External Expert Commission note that the university's website reflects information in the context of accredited Educational Programs and their results.

The University uses a variety of channels to disseminate information, including the official website, social networks and print media, which ensure that data is accessible to a wide audience. The University also actively supports and explains the country's national development programs, which helps to raise public awareness of government initiatives.

The publication of audited financial statements on the university's web resource increases the transparency of financial activities and strengthens the trust of stakeholders. Providing detailed information about the teaching staff, as well as cooperation with scientific and business partners, contributes to the formation of a positive image of the university.

The information on the results of the external evaluation posted on the website demonstrates the transparency and objectivity of the accreditation and quality assessment processes of educational programs. This is an important aspect for maintaining a high level of trust in the university.

Strengths/best practices

Strengths/best practices within the framework of this standard in the context of accredited Educational Programs "6B04112 – World Economy", "7M04101 – Economics", "7M04102 – World Economy", "8D04101 – Economics" have not been identified.

Conclusions of the External Expert Commission on Criteria:
According to the "Public Awareness" standard, 12 criteria have been disclosed, of which 0 are strong, 12 are satisfactory, and 0 suggest improvements.

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

Among the strengths of the Educational Programs "6B04112 – World Economy", "7M04101 – Economy", "7M04102 – World Economy", "8D04101 – Economy" the criteria are identified:

- 4 Standards "Constant monitoring and periodic evaluation of educational programs": the availability of author's courses developed in the context of the latest achievements of science and technology, the teaching staff of the department based on the implementation of research projects, the results of the research are integrated into the educational process, in particular, into the content of accredited Educational Programs of master's and doctoral studies;

- 5 of the Standard "Student-centered learning, teaching and assessment of academic performance": the presence of own research in the field of teaching methods of disciplines of Educational Programs;

- 6 of the "Students" Standard: assistance in the employment of graduates of Educational Programs and the availability of a wide base for internships.

-7 of the Standard"Teachingstaff": compliance of the qualitativecomposition of the Teachingstaff with the establishedqualificationrequirements, the university's strategy, the goals of EducationalPrograms;compliance of the personnelpotential of the Teachingstaff with the university's developmentstrategyand the specifics of EducationalPrograms, the involvement of the Teachingstaffin the development of the economy,education,scienceandculture of the region;

- 8 of the Standard "Educational resources and student support systems: conditions have been created for conducting scientific research, integrating science and education, publishing the results of research work of the Teaching staff and students.

(VIII) OVERVIEW OF RECOMMENDATIONS FOR QUALITY IMPROVEMENT FOR EACH STANDARD

Recommendations of the External Expert Commission on the criteria of Standard 1 – "Educational program Management"
- Before the beginning of the 2025 calendar year, the management of Educational Programs is recommended to develop the uniqueness of Educational Programs, identify a niche in the educational market, taking into account the specifics of the region and training personnel for enterprises with the possible introduction of appropriate disciplines and updating the content, taking into account related Educational Programs.

Recommendations of the External Expert Commission on the criteria of Standard 2 – "Information management and reporting" – are not marked

Recommendations of the External Expert Commission on the criteria of Standard 3 – "Development and approval of an educational program"
- By the beginning of the 2025 calendar year the management of Educational Programs is recommended to develop a marketing strategy for positioning Educational Programs of the cluster in the educational market, providing a competitive advantage and uniqueness of programs.

Recommendations of the External Expert Commission on the criteria of Standard 4 – "Continuous monitoring and periodic evaluation of educational programs" – are not marked

Recommendations of the External Expert Commission on the criteria of Standard 5 – "Student–centered learning, teaching and assessment of academic performance" – are not marked

Recommendations of the External Expert Commission on the criteria of Standard 6 – "Students"

- By the beginning of the 2025 calendar year to consider the creation of an University Alumni Associations with an approved organizational structure, charter, regulations for effective communication and communication with graduates.

Recommendations of the External Expert Commission on the criteria of Standard 7 – "Faculty" – are not marked

Recommendations of the External Expert Commission on the criteria of Standard 8 – "Educational resources and student support systems"

- By the beginning of the 2024-2025 academic year, the University management needs to provide technical equipment for classrooms and laboratories with modern equipment for the introduction of innovative teaching methods and the development of digital competencies in order to improve the quality of the educational process.

- By the beginning of the 2024-2025 academic year, the university's management, in accordance with the University's Development Strategy aimed at digitalizing the educational process and improving the quality of education, will introduce the widespread operation of high-speed Wi-Fi and begin its implementation. The presence of which will significantly improve the comfort and conditions of study and work, which will increase the satisfaction of students and teachers.

Recommendations of the External Expert Commission on the criteria of Standard 9 – "Informing the public" – are not marked

(IX) OVERVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION

Recommendations have not been developed

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

Appendix 1 Evaluation table "PARAMETERS OF A SPECIALIZED PROFILE"

№	№	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard "Educational Program Management"						
1	1.	The university should demonstrate the development of the goal and strategy of the EP development based on the analysis of external and internal factors with wide involvement of various stakeholders		+		
2	2.	Quality assurance policies should reflect the link between research, teaching and learning		+		
3	3.	The university demonstrates the development of a quality assurance culture		+		
4	4.	Commitment to quality assurance should apply to all activities carried out by contractors and partners (outsourcing), including in the implementation of joint/bilateral education and academic mobility		+		
5	5.	The management of the EP ensures the transparency of the development plan of the EP based on the analysis of its functioning, the real positioning of the university and the orientation of its activities to meet the needs of the state, employers, stakeholders and students		+		
6	6.	The EP management demonstrates the functioning of mechanisms of formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of students, employers and society, decision-making aimed at continuous improvement of the EP		+		
7	7.	The EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan		+		
8	8.	The management of the EP should demonstrate the individuality and uniqueness of the EP development plan, its alignment with national development priorities and the development strategy of the educational organization			+	
9	9.	The university should demonstrate a clear definition of those responsible for business processes within the EP, distribution of staff job responsibilities, delineation of functions of collegial bodies		+		
10	10.	The management of the EP ensures that the activities of all persons involved in the development and management of the RP are coordinated and continuously implemented, and that all stakeholders are involved in the process		+		
11	11.	The management of the EP should ensure transparency of the management system, 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 EP management should ensure the participation of representatives of stakeholders (employers, faculty, students) in the collegial management bodies of the educational program, as well as their representativeness in decision-making on issues of educational		+		

		program management				
14	14.	The university must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals		+		
15	15.	The management of the EP should demonstrate its openness and accessibility for students, employers and other stakeholders		+		
16	16.	The management of the EP confirms the completion of training on education management programs		+		
17	17.	The management of the EP should aim to ensure that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure		+		
Total standard			**0**	**16**	**1**	
Standard "Information Management and Reporting"						
18	1.	The university should ensure the functioning of the system of collection, analysis and management of information on the basis of modern information and communication technologies and software tools		+		
19	2.	EP management demonstrates 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 units and departments within the framework of the EP, including an assessment of their performance		+		
21	4.	The university should determine the periodicity, forms and methods of evaluation of EP management, activities of collegial bodies and structural subdivisions, top management		+		
22	5.	The university should demonstrate the mechanism of ensuring information protection, including the identification of responsible persons for the reliability and timely analysis of information and provision of data		+		
23	6.	The university demonstrates the involvement of students, employees and faculty in the processes of collecting and analyzing information, as well as decision-making on their basis		+		
24	7.	The management of the EP should demonstrate that mechanisms for communication with learners, employees and other stakeholders, including conflict resolution, are in place		+		
25	8.	The University is to ensure measurement of the degree of satisfaction of the needs of the teaching staff, employees and students within the framework of the EP and demonstrate evidence of elimination of the detected deficiencies		+		
26	9.	The university should assess the effectiveness and efficiency of activities, including in the context of EPs		+		
		The information collected and analyzed by the university within the framework of the EP should take into account:		+		
27	10.	key performance indicators		+		
28	11.	the dynamics of the student contingent in terms of forms and types		+		
29	12.	grade level, student achievement and retention rates		+		
30	13.	students' satisfaction with the implementation of the EP and the quality of education at the university		+		
31	14.	accessibility of educational resources and support systems for students		+		
32	15.	employment and career development of graduates		+		
33	16.	Students, employees and teaching staff must document their consent to the processing of personal data		+		

34	17.	The management of the EP should help to provide all necessary information in the relevant fields of science		+		
Total standard			0	17	0	
Standard "Development and Approval of Educational Program"						
35	1	The university should demonstrate the existence of a documented procedure for the development of the EP and its approval at the institutional level		+		
36	2	The university should demonstrate compliance of the developed EP with the established objectives and planned learning outcomes		+		
37	3	The EP management should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
38	4	The university can demonstrate the availability of the EP graduate model describing learning outcomes and personal qualities		+		
39	5	The qualifications awarded upon completion of the EP should be clearly defined, explained and aligned with the defined level of the NQS, QF-EHEA		+		
40	6	The EP management should demonstrate the modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensure that the EP, its modules (in terms of content and structure) correspond to the set objectives with orientation on achieving the planned learning outcomes		+		
41	7	The EP management 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 should demonstrate the conduct of external reviews of the EP		+		
43	9	The management of the EP should provide evidence of the participation of students, faculty and other stakeholders in the development of the EP, ensuring its quality		+		
44	10	The management of the EP should demonstrate the positioning of the EP in the educational market, (regional/national/international), its uniqueness			+	
45	11	An important factor is the ability to prepare trainees for professional certification		+		
46	12	An important factor is the availability of double degree programs and/or joint programs with foreign universities		+		
Total standard			0	11	1	
Standard "Permanent monitoring and periodic evaluation of educational programs"						
47	1.	The university should ensure the revision of the content and structure of the EP taking into account the changes in the labor market, the requirements of employers and the social demand of society		+		
48	2.	The University is obliged to demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the EP to achieve the objective of the EP. The results of these procedures are aimed at continuous improvement of the EP		+		
		Monitoring and periodic evaluation of the EP should consider:				

49	3.	program content in the context of the latest advances in science and technology in a particular discipline	+			
50	4.	the changing needs of society and the professional environment		+		
51	5.	the load, progress and graduation of students		+		
52	6.	effectiveness of student assessment procedures		+		
53	7.	needs and degree of satisfaction of students		+		
54	8.	Compliance of the educational environment and the activities of support services with the objectives of the EP		+		
55	9.	All stakeholders should be informed of any actions planned or taken in relation to the EP. All changes made to the EP shall be published		+		
56	10.	Support services should identify the needs of different groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, mastering the EP as a whole		+		
Total standard			**1**	**9**	**0**	
Standard "Student-Centered Learning, Teaching, and Assessment of Learning"						
57	1.	The management of the EP should ensure respect and attention to different groups of learners and their needs, providing them with flexible learning trajectories		+		
58	2.	EP management should ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern methods of teaching and assessment of learning outcomes, ensuring the achievement of EP objectives, including competencies, skills to perform scientific work at the required level		+		
59	3.	The management of the EP should determine the mechanisms of distribution of the study load of students between theory and practice within the framework of the EP, ensuring the mastering of the content and achievement of the EP goals by each graduate		+		
60	4.	An important factor is the availability of own research in the field of teaching methodology of EP disciplines	+			
61	5.	The university should ensure that the procedures of assessment of learning outcomes correspond to the planned results and objectives of the EP		+		
62	6.	The University is obliged to ensure consistency, transparency and objectivity of the assessment mechanism of EP learning outcomes. Criteria and methods of assessment of learning outcomes should be published in advance		+		
63	7.	Evaluators should be familiar with modern methods of assessing learning outcomes and regularly upgrade their skills in this area		+		
64	8.	EP management should demonstrate a system of feedback on the use of different teaching methodologies and assessment of learning outcomes		+		
65	9.	The EP leadership should demonstrate support for student autonomy while being guided and assisted by the instructor		+		
66	10.	EP management should demonstrate that there is a procedure in place for responding to learner complaints		+		
Total standard			**1**	**9**	0	
Standard "Students"						
67	1.	The university should demonstrate the policy of forming a contingent of students and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published		+		
68	2.	The management of the EP should provide for special adaptation and support programs for newly enrolled and foreign students		+		
69	3.	The university should 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 actively 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 talented 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 should provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, and maintain contact with them	+			
75	9.	The university should 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 in demand in the labor market		+		
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 standard			**1**	**10**	**1**	
Standard "Teaching staff"						
79	1.	The university should have an objective and transparent Personnel 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 Should demonstrate that the qualitative composition of teaching staff meets 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 should 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, MOOC, etc.)		+		
86	8.	The university should demonstrate the focus of its activities on the development of academic mobility, attracting the best foreign and domestic teachers		+		
87	9.	The university should demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, determine the contribution of teaching staff, including invited ones, to achieving the goals of the EP		+		

88	10.	An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country	+			
Total standard			**2**	**8**	**0**	
Standard "Educational resources and student support systems"						
89	1.	The university should ensure that educational resources, including logistical and infrastructure, meet the objectives of the educational program		+		
90	2.	The management of the EP must demonstrate the presence of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the goals of the EP			+	
		The university should 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 training, 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.	the operation of WI-FI in 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, employees 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 EP should demonstrate the availability of support procedures for various groups of students, including information and counseling		+		
99	11.	The management of the EP should demonstrate 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, foreign students, as well as students with special educational needs)		+		
101	13	The university should ensure that the infrastructure meets the security requirements		+		
Total standard			**1**	**10**	**2**	
Standard "Informing the public"						
102	1.	The information published by the university should be accurate, objective, relevant and reflect 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 stakeholders		+		

		The information published by the university about the educational program should be objective and relevant and include:		+		
105	4.	the purpose and planned results of the EP, the assigned qualification		+		
106	5.	information about the assessment system of students' academic achievements		+		
107	6.	information about academic mobility programs and other forms of cooperation with partner universities and 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 EP in the educational services market (at the regional, national, and international levels)		+		
110	9.	An important factor is the publication of reliable information on teaching staff on open resources, in the context of personalities		+		
111	10.	The university Should 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 standard			**0**	**12**	**0**	
TOTAL			**6**	**102**	**5**	

Appendix 2. THE PROGRAM OF THE VISIT TO THE EDUCATIONAL ORGANIZATION

Approved
Chairman of the Board - Rector of the
NLC "Karaganda University named
after academician E.A. Buketov"
Dulatbekov N.O.«» 2024

Approved
Director General of "INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING"
Zhumagulova A.B.
«» 2024 .

THE PROGRAM
OF THE VISIT OF THE EXTERNAL EXPERT COMMISSION OF THE INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING (IAAR) IN THE NLC "KARAGANDA UNIVERSITY NAMED AFTER BUKETOV"
Date of the visit: April 16-18, 2024

Date and Time	EEC's work with target groups	Position and Surname, First name, Patronymic of the target group participants	The form of communication
		April 15, 2024	
16.00-17.00	Preliminary meeting of the EEC	*External IAAR experts*	Connect to the Zoom Conference https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
		April 15, 2024	
According to the schedule during the day	Arrival of the members of the External Expert Commission		
		Day 1: April 16, 2024	
08.30-09.00	Transfer from the hotel to the University	*External IAAR experts,coordinator of the University – Tishmaganbetova Gulzhan Skendyrovna*	
09.00-09.15	Distribution of responsibility	*External IAAR experts*	**EEC office (218, main building)**

Time	Activity	Participants	Location
	experts, solving organizational issues		Connect to the Zoom Conference https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
09.15-09.45	Interview with the Rector	Chairman of the Board – Rector Dulatbekov Nurlan Orynbasarovich	**Conference hall (main building)** Connect to the Zoom Conference https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
09.45-10.00	Technical break		
10.00-10.40	Interviews with Vice-rectors	• Member of the Board, Vice-Rector for Scientific Work; Acting Vice-Rector for Academic Affairs Tazhbayev Yerkeblan Muratovich; • Member of the Management Board, Vice-Rector for Strategic Development Sarmurzin Erbol Zhanbyrbaevich; • Member of the Board, Vice-Rector for Socio-cultural Development Syzdykov Meyrzhan Zhakenovich. • Member of the Management Board, Vice-Rector for Administrative and Economic Activities Moldabaev Asylbek Serikovich	**Conference hall (main building)** Connect to the Zoom Conference https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
10.40-10.50	Technical break		
10.50-11.30	Interview with heads of structural divisions	• Financial Director - Bekmagambetova Kuralai Madeshevna, • Director of the Department of Science - Kasymov Serik Sagimbekovich, • Director of the Department of Academic Work - Togzhan Muratovna Khasenova, • Director of the Department of Social Affairs and Youth Policy - Margulan Kaliyevich Tuyakov, • Director of the Scientific Library - Abdigulova Gauhar Kuanyshevna, • Director of the Publishing House - Kabina Victoria Mikhailovna,	**Conference hall (main building)** Connect to the Zoom Conference https://us02web.zoom.us/j/6813032588 Conference ID:6813032588

		• Head of Personnel Management - Toleubekov Ayan Toleubekuly, • ActingHead of the QualityAssuranceDepartment - Tishmaganbetova Gulzhan Skendyrovna, • Acting Head of the Department of International Cooperation - Uspanova Mariana Valeryevna, • Head of Marketing and Recruiting Department - Duisembayev Azamat Aldashovich, • The head of the Registrar's Office is Olga Alekseevna Tyan, • Head of the Center for Information Technology and Telecommunications - Viktor Vladimirovich Khen, • Head of the Distance Education Center - Zhetimekova Gauhar Zhenisovna, • Head of the StudentandStaffServiceCenter - Miklyaeva Tatyana Vyacheslavovna, • Head of the Practice Department -Zhivotova Evgeniya Valeryevna, • Executive Secretary of the admissions Committee - Alena Rudolfovna Barikova, • Head of the Psychological Support Service for educational activities - Shirinbekova Zharkyn Amangeldievna.	
11.30-11.45	Exchange of views of the members of the external expert commission		Connect to the Zoom Conferencehttps://us02web.zoom.us/j/82972841841 Conference ID:82972841841
		• Dean of the Faculty of Economics - Lambekova Aigerim Nurlanovna, • Head of the Finance Department - Akbayev Yerbolsin Tursunovich, • Head of the Department of Accounting and Auditing - Atabayeva	**Conference hall (main building)**

11.45-12.30	Interviews with deans and heads of departments	Asiya Kairoshovna, • Head of the Department of Management - Mambetova Sagynysh Shubaevna, • Head of the Marketing Department - Mamaeva Dinara Gabitovna, • Head of the Department of Economics and International Business – Kuttybayeva Nurgul Bolatovna	Connect to the Zoom Conferencehttps://us02web.zoom.us/j/6813032588 Conference ID:6813032588
12.30-13.00	The work of the EEC	*External IAAR experts*	**EEC office (218, main building)** Connect to the Zoom Conferencehttps://us02web.zoom.us/j/6813032588 Conference ID:6813032588
13.00-14.00	**Lunch**		
14.00-14.15	Exchange of views of the members of the external expert commission		**EEC office (218, main building)** Connect to the Zoom Conferencehttps://us02web.zoom.us/j/6813032588 Conference ID:6813032588
14.15-15.00	Interview with the teaching staff	*Appendix 1*	**Classroom 404a (main building)** Connect to the Zoom Conferencehttps://us02web.zoom.us/j/6813032588 Conference ID:6813032588
15.00-15.15	Technical break		
15.00-16.00	Survey of teaching staff (in parallel)		The link is sent to the e-mail of the teacher personally

15.15-16.00	Interviews with students	*Appendix 2*	**Classroom 404a (main building)** Connect to the Zoom Conferencehttps://us02web.zoom.us/j/6813032588 Conference ID:6813032588
16.00-17.00	Student survey (in parallel)		The link is sent to the student's e-mail personally
16.00-16.15	Technical break		
16.15-17.00	Interviews with graduates	*Appendix3*	**Classroom 404a (main building)** Connect to the Zoom Conferencehttps://us02web.zoom.us/j/6813032588 Conference ID:6813032588
17.00-17.15	Technical break		
17.15-18.00	Meeting with stakeholders (representatives of practice bases and employers)	*Appendix 4*	**Classroom 404a (main building)** Connect to the Zoom https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
18.00-19.00	The work of the EEC. Exchange of views		**EEC office (218, main building)** Connect to the Zoom Conferencehttps://us02web.zoom.us/j/6813032588 Conference ID:6813032588
19.00	Dinner		

Day 2: April 17, 2024

08.30-09.00	Transfer from the hotel to the University	*External experts of IAAR, coordinator of the University – Tishmaganbetova Gulzhan Skendyrovna*	
09.00-09.15	The work of the EEC	*External IAAR experts*	**EEC office (218, main building)** **Connect to the Zoom Conference** https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
09.15-10:50	Scheduled class attendance	*Appendix 5*	
10.50-11.00	Technical break		
11.00-12.30	Visual inspection of the material, technical and educational laboratory base of organization of education	*Itinerary Appendix 6*	
12.30-13.00	The work of the EEC	*External IAAR experts*	**EEC office (218, main building)** **Connect to the Zoom Conference** https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
13.00-14.00	**lunch**		
14.00-14.15	Technical break		
14.15-16.00	Working with documents, visiting departments		**EEC office (218, main building)** **Connect to the Zoom Conference** https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
16.00-18.00	Selective visits to EP practice bases	*Appendix 7*	According to the selected routes

18.00-19.00	The work of the VEC. Exchange of views		**EEC office (218, main building)** **Connect to the Zoom Conference** https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
Day 3: April 18, 2024			
08.30-09.00	Transfer from the hotel to the University	*External experts of IAAR, coordinator of the University – Tishmaganbetova Gulzhan Skendyrovna*	
09.00-11.00	Discussion of the results, voting (recording is underway)	*External experts of IAAR*	**EEC office (218, main building)**
11.00-11.15	Technical break		
11.15-12.30	Discussion of parameters, voting (recording is underway)	*External experts of IAAR*	**EEC office (218, main building)**
12.30-13.00	The final meeting of the EEC with the leadership of the university	*External experts of IAAR, Chairman of the Board – Rector, Board members – Vice-rectors, coordinator of the University – Tishmaganbetova Gulzhan Skendyrovna*	**EEC office (218, main building)** **Connect to the Zoom Conference** https://us02web.zoom.us/j/6813032588 Conference ID:6813032588
13.00-16.00	The work EEC with reports	*External experts of IAAR*	**Conference hall (main building)**
16.00-16.15	Technical break		
16.15-18.30	The work EEC with reports	*External experts of IAAR*	**Conference hall (main building)**
18.30-19.30	Supper		

Appendix 3. RESULTS OF THE TEACHER SURVEY

The results of an anonymous survey of the teaching staff of Karaganda Buketov University

1. Total number of questionnaires: 34

2. Which EP do you serve:

Economics and the global economy	10 human	29,4 %
Management	5 human	14,7%
Marketing	3 human	8,8%
Accounting and auditing	5 human	14,7%
Finance	5 human	14,7%
Tourism	1 human	2,9 %
State and local government	5 human	14,7 %

3. Post

Professor	13 human	38,2 %
Docent	13 human	38,2 %
Senior Teacher (senior teacher)	8 human	235%
Teacher (Teacher)		
Head of the Department		
Acting Professor		
Acting Associate Professor		

4. Academic degree, academic title

Honored Worker of the Republic of Kazakhstan	0 human	0%
Doctor of Science	2 human	5,9%
Candidate of Sciences	21human	61,8 %
Master	8 human	23,5 %
PhD	3 human	8,8 %
Professor	2 human	5,9 %
Docent	6human	17,6%
No	1human	2,9%

5. Work experience

Less than 1 year	1 human	2,9%
1 year – 5 years	4 human	11,8%
Over 5 years	29 human	85,3%

№	Questions	Very well	Well	Relatively bad	Badly	Very bad	They didn't answer
6	To what extent does the content of the educational program meet your scientific and professional interests and needs?	29 human. (85,3%)	5 human. (14,7%)	0 human. (0%)	0 human. (0%)	0 human. (0%)	-
7	How do you assess the opportunities provided by the University for the professional development of teaching staff	24 human. (70,6%)	10 human. (29,4%)	0 human. (0%)	0 human. (0%)	0 human. (0%)	-
8	How do you assess the opportunities provided by the University for the career growth of teaching staff	20 human. (58,8%)	13 human. (38,2%)	1 human. (2,9%)	0 human. (0%)	0 human. (0%)	-

#	Question					
9	How do you assess the degree of academic freedom of the faculty	22 human. (64,7%)	12 human. (35,3%)	0 human. (0%)	0 human. (0%)	0 human. (0%)	-
	To what extent can teachers use their own					
10	• Strategies	26 human. (76,5%)	8 human. (23,5%)	0 human. (0%)	0 human. (0%)	0 human. (0%)	-
11	• Methods	29 human. (79,4%)	7 human. (20,6%)	0 human. (0%)	0 human. (0%)	0 human. (0%)	-
12	• Innovations in the learning process	20 human. (58,8%)	14 human. (41,2%)	0 human. (0%)	0 human. (0%)	0 human. (0%)	-
13	How do you assess the work on the organization of medical care and disease prevention at the university?	20 human. (58,8%)	13 human. (38,2%)	1human. (2,9%)	0 human (0%)	0 human (0%)	-
14	How is the management of the educational institution paying attention to the content of the educational program?	24 human. (70,6%)	9 human. (26,5%)	1 human. (2,9%)	0 human (0%)	0 human (0%)	-
15	How do you assess the sufficiency and accessibility of the necessary scientific and educational literature in the library?	21 human. (61,8%)	13 human. (38,2%)	0 human. (0%)	0 human (0%)	0 human (0%)	-
16	Do you assess the level of conditions created that take into account the needs of different groups of students?	18 human. (52,9%)	15 human. (44,1%)	1 human. (2,9%)	0 human. (0%)	0 human (0%)	-
	Evaluate the accessibility of the manual					
17	• Students	24 human. (70,6%)	8 human. (23,5%)	2 human. (5,9%)	0 human (0%)	0 human (0%)	-
18	• Teachers	25 human. (73,5 %)	8 human. (23,5%)	1 human. (2,9%)	0 human (0%)	0 human (0%)	-
19	Evaluate the involvement of the PPP in the process of making managerial and strategic decisions	13 human. (38,2%)	18 human. (52,9%)	3 human. (8,8%)	0 human (0%)	0 human (0%)	-
20	How is PPP innovation encouraged?	19 human. (55,9%)	14 human. (41,2%)	1 human. (2,9%)	0 human (0%)	0 human (0%)	-
21	Evaluate the level of feedback between the teaching staff and the management	21 human. (61,8%)	10 human. (29,4%)	3 human. (8,8%)	0 human. (0%)	0 human. (0%)	-
22	What is the level of stimulation and involvement of young professionals in the educational process?	22 human. (64,7%)	12 human. (35,3%)	0 human. (0%)	0 human. (0%)	0 human (0%)	-
23	Evaluate the created opportunities for professional and personal growth for each teacher and employee	16 human. (47,1%)	18 human. (52,9%)	0 human. (0%)	0 human (0%)	0 human (0%)	-
24	Assess the adequacy of recognition of the potential and abilities of teachers	18 human. (52,9%)	16 human. (47,1%)	0 human. (0%)	0 human (0%)	0 human. (0%)	-
	How is the job done					
25	• Academic mobility	20 human. (58,8%)	13 human. (38,2 %)	1 human. (2,9%)	0 human. (0%)	0 human. (0%)	-
26	• Professional development of the teaching staff	22 human. (64,7%)	12 human. (35,3%)	0 human. (0%)	0 human (0%)	0 human. (0%)	-
	Appreciate the support of the					

	university and its management						
27	• Research initiatives of the teaching staff	20 human. (58,8%)	14 human. (41,2%)	0 human. (0%)	0 human. (08%)	0 human. (0%)	-
28	• Development of new educational programs/academic disciplines/methods	26 human. (76,5%)	8 human. (23,5%)	0 human (0%)	0 human. (0%)	0 human. (0%)	-
	Assess the level of faculty's ability to combine teaching						
29	• With scientific research	16 human. (47,1%)	17 human. (50%)	1 human. (2,9%)	0 human. (0%)	0 human (0%)	-
30	• With practical activities	11 human. (32,4%)	22 human. (64,7%)	1 human (2,9%)	0 human. (0%)	0 human (0%)	-
31	Evaluate how well the students' knowledge obtained at this university corresponds to the realities of the requirements of the modern labor market	24 human. (70,6%)	8 human. (23,5%)	2 human. (5,9%)	0 human. (0%)	0 human. (0%)	-
32	How does the management and administration of the university perceive criticism in their address?	11 human. (32,4%)	15 human. (44,1 %)	8 human. (23,5%)	0 human. (0%)	0 human. (0%)	-
33	Evaluate how much your academic workload meets your expectations and capabilities	7 human. (20,6%)	27 human. (79,4 %)	0 human. (0%)	0 human. (0%)	0 human. (0%)	-
34	Evaluate the focus of educational programs/training programs on the formation of students' skills and abilities to analyze the situation and make forecasts	23 human. (67,6 %)	8 human. (23,5%)	3 human. (8,8%)	0 human. (0%)	0 human. (0%)	-
35	Evaluate how the educational program meets the expectations of the labor market and employers in terms of content and quality of implementation	28 human. (82,4 %)	4 human. (11,8%)	2 human. (5,9%)	0 human. (0%)	0 human. (0%)	-

36. Why do you work at this particular university?
- ✓ *The best university in the region*
- ✓ *I like the opportunity to share my knowledge and skills with students and colleagues*
- ✓ *This is one of the major regional universities*
- ✓ *I like the team*
- ✓ *The university has created favorable conditions for my work and further development*
- ✓ *I think this University is the most suitable for me. Meets all my requirements*
- ✓ *I have been working at one of the best universities in Kazakhstan since 1970*
- ✓ *The best specialists work only in the best universities*
- ✓ *Because I studied here*
- ✓ *After graduation , they left the department*
- ✓ *This is my alma mater, who taught me everything and gave me a start in life.*
- ✓ *The potential of teachers is taken into account, good opportunities for growth*
- ✓ *strong methodological base and high level of efficiency*
- ✓ *The best specialists work in the best universities*
- ✓ *Due to feelings of patriotism and the university 's positioning in national rankings*
- ✓ *the ability to develop mentally*
- ✓ *Prestige of the university, highly qualified and intelligent staff, working conditions*
- ✓ *The staff is good at the department*
- ✓ *Communicative*
- ✓ *The best university providing great opportunities in the realization of educational and scientific potential*
- ✓ *Openness and Professionalism*
- ✓ *This university meets my expectations and plans for the realization of research and teaching potential*
- ✓ *Meets my needs. She is a graduate of this university.*
- ✓ *An opportunity to share my experience with students and colleagues*
- ✓ *I am a graduate of this university who was left on assignment. Of course, I can go to another university, but my native department is dear to me and I am interested in graduates of our educational program being in demand in the labor*

market and I try to make my contribution. I like working with students.

37. How often are master classes and reading of topics with the participation of practitioners conducted as part of your course?

very often	10 human.	29,4 %
often	21 human.	61,8%
sometimes	3 human.	8,8%
very rarely	0 human.	0%
never	0 human.	0%

38. How often do invited teachers (domestic and foreign) participate in the learning process?

very often	13 human.	38,2 %
often	20 human.	58,8%
sometimes	1 human.	2,9%
very rarely	0 human.	0%
never	0 human.	0%

39. How often do you encounter the following problems in your work: (please give an answer in each line)

	often	sometimes	never	**There is no answer**
Lack of classrooms	0 human. (0%)	9 human. (26,5%)	25 human. (73,5%)	-
Unbalanced academic load by semester	1 human. (2,9%)	16 human. (47,1%)	17 human. (50%)	-
Unavailability of necessary literature in the library	0 human. (0%)	11 human. (32,4%)	23 human. (67,6%)	-
Overcrowding of study groups (too many students in a group)	0 human. (6,5%)	1 human. (2,9%)	33 human. (97,1%)	-
Inconvenient schedule	2 human. (5,9%)	13 human. (38,2%)	19 human. (55,9 %)	-
Inappropriate classroom conditions	1 human. (2,9%)	18 human. (52,9%)	15 human. (44,1%)	-
Lack of Internet access/weak Internet	3 human. (8,8%)	24 human. (70,6%)	7 human. (20,6%)	-
Students' lack of interest in learning	0 human. (0%)	13 human. (38,2%)	21 human. (61,8%)	-
Late receipt of information about events	0 human. (0%)	8 human. (23,5%)	26 human. (76,5%)	-
Lack of technical facilities in classrooms	0 human. (0%)	24 human. (70,6%)	10 human. (29,4%)	-
Other problems	✔ *No problem* ✔ *-* ✔ *No problem* ✔ *Cool* ✔ *It is very cold at the university in winter* ✔ *It can be cold in classrooms in winter* ✔ *In case of any problems, you can always notify the appropriate department and they are resolved. Cases when students or teachers were not heard in my practice at the university (16 years) I have not encountered it.* ✔ *It can be cold in winter* ✔ *Advanced English language learning* ✔ *Cool climate in classrooms in winter* ✔ *subjective assessment of merit* ✔ *Salary increase* ✔ *Working conditions*			

	✔ *No*
	✔ *There are no problems*
	✔ *No*
	✔ *It's cool in the case.*

40. There are many different sides and aspects in the life of the university that affect every teacher and employee in one way or another. Rate how satisfied you are:

Question	Completely satisfied	Partially satisfied	Not satisfied	I find it difficult to answer
The attitude of the university management towards you	25 human. (73,5%)	8 human. (23,5%)	0 human. (0%)	1 human. (2,9%)
Relations with direct management	31 human. (91,2%)	3 human. (8,8%)	0 human. (0%)	0 human. (0%)
Relations with colleagues at the department	31 human. (91,2%)	3 human. (8,8%)	0 human. (0%)	0 human. (0%)
Participation in management decision-making	25 human. (73,5%)	6 human. (17,6%)	2 human. (5,9%)	1 human. (2,9%)
Relations with students	33 human. (97,1%)	1 human. (2,9%)	0 human. (0%)	0 human. (0%)
Recognition of your successes and achievements by the administration	20 human. (58,8%)	13 human. (38,2%)	0 human. (0%)	1 human. (2,9%)
Support for your suggestions and comments	26 human. (76,5%)	7 human. (20,6%)	0 human. (0%)	1 human. (2,9%)
The activities of the university administration	23 human. (67,6%)	10 human. (29,4%)	1 human. (2,9%)	0 human. (0%)
Terms of payment	14 human. (41,2%)	14 human. (41,2%)	4 human. (11,8%)	2 human. (5,9%)
Working conditions, list and quality of services provided at the university	20 human. (58,8%)	14 human. (41,2%)	0 human. (0%)	0 human. (0%)
Occupational safety and health	28 human. (82,4%)	6 human. (17,6%)	0 human. (0%)	0 human. (0%)
Managing changes in the university's activities	20 human. (58,8%)	11 human. (32,4%)	1 human. (2,9%)	2 human. (5,9%)
By providing a social package: rest, sanatorium treatment, etc.	24human. (70,6%)	8 human. (23,5%)	2 human. (5,9%)	0 human. (0%)
Organization and quality of nutrition at the university	18 human. (52,9%)	10 human. (29,4%)	2 human. (5,9%)	4 human. (11,8%)
Organization and quality of medical care	23 human. (67,6%)	8 human. (23,5%)	0 human. (0%)	3 human. (8,8%)

Appendix 4. RESULTS OF THE STUDENT SURVEY

The results of an anonymous survey of students of the Karaganda Buketov University
Total number of questionnaires: 32

male	7 human.	21,9 %
female	25 human.	78,1%

1. Rate how satisfied you are

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
1. Relations with the Dean's office	30 human (93,8%)	2 human (6,3%)	0 human (0 %)	0 human (0%)	0 human (0%)
2. The level of accessibility of the dean's office	31 human (96,9%)	1 human (3,1%)	0 human (0 %)	0 human (0 %)	0 human (0 %)
3. The level of accessibility and responsiveness of the university management	31 human 96,9%)	1 human (3,1%)	0 human (0 %)	0 human (0 %)	0 human (0%)
3. The availability of academic advice to you	31 human (96,9%)	1 human (3,1%)	0 human (0 %)	0 human (0 %)	0 human (0 %)
4. Support of educational materials in the learning process	28 human (87,5%)	4 human (12,5%)	0 human (0 %)	0 human (0 %)	0 human (0 %)
5. Availability of counseling on personal issues	29 human (90,6%)	3 human (9,4%)	0 human (0 %)	0 human (0 %)	0 human (0 %)
6. Student-teacher relationship	30 human (93,8%)	2 human (6,3 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
7. Financial and administrative services of the educational institution	25 human (78,1%)	7 human (21,9%)	0 human (0%)	0 human (0 %)	0 human (0%)
8. Accessibility of health services	28 human (87,5 %)	4 human (12,5 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
9. The quality of medical care at the university	29 human (90,6%)	3 human (9,4%)	0 human (%)	0 human (%)	0 human (0%)
10. The level of accessibility of library resources	31 human (96,9%)	0 human (0 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)
11. The quality of services provided in libraries and reading rooms	31 human (96,9%)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
12. Satisfaction with the existing educational resources of the university	29human (90,6 %)	3 human (9,4 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
13. Availability of computer classes	27 human (84,4 %)	5human (15,6%)	0 human (0 %)	0 human (0 %)	0 human (0 %)
14. The availability and quality of Internet resources	28 human (87,5 %)	3 human (9,4 %)	0 human (0%)	0 human (0 %)	1 human (3,1 %)
15. The content and information content of the website of educational organizations in general and faculties (schools) in particular	30 human (93,8%)	2 human (6,3%)	0 human (0 %)	0 human (0 %)	0 human (0 %)
16. Classrooms, classrooms for large groups	27human (84,4 %)	5 human (15,6 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Not satisfied	I find it difficult to answer
17. Rest rooms for students (if available)	27 human (84,4 %)	4 human (12,5 %)	0 human (0 %)	0human (0%)	1 human (3,1%)
18. Clarity of the procedure for taking disciplinary action	31 human (96,9 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
19. 19. The quality of the educational program as a whole	31 human (96,9 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
20. The quality of educational programs in the EP	32human (100 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
21. Teaching methods in general	29 human (90,6 %)	3 human (9,4 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
22. The speed of response to feedback from teachers regarding the educational process	31 human (96,9 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
23. The quality of teaching in general	29 human (90,6 %)	3 human (9,4 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
24. Academic workload/student requirements	29 human (90,6 %)	3 human (9,4 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
25. The requirements of the teaching staff to the student	31 human (96,9 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
26. Information support and explanation of the admission rules and the strategy of the educational program (specialty) before admission to the university	29 human (90,6 %)	2 human (6,3 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)
27. Informing the requirements in order to successfully complete this educational program (specialty)	31 human (96,9 %)	0 human (0 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)
28. The quality of examination materials (tests and examination questions, etc.)	31 human (96,9 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
29. The objectivity of the assessment of knowledge, skills and other educational achievements	30 human (93,8 %)	2 human (6,3 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
30. Available computer classes	29 human (90,6 %)	3 human (9,4 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
31. Available scientific laboratories	28 human (87,5 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	3 human (9,4 %)
32. Objectivity and fairness of teachers	30 human (93,8 %)	2 human (6,3%)	0 human (0 %)	0 human (0 %)	0 human (0 %)
33. Informing students about courses, educational programs and academic degrees	31 human (96,9%)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)
34. Providing students with a dormitory	24 human (75 %)	3 human (9,4 %)	0 human (0 %)	0 human (0 %)	5 human (15,6 %)

4. Rate how much you agree:

Statement	Complete agree	agree	partially agree	disagree	Complete disagree	No answer
1. The course program was clearly presented	31human (96,9 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
2. The course content is well structured	29 human (90,6 %)	1 human (3,1 %)	2 human (6,3 %)	0 human (0 %)	0 human (0 %)	-

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3. The key terms are sufficiently explained	30 human (93,8 %)	1 human (3,1 %)	0 human (0 %)	1 human (3,1 %)	0 human (0 %)	-
4. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	30 human (93,8 %)	2 human (6,3 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
5. The teacher uses effective teaching methods	28 human (87,5 %)	4 human (12,5 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
6. The teacher owns the taught material	30 human (93,8 %)	2 human (6,3 %)	0 human (0%)	0 human (0 %)	0 human (0 %)	-
7. The teacher's presentation is clear	29 human (90,6 %)	2 human (6,3%)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	-
8. The teacher presents the material in an interesting way	26 human (81,3%)	4 human (12,5 %)	2 human (6,3 %)	0 human (0 %)	0 human (0 %)	-
9. The objectivity of the assessment of knowledge, skills and other educational achievements	28 human (87,5 %)	4 human (12,5 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
10. The timeliness of the assessment of students' academic achievements	29 human (90,6 %)	2 human (6,3 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	-
11. The teacher satisfies my requirements for personal development and professional formation	31 human (96,9 %)	0 human (0 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	-
12. The teacher stimulates the activity of students	31 human (96,9 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
13. The teacher stimulates the creative thinking of students	30 human (93,8 %)	2 human (6,3 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
14. The appearance and manners of the teacher are adequate	31 human (96,9 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
15. The teacher shows a positive attitude towards students	29 human (90,6 %)	2 human (6,3 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	-
16. The system of assessment of educational achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	27 human (84,4%)	5 human (15,6 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
17. The evaluation criteria used by the teacher are clear	30 human (93,8 %)	2 human (6,3 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
18. The teacher objectively evaluates the achievements of students	27 human (84,4 %)	5 human (15,6 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-
19. The teacher speaks a professional language	28 human (87,5 %)	3 human (9,4 %)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	-
20. The organization of education provides sufficient opportunity for sports and other leisure activities	27 human (84,4 %)	2 human (6,3 %)	3 human (9,4 %)	0 human (0 %)	0 human (0%)	-
21. The facilities and equipment for students are safe, comfortable and modern	29 human (90,6 %)	0 human (0%)	3 human (9,4 %)	0 human (0 %)	0 human (0 %)	-
22. The library is well equipped and has a fairly good collection of books	28 human (87,5 %)	1 human (3,1%)	3 human (9,4 %)	0 human (0 %)	0 human (0 %)	-

23. Equal opportunities are provided to all students	31human (96,9%)	1 human (3,1 %)	0 human (0 %)	0 human (0 %)	0 human (0 %)	-

5. Other problems regarding the quality of teaching: 7 responses

- ✓ -
- ✓ There are no problems
- ✓ Everything suits me.
- ✓ I am completely satisfied with the quality of teaching
- ✓ During my studies, no problems were identified, I am satisfied with both the content of the educational program and the conditions of study, this makes me think about further continuation of scientific activity in the doctoral program, which is also available at the university
- ✓ no
- ✓ Teachers and students must respect each other and respect the right to personal dignity. I would like this to be respected.
- ✓ Everything satisfies me. I am grateful to the university and the teachers for the contribution they have made to us
- ✓ Make one website for everything. Platonus, idil, aksu, tsoos. there are too many places to go and everyone has their own password that you can't change and your head is spinning!