REPORT

on the results of work of the external expert commission on assessment on compliance with the requirements of the standards of specialized accreditation of educa-tional programs
6B01704 "Kazakh Language and Literature",
6B01702 "Training of Teachers of Russian Language and Literature",
6B01705 "Foreign language: two foreign languages",
6B01404 "Physical Culture and Sport",
6B01401 "Training of Teachers of Basic Military Training".

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External expert commission

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LLP "Central Asian Innovation University"

during the period from November 14 to 16, 2024.

Shymkent   **November 16, 2024.**

CONTENT

(I) LIST OF NOTATIONS AND ABBREVIATIONS

AC   Academic calendar
AIS   Automated information system
BD   Basic disciplines
EELA   External evaluation of learning achievements
IHL   Institution of Higher Learning
SAC   State Attestation Commission
SE   State examination
DET   Distance education technologies
UNT   Unified National Testing
FSA   Final State Attestation
ICT   Information and Communication Technology
IEP   Individual education plan
CYA   Committee on Youth Affairs
CET   Credit Education Technology
CED   Catalog of elective disciplines
MES RK   Ministry of Education and Science of the Republic of Kazakhstan
MOP   Modular Educational Programs
IFRS   International Financial Reporting Standards
RW   Research work
MC   Methodical Council
MONITORING, QMS AND ACCREDITATION DEPARTMENT Monitoring and Quality Control of Education Department
GED   General Education Disciplines
EP   Educational program
RO   Registrar's Office
CD   Core disciplines
TS   Teaching staff
WAC   Working academic curriculum
QMS   Quality Management System
LIW   Learner's Independent Work
LIWT   Learner's Independent Work with a teacher
MAC   Model academic curriculum
AES   Auxiliary educational staff
EMCD   Educational and methodical complex of the discipline
EMCS   Educational and methodical complex of specialty
BMTaPC   Basic military training and Physical Culture

(II) INTRODUCTION

In accordance with the order №_154-24-ОД from 24.09.2024 of the Independent Agency for Accreditation and Rating from November 14 to 16, 2024. external expert commission conducted an assessment of compliance of educational programs 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical Culture and Sport", 6B01401 "Training of teachers of basic military training" of Central Asian Innovation University to the standards of specialized accreditation of the IAAR (from 2023) in a hybrid format.

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

The EEC includes:

Chairman of the EEC - Ualkhanov Baizhan Nurbaevich, Candidate of Technical Sciences, Docent, Professor, IAAR 1 Category expert, Innovative Eurasian University (Pavlodar); *Offline participation*

IAAR Foreign Expert - Sousana Michailidou, Ph.D., Professor, Webster University in Athens, Vice-President of the Euro-Mediterranean Academy of Sciences and Arts (Greece); *Online participation.*

IAAR expert - Menlibekova Gulbakhyt Zholdasbekovna, Doctor of Pedagogical Science, Professor, L.N. Gumilev Eurasian National University (Astana) *Online participation;*

IAAR Expert - Bobrova Valentina Vladimirovna, Candidate of Pedagogical Sciences, Docent, E.A. Buketov Karaganda University (Karaganda, Republic of Kazakhstan). *Offline participation*

IAAR Expert - Nossiyeva Nazym Kazhimuratovna, Candidate of Philological sciences, Associate Professor, Astana Academy of Physical Culture and Mass Sports (Astana); *Online participation*

IAAR Expert – Kulakhmetova Mergul Sabitovna, Candidate of Philological Sciences, Associate Professor, Alkey Margulan Pavlodar Pedagogical University (Pavlodar)*; Online participation.*

IAAR Expert - Bodeev Marat Turymovich, Candidate of Biological Sciences, Associate Professor, Academician E.A. Buketov Karaganda University (Karaganda); *Off-line participation.*

IAAR Expert - Abilev Madi Baltabayevich, PhD, Associate Professor, Non-profit joint-stock company "Al-Farabi Kazakh National University" (Almaty); *Offline participation.*

IAAR Expert - Karuna Oksana Leonidovna, PhD, Associate Professor, International Engineering and Technology University (Almaty); *Offline participation.*

IAAR expert, employer - Sandybayeva Dinara Aidarovna, vice-director for Academic Work, Higher North-Kazakhstan Professional and Pedagogical College (Petropavlovsk); *Online participation*

IAAR expert, student - Dyldina Polina Andreevna, 3rd year student of EP 6B01802 Social Pedagogy, Non-profit joint-stock company "Manash Kozybaev Higher North-Kazakhstan University" (Petropavlovsk) *Online participation*

IAAR Expert, student - Barlybaev Nurmuhammed Yerzhanuly, 4th year student of EP 6B01508 Mathematics-Physics, Non-profit joint-stock company "K. Zhubanov Aktobe Regional University" (Aktobe); *Online participation.*

IAAR expert, student - Sagynbaev Begzat Bokenbayuly, 4th year student, EP "Physical Culture and Sport", Non-profit joint-stock company "Abay Kazakh National Pedagogical University" (Almaty); *Online participation.*

EEC IAAR Coordinator - Bekenova Dinara Kairbekovna, IAAR Project Manager (Astana); *Offline participation*

(III) REPRESENTATION OF EDUCATIONAL ORGANIZATION

Central Asian Innovation University (CAIU) was established on March 2, 2021 by merging International Humanitarian-Technical University and M. Saparbayev Institute.

The University carries out its activities on the basis of license № KZ16LAA00025036 from 02.03.2021, issued by the Committee for Quality Assurance in the field of education and science of the Ministry of Education and Science of the Republic of Kazakhstan. Educational activity is carried out on 15 educational programs of Bachelor's degree and 5 programs of Master's degree.

The University provides quality education and provides a wide range of educational services, introducing new learning technologies and expanding the base of scientific research.

The University has 4 educational buildings with a total area of 32 thousand square meters, one dormitory for 270 places, 4 indoor sports halls, 2 indoor sports facilities, an indoor swimming pool, a gym, an out-of-town training camp.

The university provides benefits for orphans - from 20% to 100%, large families - 15%, grants of the founder 100%, at full one-time payment for education - 10%, for applicants with high scores on UNT.

The university realizes educational activity of 4 faculties: "Business and Law", 'Pedagogy and Languages', 'Natural Science' and 'Creative'. There are 10 departments in the structure of these faculties.

The contingent of students is more than 11 thousand students, including more than 1000 students in master's degree programs. The university has more than 400 teaching staff. The average tenure of the university is more than 50%.

CAIU is a regional university, the educational activity of which is carried out on the two-level system of Bachelor's and Master's degree training in the state and Russian languages on a full-time basis.

Accredited EPs 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages" are realized by the department of "Languages and literature" at the faculty of "Pedagogy and languages". Accredited EPs 6B01404 "Physical Culture and Sport", 6B01401 "Training of Basic Military Training Teachers" are realized by the department of "Basic Military Training and Physical Culture" at the Faculty of "Creative". The CEDs of accredited EPs are published and placed in the public access on the University website in the section "To the learners" (https://caiu.edu.kz/ked-na-uchebnyj-god/).

CAIU graduates have appropriate professional qualification, able to quickly adapt to the changing conditions in the labor market. There is a positive dynamics of employment of graduates. Thus, in 2023 the number amounted to more than 70% in the whole university, including in the areas of teacher training more than 80%.

One of the main goals of the university is to strengthen the teaching staff and all human resources, as well as emphasis is placed on increasing the competitiveness of the university in the domestic and foreign markets of educational services, participation in international rankings, training of higher education specialists in leading foreign universities (double degree education). In particular, joint educational programs are implemented: with the National Research University "Tashkent Institute of Irrigation and Land Reclamation Engineers" (Uzbekistan), B. Osmonov Jalal-Abad State University (Kyrgyzstan).

The University successfully passes step-by-step external accreditation of educational programs in IAAR. According to the results of the rating, the educational programs of the university demonstrate positive dynamics in the areas of quality assessment.

The realization of the mission is to provide quality education through the development of innovative educational technologies and interaction with employers.

The University is one of the regional universities providing social support to students. In particular, there are rector's grants, discounts on tuition, support for gifted students from low-income and large families, orphans, children with disabilities and special needs, as well as masters

of sports, prizewinners and winners of international and national subject Olympiads and scientific competitions.

The policy of quality education is reflected in the work of AIS Platonus, which has an updated interface, multilingualism (Kazakh, Russian, English), a single local network with computer access to the Internet, updated website of the university, where the main documents of the university are published and updated (https://caiu.edu.kz/normatinye-document-po-org-uchebno-process-ru/).

All this allows students to get access to resources and other materials at a convenient time for them. The university has an Alumni Association.

The University has a clear structure, relevant departments and internal order of documentation, regulated by the relevant Normative documents, Regulations, Plans, etc.

The Central Asian Innovation University is a higher education institution that trains specialists of new formation. The University regularly organizes international scientific conferences with the invitation of scientists from Kazakhstan, near and far abroad.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with the order № 113-21-ОД dated 01.09.2021 of the Independent Agency for Accreditation and Rating from October 12 to October 14, 2021 the external expert commission conducted an assessment of compliance of educational programs of LLP "Central Asian Innovation University" (Shymkent) standards specialized accreditation IAAR (No. 57-20-ОД dated June 16, 2020, edition sixth).

According to the results of the VEC assessment, the following recommendations were given on the EP:

On the standard "Educational Program Management"

1.1 Recommendations of EEC: *to the management of EP to adjust the development plans of accredited EPs to specify their individuality and uniqueness taking into account the main priorities of the region and country development, to determine indicative indicators of EP development in quantitative and percentage ratio.*

1.2 *The university management should determine those responsible for business processes within the framework of the EP.*

1.3 *Plan and organize professional development of the heads of EP on educational management programs.*

Conclusion: The recommendations of the EEC have been implemented.

The degree of realization is 100%.

On the standard "Information management and reporting"

2.1 Recommendations of the EEC: *The university management should develop clear criteria for periodicity, forms and methods of assessment of EP management.*

2.2 *Include in the work plan of the Collegial Bodies of the University the questions on the results and efficiency of the EP realization.*

Conclusion: The recommendations of the EEC have been implemented.

The degree of realization is 100 %.

On the standard "Development and approval of educational program"

3.1 Recommendations of the EEC: *Managers of EP should establish the work of Academic Committees with the involvement of experienced teachers and experts in the profile of cluster EP in order to update the content of EP on a regular basis.*

Conclusion: The recommendation of the EEC has been implemented.

Degree of realization 100 %

3.2 *Analyze the WAC of EP to determine the list of disciplines to prepare for professional certification of students of EP Foreign Language: two foreign languages, EP Training of teachers of Russian language and literature.*

Conclusion: The recommendation of the EEC is sufficiently implemented.

The degree of realization is 90 %.

3.3 *The management of the EP should develop and implement an action plan aimed at the development of professional cooperation with Kazakhstani and foreign educational organizations on the EP for the harmonization of modules in order to prepare joint EPs.*

Conclusion: The recommendation of the EEC has been implemented.

The degree of realization is 100%.

On the standard "Constant monitoring and periodic evaluation of educational programs".

4.1 *Recommendations of EEC: Regularly update information about all changes of accredited EPs on the University website.*

4.2 *To regulate the work of the Academic Committee for the purpose of monitoring and periodic evaluation of EPs until January 2022.*

4.3 *The IHL management should develop an algorithm of interaction of support services to identify and meet the needs of different groups of students.*

Conclusion: The recommendations of the EEC have been implemented.

The degree of realization is 100%.

On the standard "Learner-centered education, teaching and learning evaluation"

5.1 *EEC Recommendation: Provide opportunities in the CED to ensure flexible learning pathways, including for different groups of students on a regular basis.*

Conclusion: The recommendation of the EEC has been sufficiently implemented.

The degree of implementation is 90%.

5.2 *To enhance the accessibility of the content to the learners, to ensure the conduct of classes in synchronous and asynchronous format on a certain platform*

5.3 *The management of EP 6B01705 - Foreign language: two foreign languages, 6B01702 - Training of teachers of Russian language and literature should increase the share of own developments in the field of methodology of teaching academic disciplines and to ensure its consideration at the collegial bodies on a regular basis.*

5.4 *Ensure regular participation of students in the formation of WAC and CED of accredited EPs as stakeholders.*

Conclusion: The recommendations of the EEC have been implemented.

The degree of realization is 100%.

On the standard "Learners"

6.1 *Recommendations of the EEC: The management of the EP should take measures to place on the website relevant information for applicants and students (availability and characteristics of the EP, conditions of admission and training).*

6.2 *To make changes to the Regulation on adaptation of students, to develop a program and provide support measures for newly admitted students, to publish the regulation and program on the website.*

6.3 *To ensure the participation of the Alumni Association in the development and management of the program, in the assistance of employment of graduates.*

6.4 *Inform the university graduates about the activities of the Association and update the relevant section on the website.*

Conclusion: EEC recommendations are implemented.

The degree of realization is 100%.

On the standard "Teaching staff"

7.1 *Recommendations of the EEC: the management of the EP should ensure that the information on the teaching staff is updated and presented in a structured way on the university website.*

7.2 *To regularly demonstrate the results of the questionnaire survey of the teaching staff, systematic feedback and informing about the measures taken on the results of the survey.*

7.3 *Develop and implement a set of measures to introduce methods and techniques of teaching and learning in the conditions of blended learning: online, offline, distance-learning taking into account the changing role of the teacher in the context of learner-centered education.*

7.4 *The management of EP 6B01705 - Foreign Language: Two Foreign Languages should strengthen the staff, increasing the share of teachers with basic education and academic degrees, to ensure the teaching of core disciplines of the EP.*

Conclusion: The recommendations of the EEC have been implemented.

The degree of realization is 100%.

On the standard "Educational resources and learners support systems"

8.1 *Recommendation of the EEC: the management of the EP should provide uninterrupted functioning of WI-FI on the territory of the University.*

Conclusion: The recommendation of the EEC has been implemented.

The degree of implementation is 100%.

8.2 *Specify the list and content of alternative disciplines that determine individual educational trajectories in the context of the EP and ensure their real functioning on a regular basis.*

Conclusion: The recommendation of the EEC has been sufficiently implemented.

The degree of implementation is 100%.

On the standard "Informing the public"

9.1 *Recommendation of the EEC: The EP management should regularly update the information on all activities within the EP and ensure its identity in terms of languages in order to provide complete and objective information for all participants.*

9.2 *In order to inform the public about the availability of professional staff within the accredited EPs during the whole period of study, regularly update the personal data of the teaching staff of the departments in the context of each EP.*

9.3 *Publish financial reports on provision and renewal of material and technical base within the framework of realized EPs.*

Conclusion: The recommendations of the EEC have been inplemented.

The degree of realization is 100%.

(V) DESCRIPTION OF THE VISIT OF THE EEC

The work of the EEC was carried out on the basis of the Program of the visit with the application of the hybrid model of the expert commission for specialized accreditation of educational programs of the Central Asian Innovation University in the period from 14th to 16th of November, 2024.

In order to coordinate the work of the EEC on 12.11.2024 there was held an introductory online meeting, during which the powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the choice of methods of expertise.

In accordance with the requirements of the standards the program of the visit included meetings with the rector of CAIU, vice-rectors, heads of structural units, graduates and employers, interviewing and surveying of teaching staff and students.

In the course of visual inspection of the university and the accredited teaching programs the members of the EEC got acquainted with the state of the material and technical base of the university, visited the library, departments, structural subdivisions, laboratories, named auditoriums, specialized rooms, computer classes, teaching laboratories, dormitories, internship bases.

The activities planned within the framework of the EEC of IAAR visit contributed to the detailed acquaintance of the experts with the educational infrastructure of the University, material and technical resources in the context of accredited educational programs.

This allowed EEC members to conduct an independent assessment of compliance of the data presented in the self-assessment reports of the university's EPs with the criteria of specialized accreditation standards.

Table 1. Information on staff and learners who participated in meetings with the EEC of IAAR:

Category of participants	Quantity
Rector	1
Vice-Rector	5
Heads of structural subdivisions	13
Heads of departments, coordinators of educational programs	18
Teachers	37
Learners	31
Graduates	17
Employers	17
Total	**104**

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the university. At the same time, the experts studied the university's Internet positioning through the official website of the university (https://caiu.edu.kz/).

Conditions were created for the work of EEC, access to all necessary information resources was organized. The university staff ensured the presence of all persons specified in the program of the visit in compliance with the established time interval.

Within the framework of the planned program, the recommendations for the improvement of the University's activity, developed by the EEC based on the results of the expertise, were presented at the meeting with the management on 14.11.2024.

During the EEC visit the experts visited classes and practice bases of the accredited programs:

№	Specialty, group	Date, time, classroom	Discipline. the theme of the lesson	Teacher
1	6B01704 «Kazakh language and literature»	14.12.21 10.30-11.20	The theory of literature https://meet31.we-bex.com/meet/pr26429880430	Aybergenova S.T., Candidate of Philological Sciences, Docent
2	6B01702 «Training of teachers of Russian language and literature»	14.12.21 12.00-12.50 103 ауд	Lexis and phraseologisms of the modern Russian language	Yelibaeva R.D. Candidate of Philological Sciences, Senior teacher.

3	6B01705 «Foreign language: two foreign languages»	14.11.24	Critical thinking strategies https://on-linesdu.webex.com/meet/zhakanbayev	Zhakanbaev Didar
4	6B01404 «Physical Culture and sport»	14.11.24 12.00-12.50	On the methodology of teaching basketball: Teaching the technique of throwing the ball into the basket	Utegenov K.D.
5	6B01401 «Training of teachers of basic military training»	14.11.24 12.-12.50	Line preparation: Aligning a section from one row to two rows	Akhmedov B.K.

The activities planned within the framework of the EEC of IAAR visit contributed to the detailed familiarization of experts with the educational infrastructure of the University, material and technical resources, faculty and staff, students, representatives of employers, graduates. These meetings allowed the EEC members to conduct an independent evaluation of the compliance of the data presented in the self-assessment of the university's EPs.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard «Educational program management»

● *The university should demonstrate the development of the purpose and strategy of the EP development based on the analysis of external and internal factors with wide involvement of diverse participants.*

● *Quality assurance policy should reflect the link between research, teaching and learning.*

● *The university demonstrates the development of a quality assurance culture.*

● *The commitment to quality assurance should apply to any activities performed by contractors and partners (outsourcing), including the implementation of joint/dual degree education and academic mobility.*

● *The management of the EP ensures 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, participants and learners.*

● *The management of the EP demonstrates the functioning of mechanisms for the 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.*

● *The EP management should involve representatives of participant groups, including employers, learners and faculty in the formation of the EP development plan.*

● *The EP management should demonstrate the individuality and uniqueness of the EP development plan, its consistency with the national development priorities and the development strategy of the educational organization.*

● *The university should demonstrate a clear definition of those responsible for business processes within the OP, distribution of staff job responsibilities, delimitation of functions of collegial bodies.*

● *The management of the EP shall ensure coordination of the activities of all persons involved in the development and management of the EP and its continuous implementation, and shall involve all participants in this process.*

● *The management of the EP should ensure that the management system is transparent, that the internal quality assurance system is functioning, including its design, management and monitoring, and that appropriate decisions are taken.*

● *The management of the EP should carry out risk management.*

● *The EP management should ensure the participation of representatives of participants (employers, teaching staff, learners) in the collegial management bodies of the educational program, as well as their representativeness when making decisions on the management of the educational program.*

● *The university should demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.*

● *The management of the EP should demonstrate its openness and accessibility for learners, employers and other participants.*

● *The EP management shall confirm the completion of training in education management programs.*

● *The EP management shall strive to ensure that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure.*

Evidentiary part

During the EEC visit to LLP "Central Asian Innovation University", the documents previously studied by the experts, published in the open access on the website of the university https://caiu.edu.kz/, were confirmed. Thus, CAIU demonstrated the presence of development of the purpose and strategy of development of accredited educational programs in accordance with the mission, vision, Strategic Development Plan of the university for 2024-2029 https://caiu.edu.kz/strategicheskij-plan-razvitiya/, approved № 6 from 31.01.2024.

The university has the Academic Policy published on the university website https://caiu.edu.kz/normatinye-document-po-org-uchebno-process-ru/, which is updated by the university in accordance with the Strategic Development Plan of the university.

Quality providing policy of LLP "Central Asian Innovation University" is aimed at satisfying the needs of all participants in highly qualified, in-demand personnel, by improving the quality of educational activities through the introduction of innovative educational technologies, conducting research, in accordance with the strategic objectives of regional development, ensuring integration into the international educational space through the implementation of academic mobility, development of a new educational system, as well as the development of a new educational

system of "Central Asian Innovation University". The university aims at positioning its activity as an innovative university at the regional and republican level.

Development and adjustment of the Strategic Development Plan of the university is carried out by a working group, which includes representatives of the university management, faculties, departments, departments, structural units, faculty, students, employers. This work is supervised by the Department of Strategic Development and Administrative Reporting. The results of evaluation of the Development Plan fulfillment are considered and discussed at the meetings of the Academic Council, at the meetings of the councils of faculties, departments, and other structural subdivisions of the University. It follows that the management of accredited EPs is coordinated with the mission, vision, strategy of the university and strategic internal documents, de-monstrating the presence of mechanisms for the development of educational programs, there are own mechanisms for coordination of the content, structure and decisions on the implementation of EPs aimed at their effectiveness.

The structure and content of the accredited EPs, decisions made by the management of the EPs are coordinated with the Strategic Development Plan of the university, mission, vision, as well as with other internal normative documents regulating the educational activity of the accredited EPs 6B01704 "Kazakh Language and Literature", 6B01702 "Training of Teachers of Russian Language and Literature", 6B01705 "Foreign Language: Two Foreign Languages", 6B01404 'Physical Culture and Sport', 6B01401 'Training of Teachers of Basic Military Training'.

The university management, structural divisions have developed mechanisms of quality culture implementation, quality assurance of education, which function harmoniously for the purpose of successful implementation of accredited educational programs and are published on the university website https://caiu.edu.kz/normativnye-dokumenty/, https://caiu.edu.kz/normativnye-documenty-po-otdelov-ru/, etc.

The University implements the principles of academic freedom of pedagogical institute, department in the organization of the educational process, the formation of educational programs in areas agreed with employers, graduates, learners and other participants, improving credit technology, dual form of education in the expansion of academic freedom and the formation of individual learning trajectory with a wide range of disciplines of choice, documented in individual plans of students, academic curriculum of the EP, CEDs, etc. https://caiu.edu.kz/ked-na-uchebnyj-god/.

The management policy of educational activity and the efficiency of its functioning are based on the creation of a coherent organizational structure of the university, providing a unity of sustainable interrelations between structural units engaged in educational, teaching, scientific, educational, financial and economic activities necessary to achieve the goals set by the strategy of the university.

The management of CAIU and accredited EPs demonstrates the policy of openness, accessibility, transparency of decision-making, distribution of functions, contributes to the general culture, provides real positioning of university in the direction of its actions in meeting the needs of learners, faculty, employers and other participants. The results of the survey conducted by the EEC demonstrate 100% involvement of the teaching staff in the process of making managerial and strategic decisions of the university and EP.

Academic policy of the university (https://caiu.edu.kz/normatinye-document-po-org-uchebno-process-ru/), being a part of the strategic management of the university, is designed to ensure the quality of implementation of the Strategic Plan of University Development for 2024-2029, including planned target indicators, expected effect and results, necessary resources and a plan for their implementation by all EPs and structures.

The management of accredited EP carries out planning, implementation, monitoring and control, coordination and analysis in accordance with internal regulatory documents; improves the program in order to improve the quality of its activities to implement the set goals and directions, as well as identifies risks, finds ways to address them through the analysis and planning of activities that are documented in the Protocols of departments and faculties, etc. The content of the EP

is regulated and based on the normative documents of the Ministry of Education and Science of the Republic of Kazakhstan, professional standards "Teacher" (2022), etc. EP development plan and objectives are made on the basis of analysis of information that affects the quality of the content of programs: analysis of the results of the survey of satisfaction of learners, teaching staff, employers, educational and methodological support, material and technical base, etc.

The purposes of accredited EPs correspond to the interests of educational services consumers and sufficiently provide the expected level of professional training of graduates in accordance with the plan of educational programs development.

The management of accredited EPs responds to external reviews and feedback in order to implement qualitative changes within the programs, as evidenced by the reports of EG post-accreditation monitoring.

Development plans of accredited EPs are agreed with employers in the direction of training of students in the framework of educational programs. Representatives of interested groups are involved in the development of EPs: heads of departments, EPs managers, teaching staff, experienced on the direction of training, employers and learners.

During interviewing and meetings with the experts of the EEC, the management of the accredited EPs presented documents on training in the programs of education management. For example, the head of the department "Languages and Literature" Bakirova Sh.A., as well as the head of the department "BMTaPC" Aldabergenov N.A. took courses of advanced training on the program of education management https://cloud.mail.ru/public/z1cD/Mb1k9khuH

The survey of learners showed full satisfaction with the process of learning at the university and the quality of educational programs by 99%.

In general, during the EEC visit the university and accredited EPs management demonstrated their commitment to the fact that the progress achieved since the previous international accreditation contributes to the improvement of the quality of the educational process, and its results are taken into account during the current accreditation.

Analytical part

During the visit of CAIU the experts of EEC carried out a detailed analysis on the compliance of accredited EPs with the requirements of the modern education market, effective functioning of educational programs, uniqueness of EPs, oriented to learners and all participants in the educational service, as well as principles and methods of organization of learning, research and educational processes.

The management of the university and accredited EPs presented to the expert commission the evidence of diversity of material and technical provision of accredited EPs, satisfaction with the auditorium fund, library resources, availability of WI-FI connection etc.

The experts were given an opportunity to make sure of the functioning of the management mechanisms of the accredited EP 6B01704 "Kazakh Language and Literature", 6B01702 "Training of Teachers of Russian Language and Literature", 6B01705 "Foreign Language: Two foreign languages", 6B01404 'Physical Culture and Sport', 6B01401 'Training of teachers of basic military training' from the development to the approval of educational programs, systematic implementation of the policy of ensuring the quality of education, coherent activities of structural units and continuity of the development of EPs from accreditation to accreditation, continuous monitoring of the life and life support of accredited EPs, compliance with both state and internal regulatory documents governing the joint collaborative activity of all participants: management, teaching staff, learners, employers and other stakeholders implementing these programs, documentation of all processes. This is evidenced by the results of interviews and meetings with various groups implementing accredited EPs, positive results of the survey about satisfaction with the processes of input and development of the university in EPs practically in 96% of learners and 94% of the university teaching staff.

Also, the provisions of the self-evaluation report on the coordinated activity of accredited EPs with the development strategy, mission, vision and Strategic Development Plan of LLP CAIU

for 2024-2029 were confirmed https://caiu.edu.kz/strategicheskij-plan-razvitiya/, which is an indicator of readiness of the university and accredited programs to participate in the ratings of different levels as national, republican, sectoral, etc.

Interviews with the managers of accredited EPs, teaching staff, employers, learners and analysis of the submitted documentation showed the advantages of EPs 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: Two Foreign Languages", 6B01404 'Physical Culture and Sport', 6B01401 'Training of Teachers of Basic Military Training', ability to compete in the modern educational market, consistency with national development priorities and the development strategy of the university. However, a clear formulation of the uniqueness of accredited EPs would help to identify possible risks and solve the issues of competition in the labor market and educational market.

The university is associated as an innovative one according to the Strategic Development Plan, as well as the planned indicators for 2024-2029. However, the mechanisms and procedures for presenting innovations in the context of accredited EPs have not been developed, the innovation management system, as well as their analysis and implementation of innovative offers have not been demonstrated.

The experts paid attention to the decrease in qualitative and quantitative indicators of participation of learners, teaching staff of accredited educational programs in the participation in competitions of scientific projects, developments, initiatives of various levels during the reporting period. One of the reasons was defined as pedagogical orientation of accredited educational programs.

Strengths/best practice:
- the university has demonstrated the availability and effectiveness of management training on educational management programs through successful participation in various ratings and ensuring systematic work in the management of the educational program.

Recommendations:
- The management of university and EPs should include in the Development Plans of accredited EPs the indicators of innovation management: fixing of innovation offers, monitoring of realization, analysis and implementation by 01.05.2025.

Conclusions of the EEC on the criteria:

On the standard "Educational program management" for EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical Culture and Sport", 6B01401 "Training of teachers of basic military training", have strong - 10, satisfactory - 15, suggest improvements - 1

6.2. Standard "Information management and reporting"

● *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.*

● *The EP management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.*

● *The EP management demonstrates the availability of the reporting system, reflecting the activity of all structural subdivisions and departments within the framework of the EP, including the assessment of their performance.*

● *The University should determine the frequency, forms and methods of evaluation of the EP management, activities of collegial bodies and structural units, top management.*

● *The University should demonstrate the mechanism of information protection, including the definition of responsible persons for the reliability and timeliness of information analysis and data submission.*

● *The university demonstrates the involvement of learners, employees and teaching staff in the processes of collecting and analyzing information, as well as decision-making on their basis.*

● *The management of the EP should demonstrate the presence of communication mechanisms with learners, employees and other participants, including conflicts resolution.*

● *The University should provide measurement of the degree of satisfaction of the needs of teaching staff,*

personnel and learners in the framework of the EP and demonstrate evidence of elimination of the detected disadvantages.

● The University should assess the results and effectiveness of activities, including in the context of the EP.

The information collected and analyzed by the university within the framework of the EP should take into account:

● key measures of effectiveness;
● dynamics of the contingent of learners in the context of forms and types;
● level of academic performance, learners' achievements and expulsion;
● satisfaction of learners with the implementation of the EP and the quality of education at the university;
● accessibility of educational resources and support systems for learners;
● employment and career development of graduates.
● learners, personnel and teaching staff should document their consent to the processing of personal data.
● The management of the EP should facilitate the provision of all necessary information in the relevant fields of science.

Evidentiary part

CAIU uses modern information systems, information and communication technologies and software tools to adequately manage information.

Automated information system (AIS) "Platonus" deals with the internal information system of the university, regulating the flow of information in the directions of learning, education, schedules, personal offices of learners and teaching staff and other document flow

The university determines the amount of information to be collected, sources, frequency, time interval, and responsible persons for accuracy and timeliness.

The university has a system of collection, analysis and management of information on educational programs, which consists in regular monitoring of educational programs, analysis of the achievement of target indicators, conducting surveys of employers on the educational portal, graduates, faculty and students. The management of educational programs collects and analyzes the data obtained as a result of the survey and questionnaires to assess the system of quality assurance of education by indicators: the level of learners' performance; learners' satisfaction with the quality of implemented EPs; educational resources; AIS - statement and efficiency of CAIU activity; satisfaction of employers and demand for graduates in the labor market; compliance with the requirements of the results and objectives of the educational program, etc.

According to the University's quality management system, the University carries out planning and management, monitoring and analysis of the quality of the management system, management of documented information, internal audit, identification of discrepancies and corrective actions. Information management processes are regulated and implemented by the following internal regulatory documents: Processes Maps https://caiu.edu.kz/process-maps-ru/ Documented procedures https://caiu.edu.kz/documented-procedures/

The university has adopted ПД-31-21 Information Management Strategy, https://drive.google.com/file/d/1G_1LRJlDbvLz32xbiZKUsKyOexM8gUCi/view, which defines the requirements to information management as a set of information about the state of processes inside and outside the university. The University in accordance with ПД-31-21 Information Management Strategy, ПД-35-21 Public Awareness and ПД-28-21 Regulations on the official website https://caiu.edu.kz/operating-conditions-ru/ defines the procedure for the implementation of information flows and responsible persons for the reliability and timeliness of information analysis and data provision.

In order to manage relevant information and reporting, the university has an automated information system (AIS) "Platonus", which allows for the comprehensive automation of the educational process and is aimed at improving the internal quality assurance system. For each learner and staff member a personal account is provided, which allows to automate the main tasks of the university staff: learners can see the necessary information on the educational process, get remote access to the EMCD and tasks for current and final knowledge control, teachers can have classes in online mode, tracking the performance of learner's independent work.

To support educational programs at the university there are resources of the library complex: https://lib-caiu.kz/ru/ in which electronic textbooks and teaching aids are uploaded; information system of complex automation of libraries КАБИС (Kazakhstan Automated Library and Information System). On the basis of contracts there is access to the electronic catalog and book fund of the Turkestan branch of the Republican Scientific and Technical Library https://cloud.mail.ru/public/cG1D/uqyZvpWAM as well as access to the Republican Interuniversity Electronic Library https://cloud.mail.ru/public/jZDh/nzVJbeoEx. Teachers have access to the licensed service for organizing video-conferences and webinars Zoom.

There is an e-mail between the university departments, a bulletin board, etc. Information resources of the university: the official website of the University https://caiu.edu.kz/ accounts in social networks: WhatsApp - 8-702-3805556; VK - Hgtu Hgtu; FB - Оаiu Kz МГТИ; Youtube - HGTU KZ; Instagram -oaiu.kz. Modern software methods of data collection and analysis, MSEXCEL package of applied programs, built-in statistical tools, elements of correlation and regression analysis are used in conducting the survey.

The official website of the university and the updated interface reflects general information about the university as a whole, as well as about structural units, faculties and departments separately, and also covers the events taking place in the university. To fulfill its public mission, the management, teaching staff of accredited EPs, provide and publish on the website the necessary information about the implemented EPs 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: Two Foreign Languages", 6B01404 'Physical Culture and Sport', 6B01401 'Training of Teachers of Basic Military Training', results of educational, teaching and methodical, scientific, employment issues, educational activities of the department, achievements of teaching staff and learners: (https://caiu.edu.kz/kaferdra-ru/).

The educational process carried out by the teaching staff is also regulated on the Platonus platform, where learners can register for academic disciplines according to the schedule approved by the dean of the faculty; the selection of faculty is carried out, online lessons are taught if necessary, complaints are filed, conflicts are resolved, feedback is received, etc.

Monitoring of satisfaction with the quality of educational programs, disciplines of courses is carried out through a survey, questionnaires of all participants of the learning process. The results of the survey are processed and transferred to the departments and educational programs. The results and analysis of the survey are discussed at the meeting of the Rectorate and Academic Council of the University, at the meeting of the departments. The results of the survey analysis are published and reflected in the decisions on quality assurance of educational programs (https://caiu.edu.kz/polling-ru/).

According to the survey, more than 99% of faculty and students are satisfied with the quality of EP, more than 98% of students are satisfied with the quality and content of university websites, more than 98% of students are fully satisfied with information support and consultations before entering the university, etc.

In the context of accredited EPs 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical Culture and sport", 6B01401 "Training of teachers of basic military training" there is also a system of regular reporting, including the results and effectiveness of the department, its evaluation at the level of the university, individual plan of teaching staff. The academic policy of the university implies a system of reporting: academic, educational, research, etc. Reports as all documentation within the university are regulated by the relevant requirements.

Regular monitoring of information of the system of quality assurance of education and educational process includes such indicators as: contingent movement, monitoring of learners' progress, monitoring of learners' satisfaction with the implementation of accredited programs, quality of education, availability of educational resources, employment and career development of graduates. These processes are realized through the Platonus system both by certain structural units

separately and by the university as a whole.

All applicants are provided with mandatory access to self-registration on the University's website through the AIS Platonus system. The forms of the receipt of acceptance of documents for storage, application for admission are printed by the technical secretary after electronic registration of applicants or sent to the specified e-mail of applicants. Realization of procedures of processing of personal data of applicants is confirmed by creation of personal account. When creating a personal page, the data of the identity document ***https://caiu.edu.kz/priem-online/*** are required.

Contingent of students in the context of accredited EPs:

Academic year	2022-2023		2023-2024		2024-2025	
Form of education	full-time	full-time (shortened)	full-time	full-time (shortened)	full-time	full-time (shortened)
EP 6B01704 «Kazakh language and literature»						
Number of learners	320	137	325	144	345	92
Total	457		469		437	
6B01702 «Training of teachers of Russian language and literature»						
Number of learners	314	258	295	109	310	77
Total	572		404		387	
6B01705 «Foreign language: two foreign languages»						
Number of learners	726	378	647	352	778	295
Total	1104		999		1073	
6B01404 «Physical Culture and sport»						
Number of learners	736	62	630	62	713	114
Total	798		692		827	
6B01401 «Training of teachers of basic military training»						
Number of learners	60		84	18	114	11
Total	60		102		125	

The analysis of monitoring the contingent of learners in the context of accredited EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training" for the reporting period shows positive dynamics. Thus, the number of learners enrolled in accredited programs is gradually increasing, indicating the stable work of the university, the quality of educational services provided, the creation of conditions for successful life activity of the learning process at the university, etc.

Analytical part

As a result of analysis of compliance with the criteria of the standard "Information management and reporting" on accredited EPs 6B01704 "Kazakh language and literature", 6B01702

"Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training" the commission notes the following: in Central-Asian Innovation University there is a system of information management and reporting on enrollment, monitoring of academic performance, contingent movement, staffing, academic mobility of learners and teaching staff, monitoring the satisfaction of learners and teaching staff, interaction with employers, which is demonstrated in documented reports of department meetings, the university as a whole on a systematic basis. The system of document flow and internal accounting, control, periodicity of information monitoring is carried out through AIS Platonus, which allows to cover and process the necessary amount of information. The presented materials confirm the existence of a system of regular reporting, which includes the result and effectiveness of the activities of the department, accredited EPs and is based on the use of various methods of collecting, processing and analyzing information in the context of EPs. The department and accredited EPs provide data indicating the involvement of teaching staff, learners and staff of the university in the process.

All documentation: volume, sources, frequency of collected information, internal document flow between structural divisions and departments are regulated by internal regulations and job descriptions. The Platonus system, according to visual inspection and the results of interviewing learners and teaching staff, reduces the system of flow of collection, processing and movement of information. The university regularly conducts surveys of learners, teaching staff, employers, based on the results of which appropriate measures are taken to eliminate deficiencies. The information and communication system and other technologies are used with the required degree of effectiveness. For successful operation of the system, the university's computer base is systematically updated and equipped with licensed material. The results of interviews and data analysis during the visit showed that in the context of the accredited EPs 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training" there is an unsystematic organization of collecting and processing information on the indicators of which are not sufficiently defined. contingent movement, monitoring of employment of learners, analysis of practice bases and communication with employers and other stakeholders, the presence of external examinations and assessment of the effectiveness and results of actions. This aspect is the reason for the lack of precise indicators and performance indicators of the activities of the accredited educational programs when collecting and processing information in the Development Plans of the accredited educational programs. At the same time, the majority of the surveyed learners expressed satisfaction with the system support and availability of survey results, etc., all 37 respondents from among the teaching staff responded about receiving information in a timely manner. The survey data are confirmed by the results of interviews, conversations with learners and teaching staff, stakeholders during the work of the EEC at the university. The management of the accredited educational institutions systematically use processed, adequate information in order to identify an analysis of the current prospective need for specialists in various training profiles, expand direct communication between the department and employers, receive feedback from employers, identify information on additional professional requirements of employers for graduates, general educational and personal qualities of graduates. The University Graduates Association is involved in the activities of the university, the activities of which are aimed at uniting the interests of university graduates.

Strengths/Best Practice:
Not identified for this standard.
- *Recommendations:*
-The management of the university and accredited EPs should define and include in the Development Plan the key performance indicators of the collected and analyzed information in the context of EPs, as well as to find a possibility to reflect on the pages of the website until 01.05.2025.

EEC conclusions on criteria:

On the standard "Information Management and Reporting" for EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training", have strong - 0, satisfactory - 17, suggest improvements - 0

6.3. Standard "Development and approval of educational program"

● *The university should demonstrate the existence of a documented procedure for the development of the EP and its approval at the institutional level.*

● *The university should demonstrate the compliance of the developed EP with the established objectives and planned learning outcomes.*

● *The management of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes.*

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

● *The qualification awarded upon completion of the EP should be clearly defined, explained and correspond to a certain level of the National System of Qualification, QF-EHEA.*

● *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, its modules (in terms of content and structure) correspond to the set objectives with a focus on achieving the planned learning outcomes.*

● *The management of the educational program should ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of education (bachelor's, master's, doctoral).*

● *The management of the educational program should demonstrate that external expertise of the educational program have been conducted.*

● *The management of the educational program should provide evidence of the participation of learners, teaching staff and other stakeholders in the development of the educational program and ensuring its quality.*

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

● *An important factor is the possibility of preparing learners for professional certification.*

● *An important factor is the availability of a double-degree educational program and/or joint educational programs with foreign universities.*

Evidentiary part

The implementation of the accredited educational programs 6B01704 "Kazakh Language and Literature", 6B01702 "Training of Teachers of Russian Language and Literature", 6B01705 "Foreign Language: Two Foreign Languages", 6B01404 "Physical Culture and Sport", 6B01401 "Training of Teachers of Basic Military Training" is aimed at developing the professional competence of future graduates who meet the qualification framework of the bachelor's degree and satisfy the needs of the labor market. The development and approval of educational programs is carried out in accordance with the approved internal regulations, including the "Procedure for the Development, Expertise and Approval of Educational Programs". To create and update the educational program, reference materials are used, such as the "Guide to the Development of Educational Programs" and instructions for updating the educational program in the Register. These materials are approved by orders of the management (for example, order No. 737 dated June 2, 2022), which guarantees the compliance of the EP with the requirements of the State Educational Standard and MACs. The programs are structured taking into account the continuity and rational distribution of disciplines across semesters, which optimizes the students' academic workload. The University has systematically organized the definition and documentation of the procedure for developing EPs and their approval. The goals and principles of developing the EP are aimed at creating new and innovative training programs that are unique and relevant to the modern educational space of the Republic of Kazakhstan, as well as in accordance with the National Qualifications Framework (NQF, SQF), professional standards, are aligned with the Dublin descriptors, the European Qualifications Framework and are focused on learning outcomes.

The University has approved the existing types of curricula: the curriculum of the EP in the direction, the passport of the EP, including a list of disciplines of the cycles BD, CD, University

component, component of choice (elective disciplines), which are developed on the basis of the standard curriculum in the direction of the EP for the entire period of study, the State Compulsory Education Standards and the Rules for the Organization of the Educational Process for Credit Technology of Education, as well as taking into account the wishes of learners, employers, and teaching staff. In accordance with the State Educational Standard of the Republic of Kazakhstan, the curricula maintain the ratio of the volume of credits of disciplines of the cycles BD, CD according to ECTS. All goals and objectives are determined by the regulatory documents of the Republic of Kazakhstan: the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 (Resolution of the Government of the Republic of Kazakhstan dated December 27, 2019 No. 988), the Strategy "Kazakhstan-2050", the Laws on Education of the Republic of Kazakhstan, the Orders of the Ministry of Education and Science of the Republic of Kazakhstan. For each accredited educational program, a catalog of elective disciplines has been developed in accordance with the wishes of employers, teaching staff and learners, reflecting the electiveness and focus of preparation for additional education, trajectories, and also published on the faculty website. The list of elective disciplines for each educational program is formed at department meetings with the obligatory participation of representatives of employers and learners. This helps to adapt the programs to the real requirements of the labor market and the professional environment. For example, in the development and approval of the EP, the following employers act as external stakeholders under EP 6B01704 "Kazakh Language and Literature": Director of K. Spatayev IT School-Lyceum No. 7 R. Almahankyzy, Director of the private school "Parasat AJ" Nurkeshova B.B.; under EP 6B01705 "Foreign Language: Two Foreign Languages": Director of A.S. Makarenko School-Lyceum No. 41 Sarymsakova A.A.; under EP 6B01702 "Training of Teachers of Russian Language and Literature": Director of School-Gymnasium No. 38 Zhusupova A.S., Director of Comprehensive School No. 14 Baibosynova G.S.; EP 6B01401 - "Training of teachers of basic military training" Director of School-Gymnasium No. 75 Orazbaeva A.D.

The developed EP must undergo internal and external examination. The examination of the EP at the Central Asian Innovation University is carried out in accordance with the Regulation "Examination of educational programs" ПД-05-21 dated March 26, 2021, and is based on the principles of transparency, objectivity, and systematic organization of expert work. Program reviewers make suggestions for updating the content of the programs, which allows them to be adapted to the new requirements of the education system. Changes in elective disciplines are discussed at the educational and methodological council of the university.

The goals and objectives of the accredited EPs correlate with the planned learning outcomes that reveal the key competencies of future graduates of the EP. The list of courses corresponds to the direction of training specialists, demonstrates logic, continuity and corresponds to the pre- and post-requisites of the disciplines.

The inclusion of disciplines aimed at the formation of professional and universal competencies, such as communication, IT skills, entrepreneurial and organizational and managerial abilities, makes the programs relevant to modern challenges. For example, based on the recommendations of employers in 2024, in the CED for EP 6B01404-Physical Culture and Sport, changes were made to the content of the discipline "Organization of professional and commercial sports and healthy lifestyle", "Information technology of physical Culture" in EP 6B01401-Training of teachers of basic military training, the discipline "Information technology", "Office work in the Republic of Kazakhstan" in connection with the updating of the curricula of secondary schools. Interested parties are involved in developing the requirements for professional practice for the accredited educational programs 6B01704 "Kazakh Language and Literature", 6B01702 "Training of Teachers of Russian Language and Literature", 6B01705 "Foreign Language: Two Foreign Languages", 6B01404 "Physical Culture and Sport", 6B01401 "Training of Teachers of Basic Military Training", conducting a survey and questionnaire among employers. The survey of teaching staff showed that the content and the educational program as a whole meets their scientific and professional interests and needs, 85.9% (61 people) of respondents rated it as "very good" and 14.1%

(10 people) as "good". To the question "What attention does the management of the educational institution pay to the content of the EP?" 80.3% (57 people) of respondents answered "very good" and 19.7% (14 people) - "good".

The management of the EP operates on the principles of openness and accessibility for learners, teaching staff and employers. Information about the departments, contact information of the teaching staff is posted on the university website https://caiu.edu.kz/

The organization and conduct of professional practice at the University is carried out in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 107 dated January 29, 2016 (as amended in 2018, order No. 521); University Rules "Organization and conduct of professional practice" (ПР-05-21 dated March 26, 2021). Types of internships provided by educational programs: educational internship, psychological and pedagogical internship, pedagogical internship. pre-graduation internship.

The assessment of the internship is carried out on the basis of the following documents: (a written report prepared in accordance with the established requirements, a review of the internship supervisor from the educational institution and enterprise, a diary of the internship, a public defense of the report). Experienced teachers whose qualifications correspond to the profile of the educational program are appointed as internship supervisors. For example, for the educational program "Physical Culture and Sport": B.A. Turakulov (Secondary School No. 119 "Mayatas"), Zh.T. Alzhanova (M. Zhumabaev Secondary School No. 39), M.A. Zhilkibaev (Youth Sports School No. 20).

The educational programs of accredited programs ensure international recognition and promote academic mobility of learners and teachers. Work is underway to create joint educational programs with foreign universities, such as Tambov State University (RF) and Kuban State University of Physical Culture, Sports and Tourism. The University has concluded agreements with countries of the near and far abroad - G. Derzhavin Tambov State University (RF, Tambov), Pan-European University "Apeiron" (Bosnia and Herzegovina), Jalal-Abad State University (Kyrgyzstan, Jalal-Abad), Private Educational Institution of Higher Education "S. Yu. Witte Moscow University" (Russia, Moscow), Azerbaijan University of Languages (Azerbaijan, Baku), etc. Based on the choice of the educational trajectory of learners, an individual curriculum is developed. On the Platonus platform, learners get acquainted with the specified disciplines, number of credits, semester, teachers and sign the curriculum. The curriculum is annually reviewed and updated in terms of content, working curriculum, list of elective courses, practical pedagogical and research programs, taking into account the needs of learners, employers, and teaching staff. The working curriculum is revised and approved at the end of the academic year.

In order to harmonize with the content of the educational programs of leading Kazakh and foreign universities, the university provides for academic mobility. Thus, according to the educational program 6B02302 "Translation Studies (English, German/Chinese)", harmonization was carried out in the disciplines of the educational program Translation Studies (Vilnius, Lithuania), as a result of which, within the framework of the Agreement (for 2023-2028) on cooperation, double-degree education is carried out (the program is uploaded to the Unified State University of Higher Education).

In general, according to this standard, the members of the EEC were provided with all materials.

Analytical part

During the visit the management of accredited EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training" were presented all materials related to both the educational process and documentation supporting the process of formation, development, approval and revision of the EP.

Along with the curricula of the educational programs, syllabi of disciplines, passports of the

accredited educational programs, individual educational plans of learners, catalogs of elective disciplines, the commission got acquainted with the regulatory documentation confirming the availability of reviews of the accredited educational programs from employers; with practice databases, development plans of the accredited educational programs, certificates of the teaching staff, learners, individual plans of the teaching staff, a plan for advanced training of the teaching staff of the educational program; orders for approval of topics of diploma theses, folders of learners' achievements.

The management of the accredited educational programs and the teaching staff demonstrated to the EEC the procedure for the formation, development and approval of the educational program, documentation representing recommendations and reviews of external experts. Nevertheless, for the successful implementation of the quality policy of education, comprehensive coverage of modern scientific achievements in the direction of training specialists, with modern requirements of the labor market, etc., it is necessary to have a critical vision of various external experts.

The commission was presented with documents confirming the diversity of elective disciplines, a catalog of elective disciplines and trajectories for the accredited educational programs. However, the long-term implementation of the programs has not demonstrated the possibility of certification and additional education for the accredited educational programs. The presence of innovative areas in the content of the educational program would allow updating the educational program in accordance with new professions in the region and the country as a whole.

In the implementation of the accredited educational programs, the necessary integrity is generally ensured, combining the required ratio between the theoretical and practical components of the educational process.

The movement of the contingent for the accredited programs as a whole has positive dynamics within the regional university. However, a clear presentation of the Graduate Model, published on the university website, could possibly become another tool for increasing the motivation of applicants.

The commission had the opportunity to verify the transparency of the entire process of approval and management of the accredited educational programs together with employers, teaching staff and learners.

The university pays special attention to international cooperation and harmonization of the educational program with the educational standards of foreign and domestic universities. Despite the achieved results, it seems advisable to deepen the integration of accredited educational programs with similar programs of both foreign and Kazakh universities. Since the harmonization of educational programs is strategically important for increasing the competitiveness of the university, ensuring academic mobility and expanding international cooperation, which will ultimately lead to the growth of its academic reputation. Updating the list of literature in the working programs of disciplines and practices of educational programs (EP) is an important condition for ensuring their relevance, compliance with modern scientific achievements and the requirements of educational standards. However, the analysis of the working programs of disciplines and practices of accredited educational programs revealed that outdated publications prevail in the list of used literature. For example, for the accredited educational programs 6B01704 "Kazakh Language and Literature", 6B01702 "Training of Teachers of Russian Language and Literature", 6B01705 "Foreign Language: Two Foreign Languages" the list of literature is dominated by publications that do not correspond to modern trends in teaching languages, including the communicative approach, the introduction of digital technologies and the development of intercultural competence. The works of domestic and foreign authors devoted to modern methods of teaching the Kazakh language, current problems of literary analysis, as well as modern genres of Kazakh literature are little used. For EP 6B01705 "Foreign Language: Two Foreign Languages", there is a lack of a sufficient number of relevant teaching aids from leading foreign publishers (Oxford, Cambridge, Pearson, etc.), widely used in international practice of teaching foreign languages. The outdated literature does not take into account changes in international examination systems such as IELTS, TOEFL and updated requirements for language training.

When analyzing the content of the educational program 6B01404 - "Physical Culture and Sport" it was revealed that the goals and objectives of some sports disciplines, such as gymnastics, track and field athletics and others, are formulated incorrectly and not specific enough. Also, when studying the documentation of the department it was found that there is no discipline "Swimming with teaching methods" or "Swimming" in the catalog of elective disciplines. Taking into account that this sport is included in the school program of physical culture, the experts consider it appropriate to include the basics of swimming in the educational process.

In general, the Commission noted the transparency of the educational program development procedure, including the participation of all participants: developers, teachers, learners and representatives of other subjects of the educational process.

Strenghts/best practice:
Not identified for this standard.
Recommednations:
- the management of the EP should publish the Graduate Model for the accredited EPs, as well as the assigned qualification on the official website of the university by 09/01/2024 in order to resolve the issue of motivation and attract more learners;
- consider the possibility of preparing learners for professional certification by 06/01/2025;
- the management of the accredited EPs should consider the possibility of harmonizing the cluster EPs with similar EPs of foreign and Kazakhstani universities in order to further expand the academic mobility of learners. Carry out work on coordinating the EPs with partner universities during the 2025-2026 academic year;
- the management of the EP should develop a format and criteria for examination for compliance of learning outcomes with the future professional activities of EP learners, as well as eliminate formalism in conducting external examinations of the EP. Deadline until 09/01/2025; - update the list of literature in the work programs of disciplines and practices of the EP taking into account the achievements of the domestic and foreign scientific field. The update period is annual.
- the EP management should include the discipline "Swimming with teaching methods" in the catalog of elective disciplines of EP 6B01404 "Physical Culture and Sport", since this sport is included in the optional part of the curriculum for physical education for comprehensive schools by 01.05.2025.
- the EP management should review the content of the goals and objectives of sports disciplines, more accurately disclose the description of disciplines under EP 6B01404 "Physical Culture and Sport" by 01.05.2025.

Conclusions of the EEC on the criteria:
According to the standard "Development and approval of educational program" EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training" ***have strong - 0, satisfactory - 10, suggesting improvement - 2***

6.4. Standard "Constant monitoring and periodic evaluation of educational programs"
● *University should ensure the revision of the content and structure of the EP taking into account the changes in the labor market, employers' requirements and social demand of the society.*
● *The University should demonstrate the existence of a documented procedure for monitoring and periodic evaluation of the EP in order to achieve the EP goal. The results of these procedures are aimed at continuous improvement of the EP.*
● *Monitoring and periodic evaluation of the EP should consider:*
● *program content in the context of the latest achievements of science and technology in a particular discipline;*
● *changes in the needs of society and professional environment;*
● *workload, progress and graduation of learners;*
● *the effectiveness of learner assessment procedures;*
● *the needs and satisfaction of learners;*

● *the relevance of the educational environment and support services to the objectives of the EP.*

● *All participants must be informed of any actions planned or taken in relation to the EP. All changes made to the EP should be publicized.*

● *Support services should identify the needs of different groups of learners and the degree of their satisfaction with the organization of learning, teaching, assessment, learning of the EP as a whole.*

Evidentiary part

The university has an organized procedure for evaluating educational programs, regulated by internal regulatory documents. The content of educational programs, curricula, composition and content of curricula, syllabi, programs of educational, industrial, research practice are annually reviewed and updated. The revision and updating of curricula is carried out during the academic year by the heads of the educational program, the dean, together with the teaching staff. In order to improve the quality of the organization of the educational process, monitoring of the quality of the implementation of the educational program is systematically carried out, taking into account the proposals of learners participating in the process of selecting and forming the list of elective disciplines, developing the topics of graduation papers, as well as the opinions and proposals of learners based on the results of professional practices, proposals of the chairmen of the State Attestation Commission. The subject of monitoring and periodic assessment of the activities of the educational program are the goals, content, learning outcomes, resources, the contingent of learners, as well as the external conditions for the implementation of the educational process. All academic achievements, changes, movements related to the revision of the content of educational programs, the results of questionnaires and surveys of learners, employers, teaching staff on satisfaction with the implementation of the EP, etc. are registered, entered and reflected in the Platonus platform database.

Direct communication with applicants and learners of the university is also carried out through accounts on social networks Facebook, Instagram, thereby regularly carrying out work to promote the image of the university and the educational programs implemented at the university.

The university has established a practice of assessing the quality of the implementation of educational programs. The mechanisms for assessing accredited EPs are mutual attendance of classes, open classes of the faculty according to the plan, discussions at the Faculty Council, questionnaires, sociological surveys of participants in the educational process, reviews of external practice managers, reviewers of graduate works (diploma, doctoral dissertations). The conduct of classes is controlled by an automatic system of the dispatch service, as well as accountable departments and services of the university. The university and the management of the accredited educational programs systematically review the content of the educational program taking into account the needs of various groups of learners, their level of satisfaction with the organization of training, teaching, assessment, and mastering of the educational program as a whole. During interviews with graduates and employers of the accredited educational programs, the members of the EEC were provided with supporting information on the participation of stakeholders in the assessment of the content of educational programs.

Analytical part

The analysis of the studied documents during the visit of the EEC, as well as the results of interviews with learners, teaching staff, graduates and employers allowed us to draw the following conclusions: accredited EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: Two Foreign Languages", 6B01404 'Physical Culture and Sport', 6B01401 'Training of Teachers of Basic Military Training' reflect the sequence of study of disciplines in accordance with their continuity and interrelation.

The analysis showed that the university adheres to a multi-level monitoring system, including the following areas: monitoring the current academic performance of learners; monitoring the quality of teaching disciplines; monitoring learner satisfaction; taking into account the needs of the professional environment. However, it is necessary to pay attention to the effectiveness of

feedback (feedback to learners on the assessment results needs to be standardized and more prompt); as well as to the involvement of learners in the assessment procedures, taking into account the individual characteristics of learners.

The university has a successful learner support service, as well as tutoring, advising, supervision and mentoring mechanisms among the teaching staff.

Informing about changes in the EP is carried out at meetings of departments, educational and methodological councils, the Academic Council of the university. Also, interested parties are informed about upcoming meetings on issues of reviewing the EP by means of communication (mobile communications, e-mail). However, the EEC commission notes the absence of a mechanism for informing all interested parties about any planned or undertaken actions in relation to the EP on the university website, the EP management does not publish information about changes made to the EP, and during meetings with focus groups, interested parties also confirmed the absence of systematic information about changes through the website.

According to the survey results, 83.7% (170 people) of learners consider the content of the EP to be of high quality. 66.2% (47 people) of the teaching staff believe that the content and quality of the EP implementation meets the expectations of the labor market and the employer. Nevertheless, interviews with graduates and learners demonstrated their wishes for the introduction of additional disciplines that allow flexible adaptation to the labor market. In general, the compliance of all EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training" with the criteria of this standard was confirmed during meetings and interviews.

Strenths/the best practice:
Not identified for this standard
Recommendations
- the management of the EP should take control over the publication of reliable information about the changes in the EP in order to inform interested parties. Deadline - permanently;
- to introduce a system of formative assessment, which will include regular feedback at all stages of training until 01.09.2025.

EEC conclusions on criteria:
According to the standard "Constant monitoring and periodic evaluation of educational programs" EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training" ***have strong - 0, satisfactory -9, suggests improvement - 1***

6.5. Standard "Learner-Centered Education, Teaching, and Learning Evaluation"
● *The management of the educational program should ensure respect and attention to various groups of learners and their needs, providing them with flexible learning paths.*
● *The management of the educational program should ensure that teaching is based on modern achievements of world science and practice in the field of study, using various modern teaching methods and assessment of learning outcomes that ensure the achievement of the educational program goals, including competencies and skills for performing scientific work at the required level.*
● *The management of the educational program should determine the mechanisms for distributing the educational workload of learners between theory and practice within the educational program, ensuring that each graduate masters the content and achieves the educational program goals.*
● *An important factor is the availability of its own research in the field of teaching methods for the educational program disciplines.*
● *The university should ensure that the learning outcomes assessment procedures correspond to the planned educational program results and goals.*
● *The university should ensure consistency, transparency and objectivity of the educational program learning outcomes assessment mechanism. The criteria and methods for assessing learning outcomes should be published in advance.*

● *Assessors should be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.*

● *The EP management should demonstrate the existence of a feedback system on the use of various teaching and assessment methods.*

● *The EP management should demonstrate support for learners' autonomy with simultaneous guidance and assistance from the teacher.*

● *The EP management should demonstrate the existence of a procedure for responding to learner complaints.*

Evidentiary part

The Central Asian Innovation University (CAIU) actively implements a learner-centered approach in the educational process, focusing on the needs of learners. This is expressed in the flexibility of educational trajectories, the use of modern teaching and assessment methods, as well as the integration of innovative technologies. This approach provides equal opportunities for learners and contributes to the formation of their professional competencies. Each learner has the opportunity to create IEP, which allows taking into account the characteristics and interests of learners. The IEP is compiled on the basis of the WAC and the catalog of elective disciplines (CED), available in the state and Russian languages. The IEP includes elective disciplines, which gives learners the opportunity to independently determine their educational trajectory. The educational programs use interactive methods such as business games, trainings, discussions and gamification. Teachers regularly hold open classes and seminars where they share their experience in implementing innovative approaches (Gamification in education (Dauletalieva D.M.); Use of ICT in English lessons (Shoymanova M.B.); Teaching methods in the field of physical culture and sports (Sapakhov D.A.).

The University provides access to an electronic library, departmental electronic textbooks and automated educational process management systems, including the AIS "Platonus". The content of educational materials is identical in both languages of instruction, which eliminates language barriers.

The criteria and methods of assessment are communicated to learners in advance and included in the syllabuses. Academic performance is monitored through current, midterm and final assessments using digital platforms (AIS "Platonus"). Intermediate learning outcomes are analyzed, which allows for prompt adjustments to the educational process. For example, in the case of systematic low academic performance in individual disciplines, their content, teaching methods and assessment criteria.

University teachers regularly take advanced training courses (72 hours) at the national and international levels. In 2022–2024, 93 teachers improved their qualifications, which is documented.

The Departments of Languages and Literature and BMTaPC are actively developing and implementing their own teaching technologies. The results of the teachers' scientific research are regularly published in the form of teaching aids, for example: Ways to Develop Communicative Competence in the Higher Education System (Tazhibaeva Zh.Sh.); Effectiveness of CLIL in Foreign Language Lessons (Osymova G.U.). The implementation of these materials helps to improve the quality of the educational process.

The rector's blog operates on the university's website, where learners can ask questions and make suggestions for improving the educational process. The University provides equal opportunities for learning, implements modern teaching and assessment methods, actively uses information technologies and maintains the qualifications of the teaching staff. These measures contribute to the formation of learners' professional competencies and meet the requirements of the modern educational environment.

Analytical part

The information provided in the self-report in the context of this standard was mostly confirmed during the EEC visit.

Accredited EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical Culture and Sport", 6B01401 "Training of teachers of basic military training" provide equal opportunities for learners in the field of accessibility, choice, needs and opportunities.

Teachers of accredited EPs create the most favorable conditions for learners to master disciplines, courses, to obtain academic degrees. The systematic development and introduction of modern teaching methods is presented, the work on revealing the level of learners' satisfaction with the places and organization of practical training is reflected. However, the Commission notes the insufficient introduction of modern scientific research and technologies in the educational process, weak integration of practice-oriented methods (cases, project-based learning).

During the questionnaire survey of learners conducted within the framework of the EEC visit, the learner-centered nature of training in the cluster EP was confirmed. Thus, the number of learners who are satisfied (fully or partially) with the availability of guidance is 82.3% (167 people) of the total number of respondents; satisfaction with the availability of counseling, in general, is 80.3% (160 people), satisfaction with teaching methods is 84.7% (172 people).

Streneths/the best practice:
Not identified for this standard

Recommendations:
- the management of accredited EP and teaching staff should develop and implement their own research in the field of teaching methodology of academic disciplines, as well as to prepare scientific and methodological publications on the direction of training, focusing on the principles of learner-centered. The deadline is till 2026.

- to strengthen the use of active teaching methods and information technologies in the management of accredited educational programs and teaching staff. To update the syllabuses, including modern teaching methods and technologies, and to ensure their availability on the university website and on the pages of the relevant departments to attract potential applicants. The deadline is 01.09.2025.

- to increase the share of practical training of learners by expanding the interaction with practice bases and introducing more active forms of professional orientation, including master classes, internships and industry projects. The deadline is 01.09.2025.

- to modernize the system of assessment of learners' academic achievements by introducing independent knowledge control and unified assessment criteria. The deadline is 01.09.2025.

Conclusions of the EEC on criteria:
According to the standard "Learner-centered education, teaching and learning evaluation" EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training" *have strong - 0, satisfactory - 9, suggests improvement - 1*

6.6. Standard "Learners"
● *The university should demonstrate the policy for forming the contingent of learners and ensure the transparency of its procedures. The procedures regulating the life cycle of learners (from admission to completion) should be defined, approved, published.*
● *The management of the educational program should provide for special adaptation and support programs for newly admitted and foreign learners.*
● *The university should demonstrate the 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 learners, as well as the results of additional, formal and informal training.*
● *The university should provide an opportunity for external and internal academic mobility of learners, as well as assist them in obtaining external grants for university studies.*

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

● *An important factor is the presence of a mechanism for supporting gifted learners.*

● *The university should demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centers on Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications.*

● *The university should provide learners with internship places, demonstrate the procedure for facilitating the employment of graduates, maintaining contact with them.*

● *The university should demonstrate the procedure for issuing graduates with documents confirming the qualification received, including the achieved learning outcomes.*

● *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 actually in demand in the labor market.*

● *The management of the EP should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.*

● *An important factor is the existence of an active association/union of graduates.*

Evidentiary part

The policy for forming the contingent of learners at CAIU is documented and published on the official website of the university, based on the principles of transparency and openness. Information about the admission rules can be found on the university website https://caiu.edu.kz/adminssions-ru/.

In order to improve the quality of admission, the university implements various events to orient applicants. They carry out trips to schools in various cities and regions of the country, and hold "Open Days". Explanatory work is carried out on issues of forming the contingent, the rules for admission to the university. Relevant information on admission to study in accredited educational programs is posted on the university website and in social networks.

The educational process for admitted learners begins with an orientation week, meetings are held to familiarize them with the university, the mission and objectives of the university, the rules of study, current, midterm, final certification of knowledge, rules for using the library, living in a dormitory, etc. The introductory period is supervised by the head of the Department of Languages and Literature, PhD, Professor Sh.A. Bakirova and curators and the head of the Department of "BMTaPC", PhD Aldabergenov N.A.

Pedagogical and educational work at the Central Asian Innovative University is carried out in the following main areas: civic-patriotic education; holding traditional events; crime prevention, the fight against drug addiction, smoking and alcoholism, a healthy lifestyle (HLS); spiritual and moral education, etc. The CAUI self-assessment report on accredited educational programs contains a structured description of the documents issued based on the results of training at the university, confirming the qualification obtained, including the results achieved in the learning process. CAUI has developed and applies a mechanism for recognizing the results of academic mobility of learners, as well as the results of additional, formal and informal training. The academic mobility program for learners is carried out within the framework of bilateral treaties and agreements between the Central Asian Innovation University and partner universities. The full list of foreign partner universities is available on the university website: https://caiu.edu.kz/otdel-mezhdunarodnyh-svyazej-i-akademi/. As part of academic mobility, CAUI annually sends learners to educational institutions in the near and far abroad. In the period from 2021 to 2024, the following learners completed academic mobility training in EP 6B01704 Kazakh Language and Literature, 6B01702 Training of Teachers of Russian Language and Literature: 1 external-outgoing, 13 internal-incoming, 10 internal-outgoing; in EP 6B01705 Foreign Language: two foreign languages, respectively, 1 external-outgoing - 1, 5 external-incoming, 6 internal-outgoing. In EP 6B01404 Physical Culture and Sports, 18 - internal-outgoing and 3 internal-incoming.

The relevant recognition procedures are based on the institutional practice of recognition in accordance with the principles of the Lisbon Recognition Convention and cooperation with other institutions, quality assurance agencies and national ENIC/NARIC centers in order to ensure consistent recognition throughout the country. One of the mandatory requirements of the Bologna Process, implemented at CAIU, is the issuance of Diploma Supplement in addition to the main

educational document. This supplement is designed to ensure transparency and international recognition of qualifications.

The management of the accredited EP pays special attention to the issues of organization and monitoring of practical training and employment of university graduates.

So, in the part of organization of practices, the university carries out systematic work. Necessary programs and other documents (syllabuses, practice diaries, schemes of reports, instructions for working with documents, agreements with practice bases, orders on sending to practice, documents on occupational health and safety) are introduced and provided for by the curricula of accredited EPs.

Within the university the Career Center deals with the issues of employment of graduates and interaction with employers.

Employment of graduates

Name of the EP	Total graduates / Employed		
	2020-2021	2021-2022	2022-2023
EP 6B01704 "Kazakh Language and Literature"	50%	71,25%	64,56%
6B01702 "Training of Teachers of Russian Language and Literature".	97,3 %	60 %	63,51 %
6B01705 "Foreign language: two foreign languages"	51,1 %	63,78 %	73,91 %
6B01404 "Physical Culture and Sport"	46,29%	61,11%	65,13%
6B01401 "Training of Teachers of Basic Military Training"		64,29%	63,41%

EEC notes a high percentage of graduates' employment in accredited EPs and positive feedback from the representatives of employers who participated in the interviews with EEC members. These facts suggest that the graduates of accredited programs have the knowledge and skills demanded in the labor market.

The survey showed that the learners positively assess the quality of the educational program 83.7% (170 people). To the question "The management of the educational program is quick to provide feedback on the educational process" answered "very well" 85.2% of respondents (173 people), to "Objectively assess the knowledge, skills of learners" 86.2% (175 people).

Analytical part

The Central Asian Institute of Management has created conditions for external and internal mobility of learners of the educational program. To develop interaction between internal and external mobility, memorandums have been concluded and agreements have been drawn up with partner universities.

At the same time, the analysis of interviews with the management of the educational program and learners conducted by the EEC during the visit showed that for 2021-2023, the implementation of outgoing academic mobility programs for learners is, in some cases, isolated and episodic, with a complete absence of external academic mobility of learners.

During the interview with learners, it was shown that their stimulation for self-education and development outside the main educational program is associated with the functioning of the "Young Poet", "English Club", "Kyran" circles.

The analysis of the educational process and extracurricular activities of learners of the accredited educational programs shows a low level of learner involvement in national competitions of scientific projects, international youth initiatives, Start-Up projects and professional Olympiads. During interviews with learners, it was established that learners lack motivation to participate in competitions and projects. The absence of a system of moral and material incentives reduces their interest and activity. In addition, the commission found that both learners and teachers are not sufficiently aware of available competitions, olympiads and startups, their conditions and benefits of participation, which limits the involvement of learners in such events. The EEC Commission believes that the low level of participation of learners of accredited educational institutions in national and international competitions, projects and olympiads is due to the lack of a systematic approach to organizing this work. Solving the problem requires the implementation of a set of measures, including increasing the motivation of learners, active participation of teachers in their preparation, improving information about participation opportunities, as well as the development of effective incentive mechanisms. These steps will increase learner involvement, develop their professional and personal competencies, and strengthen the image of the educational program. Inclusion of indicators of expanding opportunities for informal and additional education in educational programs is a necessary step to ensure their relevance. During the work of the EEC, it was revealed that the accredited educational programs lack such indicators, which is a shortcoming. Given current trends in the labor market and changes in the Atlas of New Professions, it is necessary to integrate these indicators into the content of the educational program. This will allow more effectively preparing learners for in-demand professions, developing their additional practical skills and increasing their competitiveness in the labor market.

The management of EP 6B01404 - "Physical Culture and Sport" provides all kinds of support to active athletes. The Academy provides social support in the form of academic grants, discounts on tuition and dormitory accommodation for learners with high performance in sports, education, research, as well as those who are included in the preferential category of groups.

Among the learners, there are learners participating in the Summer Olympic Games. There are learner-athletes in the EP 6B01404 "Physical Culture and Sport" exempt from tuition fees. Many learners have a 50% discount on tuition, some receive a scholarship.

The EEC notes that maintaining relationships with graduates is an important mechanism for organizing feedback with the professional community working in the real sector of the economy. Active involvement of graduates in the events held by the university, acceptance of their points of view and experience, the use of such a powerful resource of loyalty contributes not only to the development of objectivity in assessing the directions of strategic development of the university, but also to the formation of a positive public opinion about the university and its image. However, during the visit of the EEC, when interviewing graduates of the accredited EPs and representatives of employers, episodic inclusion of the Alumni Association in the process of implementing the EP was revealed.

Strengths / the best practice:
- availability of a system of support for gifted learners of the EP 6B01404 - "Physical Culture and Sport".

Recommendations:
- the management of university and accredited EPs should expand the range of universities and educational organizations for the implementation of external and internal academic mobility of learners by fields of study until 2026;

- the management of EP should develop and implement effective ways to monitor the employment and professional activity of graduates of EP in order to improve the dynamics of employment in the region and the country until 2027;

- the management of the EP should actively involve the learners of the accredited EP to participate in national competitions of scientific projects, international youth projects, Start-Up and professional Olympiads until 2026;

- the university management should include in the content of the EP development indicators of expanding the range of opportunities for non-formal and additional education for the learners of the EP taking into account current trends and changes in the labor market and the Atlas of new professions until 2026.

According to the standard "Learners" for EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training", have strong - 1, satisfactory - 10, suggest improvements - 1.

6.7. Standard "Teaching staff"

● *The university should have an objective and transparent personnel policy in the context of the educational program, including hiring (including invited teaching staff), professional growth and development of personnel, ensuring the professional competence of the entire personnel.*

● *The university should demonstrate that the quality of the teaching staff composition corresponds to the established qualification requirements, the university strategy, and the goals of the educational program.*

● *The educational program management should demonstrate the change in the role of the teacher in connection with the transition to learner-centered education and teaching.*

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

● *The university should attract specialists from relevant fields to teaching, who have professional competencies that meet the requirements of the educational program.*

● *The university should demonstrate the presence of a mechanism for motivating the professional and personal development of the teaching staff.*

● *The university should demonstrate the widespread use of information and communication technologies and software by the teaching staff in the educational process (for example, online learning, e-portfolio, MOOCs, etc.).*

● *The university should demonstrate the focus of its activities on developing academic mobility, attracting the best foreign and domestic teachers.*

● *The university should demonstrate the involvement of each teacher in promoting the culture of quality and academic integrity at the university, determine the contribution of the teaching staff, including invited ones, to achieving the goals of the EP.*

● *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.*

Evidentiary part

Personnel policy of the university, including the process of recruitment and admission of personnel, is based on the Labor Code of Republic of Kazakhstan, the Law of Republic of Kazakhstan "On Education" and a number of internal documents of CAIU. Personnel policy is realized in accordance with the Strategic Plan of University development for 2024-2029, and is a component part of the University policy, including a holistic and objectively determined strategy of work with personnel.

Staff selection is based on the analysis of the needs of the program, on the basis of which a competition for filling vacant positions of the teaching staff is announced. The competencies, duties, rights and opportunities of the teaching staff are defined in the internal normative documents.

The implementation of the educational process of accredited educational programs is provided by teaching staff with basic education, corresponding to the profile of the discipline taught. Teachers of the disciplines of the profile cycle in the framework of the EP as a rule have an academic degree and (or) experience in the relevant professional sphere. Practical teachers working in the organizations of the real sector of economy are involved in the implementation of accredited EPs.

The EEC notes that the indicators for the qualitative and quantitative composition of the teaching staff of the departments confirm the presence of the human resources necessary for the implementation of the accredited educational programs and corresponding to the qualification requirements for licensing educational activities. The university ensures the completeness and adequacy of individual planning of the teaching staff for all types of activities, monitoring the result and effectiveness of individual plans. The teaching load of the teaching staff includes pedagogical, methodological, research, and educational work, which is planned individually for each academic year. Within the framework of the educational program, the competence of the teaching staff is assessed based on the assessment of the quality of classes through: mutual visits to current classes by teachers; holding open classes; control visits to classes by deans, heads of departments, vice-rectors; learner surveys upon completion of the course. Thus, the university management ensures monitoring of the activities of the teaching staff, systematic assessment of the competence of teachers, and a comprehensive assessment of the quality of teaching. The teaching staff and personnel are focused on performance, which contributes to the achievement of high results by each employee and the university as a whole.

For successful mastering of the educational program by learners, the teaching staff, as part of the implementation of learner-centered education, actively uses innovative teaching methods. Such examples include business and role-playing games, simulation trainings, discussions, the "brainstorming" method, situational games, business project development, slide show design, elements of e-learning (MOOC) and distance learning technologies are used. The teaching staff successfully practices conducting presentations of educational courses using interactive whiteboards, multimedia projectors, etc.

One of the key areas in the work of the teaching staff is research work. The teaching staff of accredited educational programs carries out scientific research, participates in scientific and scientific-practical conferences, publishes works in periodicals, in particular publications included in the international databases Scopus and Web of Science. The data on the research and development work of the teaching staff of the Department of Languages and Literature is available at the link: https://cloud.mail.ru/public/gKHt/gWxzjZoL7 In the first half of 2024, 104 articles were published, including: Scopus-2., Committee for Control in the Sphere of Education and Science-2., International Scientific and Practical Conference-82., abroad-17.

During the reporting period, the BMTaPC Department carried out RW on 266 research topics, 266 joint articles of teachers and learners were published in the proceedings of the International Scientific and Practical Conference. In 2022, research was carried out on 128 topics; Russian Scientific Citation Index -2, Scopus-1, Committee for Control in the Sphere of Education and Science -1. The data on the research and development work of the teaching staff of the BMTaPC Department is available at the link: https://cloud.mail.ru/public/UFq9/fiirvVyHV

Teachers are given the opportunity to publish their own methodological developments that have passed the procedure of recommendation of the educational and methodological council of the university on a gratuitous basis. Thus, funds were allocated for the publication of the textbook "Basics of a translator's work ", "Word formation of the modern Russian language", "Theory of literature and literary criticism", "Kazakh stylistics", "Criticism of the language of literature", "Needless stylistics", "Practical grammar of a foreign language", etc. In order to establish compliance with qualifications and ensure incentives for the development of teaching staff, the university uses the procedure of certification of teaching staff for compliance with the positions they hold once every 3 years. To motivate the teaching staff and personnel of the university, a system of incentives is provided: differentiated remuneration.

During the interview with the teaching staff, the EEC found confirmation of information about the university providing the opportunity for teaching staff of accredited educational institutions to systematically undergo advanced training.

The research work carried out by the teaching staff of the educational institution ensures full compliance with the national policy in the field of education, science and innovative development. The research topic of the department registered in the National Center for State Scientific

and Technical Expertise is "Comparative grammar of the Kazakh, Russian, English and German languages", state registration number 0122 РКИ 0028 dated 04.02.2022. For 2022-2023, the departments concluded 1 business agreement with LLC Ziyatker-Bilim on the topic "Easy English study program for the Beginners" for the implementation of research work. Ziyatker agreement https://cloud.mail.ru/public/M2Vi/ueyFXymTb. For the department of "BMTaPC", a business agreement was concluded for three years with the kindergarten-nursery "Akylzhan" for the amount of 600,000 (six hundred thousand) tenge. Together with the Department of Pedagogy, the work is systematically carried out registered in the National Center for State Scientific and Technical Expertise on the topic of research "Scientific aspects of the psychological and pedagogical foundations of the use of adaptive physical culture (APC) and the socialization of children with special needs". No. state registration 0121 РКИ 0170 dated September 28, 2021 for 5 years.

An analysis of the official website of the university, mass media and social networks, as well as interviews with the teaching staff showed that those involved in the implementation of the accredited educational programs actively participate in the life of society, the region, the creation of a cultural environment, participate in creative competitions, etc.

A survey of the teaching staff conducted during the visit of the EEC showed that 69% (49 people) of the teaching staff of the accredited educational programs are involved in the process of making management and strategic decisions. To the question "The teaching staff of the EP regularly take advanced training courses and the university management provides all kinds of support," 78.9% of respondents (56 people) answered "very well."

Analytical part

In the course of the interviewing the teaching staff expressed their satisfaction with the current personnel policy of the university management. Teaching staff members of accredited programs demonstrated awareness of the procedure of the current personnel management system, confirmed the fact of competition for vacant positions. Young teachers are satisfied with their working conditions.

The staffing and qualification level of the teaching staff of the Professional Training Department correspond to the profile of the accredited EPs. EEC verified that the state of moral-psychological climate at the departments is characterized by stability, creative attitude to the performance of their functional and professional duties.

The EEC notes that within the framework of accredited EPs measures are taken to develop academic mobility of teaching staff, to attract foreign and domestic teachers. At the same time, in the process of familiarization with the documentation of the accredited EPs, it was revealed about the insufficient publication of scientific articles in highly rated journals by the teaching staff of the "BMTaPC" department.

The analysis of the teaching and methodological process of accredited EPs shows a low level of participation of teaching staff in scientific internships. Young teachers do not seek to enter doctoral studies in the specialties of the accredited EPs.

The experts found out that the teaching staff of accredited EPs poorly participates in the process of internal and external academic mobility, which affects the additional experience and competencies of the teaching staff.

Strength / The best practice:
Not identified for this standard

Recommendations:
- It is proposed to the EP management to introduce in the development plan of the department the publication of electronic textbooks, development of author's MOOC courses and mastering of digital technologies in the timeframe until 01.06.2025.

- to create conditions for participation of teaching staff in scientific internships in order to improve scientific and methodological qualification, to develop a plan of internships until 01.05.2025;

- the management of the university and accredited teaching staff should provide and plan the possibility of career and scientific and pedagogical growth of young teachers for the purpose of continuity of qualitative and quantitative composition of the department until 01.06.2025;

- the management of the university and the accredited teaching staff should involve the teaching staff in the realization of the process of internal and external academic mobility of the teaching staff until 2026.

- to increase the indicators of publication of articles of the teaching staff of the department "BMTaPC" in the journals belonging to the bases of Scopus, Web of science and in the journals belonging to the bases of Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan by 100%. in the period up to 2026 compared to the period of the reporting period.

Conclusions of the EEC on criteria:

According to the standard "Teaching staff" for EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical Culture and Sport", 6B01401 "Training of teachers of basic military training", have strong - 0, satisfactory - 10, suggest improvements - 0.

6.8. Standard "Educational resources and learners support systems"

● *The university should ensure that educational resources, including material and technical resources, and infrastructure meet the goals of the educational program.*

● *The management of the educational program should demonstrate the availability of classrooms, laboratories and other facilities equipped with modern equipment and ensuring the achievement of the educational program goals.*

● *The university should demonstrate that information resources meet the needs of the university and the educational programs being implemented, including in the following areas:*

● *technological support for learners and teaching staff in accordance with educational programs (e.g. online learning, modeling, databases, data analysis programs);*

● *library resources, including a collection of educational, methodological and scientific literature on general educational, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;*

● *examination of research results, graduate theses, dissertations for plagiarism;*

● *access to educational Internet resources;*

● *functioning of WI-FI on its territory.*

● *The university should demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of scientific research work of the teaching staff, employees and learners.*

● *The university should strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in the relevant sectors of the economy.*

● *The management of the educational program should demonstrate the availability of procedures for supporting various groups of learners, including information and consulting.*

● *The management of the educational program should demonstrate the availability of conditions for the learner's advancement along an individual educational trajectory.*

● *The university should take into account the needs of various groups of learners (adults, working people, foreign learners, as well as learners with special educational needs).*

● *The university should ensure that the infrastructure meets security requirements.*

Evidentiary part

During its work, the EEC made sure that the necessary infrastructure had been created at the Central Asian University of Management. The university has sufficient material and technical, information support, library and electronic resources. This infrastructure is used to achieve the goals and objectives of the university. When distributing, planning and providing educational re-

sources for accredited educational programs, the university takes into account the needs of learners. Financial resources are determined and regulated by the financial strategy of the university. The sources of funding for the university's activities are tuition fees, commercialization of scientific products (contractual RW), and income from other activities. During a visual inspection of the university's educational facilities, information was confirmed on the availability of classrooms, computer labs, language labs, a sports base, and premises for medical care and food. The classrooms are equipped with equipment and provide conditions for achieving the goals of the educational program. The teaching staff develops and publishes textbooks, teaching aids and recommendations, scientific articles, etc. on an ongoing basis. The university has a library and reading rooms. The library and information resources of the university are available to learners and the teaching staff. Information about the regular replenishment of the fund of educational, methodological and scientific literature on general educational, basic and core disciplines both on paper and electronic media, periodicals has been confirmed. Learners have free access to the Internet from computers installed in the library of the academic buildings. This is confirmed by the results of questionnaires and surveys. The university provides for checking research and graduation papers for plagiarism with the help of a special program.

The official website of the University is located at https://caiu.edu.kz/. The general information part of the site contains information about the University, its divisions, EPs, current events and is aimed at a wide audience. The university's material and technical base provides the opportunity to conduct the educational process and research work. The university has developed and implemented an adequate system of support for various groups of learners, including information and counseling. This system includes individual assistance and counseling of learners on issues of organizing the educational process and providing social support. On issues of the educational process, learners can contact an adviser who assists in choosing a learning path to form an individual curriculum. The university has a dormitory for 278 people. Out-of-town learners have the opportunity to live in dormitories equipped as necessary.

Analytical part

The visual inspection revealed that the university's material and technical base fully supports the educational process of the accredited educational programs, and the university has the necessary basic educational and material resources. The classrooms and laboratories meet the goals of the educational program and create acceptable conditions for learning. The premises meet sanitary and hygienic requirements.

The library has a significant number of titles and copies of educational and scientific literature. Including encyclopedias, encyclopedic dictionaries, dictionaries and reference books, providing access to them for all categories of library users.

In general, the material and technical and information resources used to organize the process of training and education are sufficient to fulfill the stated mission, goals and objectives meet the requirements of the accredited educational programs. The university assesses the quality of the available material and technical resources, and for this purpose monitoring is carried out in the form of a survey of learners and teaching staff. At the same time, during the excursion, visual inspection of the academic buildings and interviews with learners, it was revealed that access to the Internet via Wi-Fi on the territory of the academic buildings is not fully provided. Analysis of the questionnaire showed that learners generally positively assess the availability of library resources - 77.7% (157 people). Also satisfied with the quality of services provided in libraries and reading rooms - 79.3% (161 people), satisfied with the educational resources of the university, available computer classes, availability and quality of Internet services - 83.3% (169 people).

Strengths/the best practice:
Not identified for this standard

Recommendations:

- the management of the university and EP should provide technological support for learners and teaching staff in accordance with the programs of EP, improve the work of WI-FI, transparency of the examination of the results of research and development, graduate works for anti-plagiarism by 01.05.2025;

Conclusions of the EEC on the criteria:

On the standard "Educational resources and learners support systems" for EP 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical Culture and Sport", 6B01401 "Training of teachers of basic military training", have strong - 0, satisfactory - 11, suggest improvements - 2.

6.9. Standard "Informing the public"

● *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.*

● *Public information should include support for and clarification of national development programs for the country and the system of higher and postgraduate education.*

● *The university administration should use a variety of methods of disseminating information (including the media, web resources, information networks, etc.) to inform the general public and other participants.*

● *Information published by the university about the educational program should be objective and relevant and include:*

● *the goal and planned results of the EP, the qualification awarded;*

● *information on the system of assessing learners' academic achievements;*

● *information on academic mobility programs and other forms of cooperation with partner universities, employers;*

● *information on opportunities for developing learners' personal and professional competencies and employment;*

● *data reflecting the positioning of the educational institution in the educational services market (at the regional, national, and international levels).*

● *An important factor is the publication of reliable information on the teaching staff, in the context of individuals, on open resources.*

● *The university should publish audited financial statements for the educational institution on its own web resource.*

● *The university should post information and links to external resources based on the results of external evaluation procedures.*

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

Evidentiary part

The information policy implemented at CAIU is aimed at ensuring a stable information flow of news about significant events and achievements of the university in the media. To inform the public about the educational program and expected learning outcomes, the university uses the official website https://caiu.edu.kz. The posted information aimed at informing the public provides the necessary description of the educational programs being implemented and declared for accreditation. The university implements various methods of disseminating information to inform the public. The university is represented in social networks: The official website of the university is a universal information tool containing all the basic information on the organization of the educational process, the composition and structure of the university, major events, graduates, etc.

YouTube: https://www.youtube.com/channel/UCCO7OCfNEh69fF4QAtG7Kug/videos
Facebook: https://www.facebook.com/hgtu.com.kz
Instagram: oaiu.kz,
Website: caiu.edu.kz,,
Mail: info@caiu.edu.kz
VK: https://vk.com/id563191288

The key channel for informing the public is the official website of the university. The site contains a number of key sections: "University", "Applicants", "Learners", "Science", "Graduates", "National Programs", "News and Events", etc.

The site contains the policy and goals in the field of quality, the development strategy of the university, internal regulatory documents, etc. The site also has sections on structural divisions, information on the history of the university's development, and on the teaching staff. Feedback from learners to the administration can be provided, including through the rector's blog on the main page of the site. There, learners have the opportunity to write a direct appeal to the head of the university. Available information resources and systems, as well as software tools, to the necessary extent can provide quality implementation of the processes of collection, analysis and management of information at all stages of the organization's activities.

Analytical part

The official website of CAIU contains key information about accredited EPs in an easy-to-understand form. The information placed on the official website reflects the university activities, including information on financial statements, personal information about managers and teaching staff.

The information about the implemented at the University EPs is placed in special sections of the website. Information about accredited EPs includes the description of EP objectives, the field of professional activity and learning outcomes. Also, the information about the qualifications awarded at the end of training, characteristics of the system of evaluation of learners' educational achievements, data on academic mobility programs, opportunities and directions for the development of personal and professional competencies of learners and employment are presented for the EPs.

At the same time, the analysis of the site by the EEC members allowed to establish that the information about the EP and teachin staff posted on the site does not fully provide information.

Strength/best practice:
Not identified for this standard

Recommendations:
- the management of the university and accredited EPs should systematically update the information on the university website about the assessment and achievements of learners, about the teaching staff implementing EPs until 01.05.2025;

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

On the standard "Educational program management":
- The management of the EP confirms the completion of training in educational management programs

On the standard "Information Management and Reporting":
Not identified for this standard.

On the standard "Development and Approval of Educational Program":
Not identified for this standard.

On the standard "Constant monitoring and periodic evaluation of educational programs":
Not identified for this standard.

On the standard "Learner-Centered Education, Teaching, and Learning Evaluation":
Not identified for this standard.

On the standard "Learners":
- Availability of a support system for gifted learners

On the standard "Teaching staff":
Not identified for this standard.

On the standard "Educational resources and learners support systems":
Not identified for this standard.

On the standard "Informing the public":
Not identified for this standard.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

On the standard "Educational program management"

- The management of the university and accredited EPs should define and include in the Development Plan key performance indicators of the collected and analyzed information in the context of EPs, as well as to find the opportunity to reflect on the pages of the site until 01.05.2025.

On the standard "Information Management and Reporting

- The management of the university and EPs should include in the Development Plans of accredited EPs the indicators of innovation management: recording of innovation proposals, monitoring of implementation, analysis and implementation by 01.05.2025.

On the standard "Development and Approval of Educational Program"

- the management of the EP should publish the Graduate Model for the accredited EPs, as well as the assigned qualification on the official website of the university in order to resolve the issue of motivation and attract more learners by 09/01/2025;

- consider the possibility of preparing learners for professional certification by 06/01/2025;

- the management of the accredited EPs should consider the possibility of harmonizing the cluster EPs with similar EPs of foreign and Kazakhstani universities in order to further expand the academic mobility of learners. Conduct work to coordinate the EPs with partner universities during the 2025-2026 academic year;

- the management of the EP should develop a format and criteria for examination for compliance of learning outcomes with the future professional activities of EP learners, as well as eliminate formalism in conducting external examinations of the EP. Deadline until 09/01/2025;

- to update the list of literature in the work programs of disciplines and practices of the EP taking into account the achievements of the domestic and foreign scientific industry. The update period is annual.

- the EP management should include the discipline "Swimming with teaching methods" in the catalog of elective disciplines of EP 6B01404 "Physical Culture and Sport", since this sport is included in the optional part of the curriculum for physical culture for comprehensive schools by 01.05.2025.

- the EP management should review the content of the goals and objectives of sports disciplines, more accurately disclose the description of disciplines under EP 6B01404 "Physical Culture and Sport" by 01.05.2025.

On the standard "Constant monitoring and periodic evaluation of educational programs"

- the management of the EP should take control over the publication of reliable information on changes in the EP in order to inform participants. Term - permanently;

- to introduce a system of formative assessment, which will include regular feedback at all stages of training until 01.09.2025.

On the standard "Learner-Centered Education, Teaching, and Learning Evaluation"

- the management of accredited academic programs and teaching staff shold develop and implement their own research in the field of teaching methodology of academic disciplines, as well as to prepare scientific and methodological publications on the direction of training, focusing on the principles of learner-centered education. The deadline is until 2026.

- To strengthen the use of active teaching methods and information technologies in the management of accredited educational programs and teaching staff. To update the syllabuses, including modern teaching methods and technologies, and to ensure their availability on the university website and on the pages of the relevant departments to attract potential applicants. The deadline is 01.09.2025.

- To increase the share of practical training of learners by expanding the interaction with practice bases and introducing more active forms of professional orientation, including master classes, internships and industry projects. The deadline is 01.09.2025.

- To modernize the system of assessment of learners' academic achievements by introducing independent knowledge control and unified assessment criteria. The deadline is 01.09.2025.

On the standard "Learners"

- the management of the university and accredited EPs should expand the range of the university and educational organizations for the implementation of external and internal academic mobility of learners by fields of study until 2026;

- the management of EP should develop and implement effective ways to monitor the employment and professional activity of graduates of EP in order to improve the dynamics of employment in the region and the country until 2027;

- the management of the EP should actively involve the learners of the accredited EP to participate in national competitions of scientific projects, international youth projects, Start-Up and professional Olympiads until 2026;

- the university management should include in the content of the EP development indicators of expanding the range of opportunities for non-formal and additional education for the learner of the EP taking into account current trends and changes in the labor market and the Atlas of new professions until 2026.

On the standard "Teaching staff"

- It is proposed to the EP management to introduce in the development plan of the department the publication of electronic textbooks, development of author's MOOC courses and mastering of digital technologies by 01.06.2025.

- to create conditions for participation of teaching staff in scientific internships in order to improve scientific and methodological qualification, to develop a plan of internships until 01.05.2025;

- the management of the university and accredited teaching staff should provide and plan the possibility of career and scientific and pedagogical growth of young teachers for the purpose of continuity of qualitative and quantitative composition of the department until 01.06.2025;

- the management of the university and the accredited teaching staff should involve the teaching staff in the realization of the process of internal and external academic mobility of the teaching staff until 2026.

- to increase the indicators of publication of articles of the teaching staff of the department "BMTaPC" in the journals belonging to the bases Scopus, Web of science and in the journals belonging to the bases Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan by 100% in the period up to 2026 in comparison with the period of the reporting period.

On the standard "Educational resources and learners support systems"

- the management of the university and EP should provide technological support for learners and teaching staff in accordance with the programs of EP, improve the work of WI-FI, transparency of the examination of the results of research and development, graduate works for anti-plagiarism by 01.05.2025;

On the standard "Informing the public"

- the university management and accredited programs should systematically update information on the university website about the assessment and achievements of learners, about teaching staff implementing the program until 01.05.2025;

- the management of the university and accredited EPs should systematically update information on the website about opportunities for academic mobility, inform learners and stakeholders in detail about the bases and types of practices, cooperation with partner universities and employers and other information also in social networks (Facebook, Instagram, Telegram etc.) in three languages, until 01.05.2025.

(IX) ACCREDITATION COUNCIL RECOMMENDATION

The members of the external expert commission came to a unanimous opinion that the educational programs 6B01704 "Kazakh language and literature", 6B01702 "Training of teachers of Russian language and literature", 6B01705 "Foreign language: two foreign languages", 6B01404 "Physical culture and sport", 6B01401 "Training of teachers of basic military training", implemented by LLP "Central Asian Innovation University", can be accredited for a period of 5 years.

Appendix 1. Evaluation Table "Conclusion of the External Expert Commission"

№ п\п	№ п\п	Evaluation Criteria	Position of the Educational Organization			
			Strong	Satisfactory	Needs improvement	Unsatisfactory
Standard "Educational Program Management"						
1	1.	The HEI should demonstrate the development of the objectives and strategy of the EP development based on an analysis of external and internal factors, with the broad involvement of a variety of stakeholders		+		
2	2.	The quality assurance policy should reflect the connection between research, teaching, and learning.		+		
3	3.	The university demonstrates the development of a quality assurance culture.		+		
4	4.	Commitment to quality assurance should extend to all activities performed by contractors and partners (outsourcing), including the implementation of joint/dual degree programs and academic mobility.		+		
5	5.	The leadership of the educational program ensures transparency in the development of the program's development plan based on an analysis of its functioning, the university's actual positioning, and its focus on meeting the needs of the state, employers, stakeholders, and students.		+		
6	6.	The leadership of the educational program demonstrates the functioning of mechanisms for the formation and regular revision of the program development plan, monitoring its implementation, evaluating the achievement of learning objectives, meeting the needs of students, employers, and society, and making decisions aimed at the continuous improvement of the program.		+		
7	7.	The leadership of the educational program must involve representatives of stakeholder groups, including employers, students, and faculty, in the formation of the program development plan.		+		
8	8.	The leadership of the educational program must demonstrate the individuality and uniqueness of the program development plan, as well as its alignment with national development priorities and the educational organization's development strategy.		+		
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the educational program, the distribution of staff duties, and the delineation of functions of collegial bodies.		+		
10	10.	The leadership of the educational program ensures the coordination of activities of all individuals involved in the development and management of the program, its continuous implementation, and engages all stakeholders in this process.		+		
11	11.	The leadership of the educational program must ensure transparency in the management system, the functioning of an internal quality assurance system that includes its design, management, and monitoring, and the making of appropriate decisions.		+		
12	12.	The leadership of the educational program must implement risk management.		+		
13	13.	The leadership of the educational program must ensure the participation of stakeholder representatives (employers, faculty, and students) in the collegial governing bodies of the educational program, as well as their representativeness in decision-making on matters related to the management of the educational program.		+		
14	14.	The university must demonstrate innovation management within the educational program, including the analysis and implementation of innovative proposals.			+	
15	15.	The leadership of the educational program must demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.		+		

16	16.	The leadership of the educational program confirms participation in training programs on education management.	+			
17	17.	The leadership of the educational program should strive to ensure that progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.		+		
		Overall Summary for the standard	**1**	**15**	**1**	**0**
Standard "Information Management and Reporting"						
18	1.	The university must ensure the functioning of a system for collecting, analyzing, and managing information based on modern information and communication technologies and software tools.		+		
19	2.	The leadership of the educational program demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20	3.	The leadership of the educational program demonstrates the existence of a reporting system that reflects the activities of all structural units and departments within the program, including an evaluation of their effectiveness.		+		
21	4.	The university must define the periodicity, forms, and methods for evaluating the management of the educational program, the activities of collegial bodies and structural units, and the senior leadership.		+		
22	5.	The university must demonstrate a mechanism for ensuring information protection, including the identification of responsible individuals for the accuracy and timeliness of information analysis and data provision.		+		
23	6.	The university demonstrates the involvement of students, staff, and faculty in the processes of information collection and analysis, as well as in decision-making based on that information.		+		
24	7.	The leadership of the educational program must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.		+		
25	8.	The university must ensure the measurement of the degree of satisfaction of the needs of faculty, staff, and students within the educational program and demonstrate evidence of addressing identified deficiencies.		+		
26	9.	The university must evaluate the effectiveness and efficiency of its activities, including within the context of the educational program.		+		
		The information collected and analyzed by the university within the framework of the educational program should take into account:				
27	10.	Key performance indicators		+		
28	11.	Dynamics of the student body by form and type		+		
29	12.	Level of academic performance, student achievements, and attrition rates		+		
30	13.	Student satisfaction with the implementation of the educational program and the quality of education at the university		+		
31	14.	Accessibility of educational resources and support systems for students		+		
32	15.	Employment and career growth of graduates		+		
33	16.	Documented consent from students, staff, and faculty for the processing of personal data		+		
34	17.	The leadership of the educational program should facilitate the provision of all necessary information in the relevant fields of study.		+		
		Overall Summary for the standard	**0**	**17**	**0**	**0**
Standard "Development and Approval of the Educational Program"						
35	1.	The university must demonstrate the existence of a documented procedure for the development of the educational program and its approval at the institutional level.		+		
36	2.	The university must demonstrate that the developed educational program aligns with the established goals and planned learning outcomes.		+		
37	3.	The leadership of the educational program must determine the impact of courses and professional practices on the formation of learning outcomes.		+		
38	4.	The university can demonstrate the existence of a graduate model for the educational program, describing the learning outcomes and personal qualities.			+	
39	5.	The qualification awarded upon completion of the educational program must be clearly defined, explained, and correspond to the specified level of the		+		

		National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).				
40	6.	The leadership of the educational program must demonstrate a modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensuring that the program and its modules (in terms of content and structure) align with the established goals and are oriented towards achieving the planned learning outcomes		+		
41	7.	The leadership of the educational program must ensure that the content of the courses and the learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctorate).		+		
42	8.	The leadership of the educational program must demonstrate the conduct of external reviews of the program.		+		
43	9.	The leadership of the educational program must provide evidence of the participation of students, faculty, and other stakeholders in the development and quality assurance of the program.		+		
44	10.	The leadership of the educational program must demonstrate the positioning of the program in the educational market (regional, national, international) and its uniqueness.		+		
45	11.	An important factor is the ability to prepare students for professional certification.		+		
46	12.	An important factor is the existence of dual-degree programs and/or joint programs with foreign universities			+	
		Overall summary for the standard	**0**	**10**	**2**	**0**
Standard "Ongoing Monitoring and Periodic Evaluation of Educational Programs"						
47	1.	The university must ensure the revision of the content and structure of the educational program, taking into account changes in the labor market, employer requirements, and societal demands.		+		
48	2.	The university must demonstrate the existence of a documented procedure for monitoring and periodically evaluating the educational program to achieve its objectives. The results of these procedures should be directed towards the continuous improvement of the program.		+		
		Monitoring and periodic evaluation of the educational program should consider:				
49	3.	The content of the programs in the context of the latest advancements in science and technology related to the specific discipline.		+		
50	4.	Changes in societal needs and the professional environment.		+		
51	5.	Student workload, academic performance, and graduation rates.		+		
52	6.	The effectiveness of student assessment procedures.			+	
53	7.	The needs and satisfaction levels of students.		+		
54	8.	The alignment of the educational environment and support services with the goals of the program		+		
55	9.	All stakeholders must be informed of any planned or undertaken actions concerning the educational program. All changes made to the program must be published.		+		
56	10.	Support services should identify the needs of various student groups and their satisfaction with the organization of learning, teaching, assessment, and the overall educational program.		+		
		Overall summary for the standard	**0**	**9**	**1**	**0**
Standard "Student-Centered Learning, Teaching, and Assessment"						
57	1.	The leadership of the educational program must ensure respect and attention to the diverse groups of students and their needs, providing them with flexible learning pathways.		+		
58	2.	The leadership of the educational program must ensure that teaching is based on the latest global advancements in science and practice within the field of study. They should utilize various modern teaching methods and assessment techniques that ensure the achievement of the program's objectives, including the development of competencies and skills required for performing scientific work at the requisite level.		+		
59	3.	The leadership of the educational program must establish mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the content and achieves		+		

		the program's objectives.				
60	4.	An important factor is the presence of proprietary research in the field of teaching methodologies for the program's disciplines.		+		
61	5.	The university must ensure that the procedures for assessing learning outcomes align with the planned outcomes and objectives of the educational program.		+		
62	6.	The university must ensure the consistency, transparency, and objectivity of the mechanism for assessing the learning outcomes of the educational program. The criteria and methods for evaluating learning outcomes must be published in advance.		+		
63	7.	Assessors must be proficient in modern methods of evaluating learning outcomes and regularly update their qualifications in this area.			+	
64	8.	The leadership of the educational program must demonstrate the existence of a feedback system for the use of various teaching methodologies and assessment techniques.		+		
65	9.	The leadership of the educational program must demonstrate support for student autonomy while providing guidance and assistance from the instructor.		+		
66	10.	The leadership of the educational program must demonstrate the existence of a procedure for responding to student complaints.		+		
		Overall summary for the standard	**0**	**9**	**1**	**0**
Standard "Students"						
67	1.	The university must demonstrate a policy for forming the student body and ensure the transparency of its procedures. Procedures regulating the student lifecycle (from admission to graduation) must be defined, approved, and published.		+		
68	2.	The leadership of the educational program must provide for the implementation of special adaptation and support programs for newly admitted and international students.		+		
69	3.	The university must demonstrate compliance with the Lisbon Recognition Convention, including the existence and application of mechanisms for recognizing the results of students' academic mobility, as well as the outcomes of additional, formal, and non-formal learning.		+		
70	4.	The university must ensure opportunities for both external and internal academic mobility for students, as well as assist them in obtaining external grants for their studies.			+	
71	5.	The university must actively encourage students to pursue self-education and development beyond the main program (extracurricular activities).		+		
72	6.	An important factor is the presence of a support mechanism for gifted students.	+			
73	7.	The university must demonstrate cooperation with other educational organizations and national centers of the "European Network of Information Centers in the European Region/ National Academic Recognition Information Centers" (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		
74	8.	The university must provide students with internship opportunities, demonstrate the procedure for assisting graduates with employment, and maintain connections with them.		+		
75	9.	The university must demonstrate the procedure for issuing documents to graduates that confirm the qualification obtained, including the learning outcomes achieved.		+		
76	10.	The leadership of the educational program must demonstrate that graduates possess skills that are in demand in the labor market and that these skills are indeed sought after by employers.		+		
77	11.	The leadership of the educational program must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78	12.	An important factor is the existence of an active alumni association.		+		
		Overall summary for the standard	**1**	**10**	**1**	**0**
Standard "Faculty"						
79	1.	The university must have an objective and transparent personnel policy for		+		

		the educational program, including hiring (including invited faculty), professional growth, and staff development, ensuring the professional competence of the entire staff.				
80	2.	The university must demonstrate that the quality of its faculty meets established qualification requirements, aligns with the university's strategy, and supports the objectives of the educational program.		+		
81	3.	The leadership of the educational program must demonstrate the changing role of the instructor in connection with the shift to student-centered learning and teaching.		+		
82	4.	The university must provide career growth and professional development opportunities for faculty, including young instructors.		+		
83	5.	The university must engage industry specialists with professional competencies that meet the requirements of the educational program in teaching.		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of faculty.		+		
85	7.	The university must demonstrate the extensive use of information and communication technologies and software tools by faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).		+		
86	8.	The university must demonstrate a focus on promoting academic mobility and attracting top foreign and domestic instructors.		+		
87	9.	The university must demonstrate the involvement of each instructor in promoting a culture of quality and academic integrity within the institution, and define the contributions of faculty, including invited instructors, in achieving the objectives of the educational program.		+		
88	10.	An important factor is the involvement of the faculty in the development of the economy, education, science, and culture of the region and the country.		+		
		Overall summary for the standard	**0**	**10**	**0**	**0**
Standard "Educational Resources and Student Support Systems"						
89	1.	The university must ensure that educational resources, including material and technical resources, and infrastructure align with the objectives of the educational program.		+		
90	2.	The leadership of the educational program must demonstrate the availability of classrooms, laboratories, and other facilities equipped with modern equipment that ensures the achievement of the program's objectives.		+		
		The university must demonstrate that its information resources meet the needs of the institution and the implemented educational programs, including the following areas:				
91	3.	Technological support for students and faculty in accordance with educational programs (e.g., online learning, simulation, databases, data analysis programs).		+		
92	4.	Library resources, including a collection of educational, methodological, and scientific literature on general education, core, and specialized subjects in both print and electronic formats, periodicals, and access to scientific databases.		+		
93	5.	Expertise on the results of research work, final projects, and dissertations for plagiarism.		+		
94	6.	Access to educational internet resources			+	
95	7.	Functioning Wi-Fi on the university premises			+	
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research work by faculty, staff, and students.		+		
97	9.	The university should strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in the corresponding economic sectors.		+		
98	10.	The leadership of the educational program must demonstrate the existence of procedures to support various groups of students, including providing information and counseling.		+		
99	11.	The leadership of the educational program must demonstrate the existence of conditions that allow students to follow individual educational pathways.		+		
100	12.	The university must consider the needs of various groups of students (adults, working students, international students, and students with special educational needs).		+		

101	13.	The university must ensure that its infrastructure meets safety requirements.		+		
		Overall summary for the standard	**0**	**11**	**2**	**0**
Standard "Public Information"						
102	1.	The information published by the university must be accurate, objective, up-to-date, and reflect all areas of the university's activities within the framework of the educational program.		+		
103	2.	Public information efforts should include supporting and explaining national development programs and the higher and postgraduate education system.		+		
104	3.	The university leadership must use various methods of disseminating information (including media, web resources, information networks, etc.) to inform the general public and stakeholders.		+		
		The information published by the university about the educational program must be objective and up-to-date, and include:				
105	4.	- The purpose and planned results of the OP, the assigned qualification		+		
106	5.	- The objectives and planned outcomes of the program, and the qualification awarded			+	
107	6.	- Information on the student achievement assessment system		+		
108	7.	- Details about academic mobility programs and other forms of cooperation with partner universities and employers		+		
109	8.	- Information on opportunities for the development of students' personal and professional competencies and employment prospects		+		
110	9.	An important factor is the publication of accurate information about the teaching staff on open resources, detailing individual profiles.		+		
111	10.	The university should publish audited financial reports related to the educational program on its own website.		+		
112	11.	The university should provide information and links to external resources related to the outcomes of external evaluation procedures.		+		
113	12.	An important factor is the availability of information about collaboration and interaction with partners, including scientific/consulting organizations, business partners, social partners, and educational institutions		+		
		Overall summary for the standard	**0**	**11**	**1**	**0**
		TOTAL	**2**	**102**	**9**	**0**