



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for the
evaluation of educational programs

6B01509-MATHEMATICS
7M01501 – CHEMISTRY

for compliance with the requirements of the Standards for specialized
accreditation of educational programs of higher and (or) postgraduate
education

LLP "Central Asian Innovation University"
from November 14 to November 16, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

**Addressed to the Accreditation
Council IAAR**



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Shymkent city

November 16, 2024

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

AIS	Automated information system
AMS	Administrative and managerial staff
AcM	Academic mobility.
AC	Academic Council
AC	Academic Committee
BD	Basic disciplines
PRS	Point-rating system
HE	Higher education
EEC	External expert commission
SCC	State certification commission
SCES	State compulsory education standard
DE	Distance education
DET	Distance educational technologies
St	Stakeholders
IIT	Interactive information terminal
ICT	Information and communication technologies
IEP	Individual educational plan
CYA	Committee on Youth Affairs
CTE	Credit technology of education
CED	Catalog of elective disciplines
EC	Elective component
MSHERK	Ministry of Science and Higher Education of the Republic of Kazakhstan.
MEP	Modular educational programs
MEP	Modular educational plan
IC	International cooperation
MTB	Material and technical base
MTIR	Material and technical and information resources
Log	Logistics
RA	Research activities
RDW	Research and development work
RW	Research work
RWMS	Research work of master's students
RWS	Research work of students
RWS	Research work of students
NLP	Neuro-linguistic programming
NQS	National qualification system
NQF	National qualification framework
GED	General education disciplines
EP	Educational program
CC	Compulsory component
PD	Profile disciplines
PDE	Presentation and demonstration equipment
SW	Software
PE	Postgraduate education
TS	Teaching staff
D/PDP	Doctorate/PhD in Philosophy
LO	Learning outcomes
WC	Working curriculum
RK	Republic of Kazakhstan
WR	Working Regulations
WC	Working curriculum
CYS	Council of young scientists

SSS	Student scientific society
IWS	Independent work of the student
IWST	Independent work of the student with the teacher
SC	Standard curriculum
SC	Standard curriculum
EMCD	Educational and methodological complex of the discipline
EMW	Educational and methodological work
CC	Curriculum
AC	Academic Council
CAIU	Central Asian Innovation University
EL	Electronic Library
ED	Elective disciplines



(II) INTRODUCTION

In accordance with the order No. 154-24-OD dated September 24, 2024 of the Independent Agency for Accreditation and Rating, in the period from November 14 to November 16, 2024, an external expert commission conducted an external assessment of the conformity of educational programs 6B01509-Mathematics and 7M01501 - Chemistry of LLP "Central Asian Innovation University" for compliance with the Standards of specialized accreditation of the educational program of higher and (or) postgraduate education (Approved and put into effect by the order of the General Director of the National Institution "Independent Agency for Accreditation and Rating" dated June 16, 2020 No. 57-20-OD, sixth edition). Accreditation is being carried out again.

The report of the external expert commission (EEC) contains an assessment of the submitted educational programs according to the IAAR criteria, the EEC recommendations for further improvement of the assessed educational programs and the parameters of the profile of the assessed educational programs of the «Central Asian Innovation University» LLP.

Composition of the EEC:

Chairman – Ualkhanov Baizhan Nurbaevich, PhD in Engineering, Associate Professor, Professor, IAAR Category I expert, Innovative Eurasian University (Pavlodar); Offline participation.

IAAR Coordinator – Dinara Kairbekovna Bekenova, IAAR Project Manager (Astana)

IAAR Expert – Gulbakhyt Zholdasbekovna Menlibekova, Doctor of Pedagogical Sciences, Professor, L.N. Gumilyov Eurasian National University (Astana) On-line participation;

IAAR Expert – Valentina Vladimirovna Bobrova, PhD in Pedagogical Sciences, Associate Professor, Karaganda Buketov University (Karaganda, Republic of Kazakhstan). Off-line participation

IAAR Expert, Student – Polina Andreevna Dyl'dina, 3rd year student of OP 6B01802 Social Pedagogy, NAO «North Kazakhstan University named after Manash Kozybayev» (Petropavlovsk) On-line participation;

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

IAAR Expert – Nazim Kazhimuratovna Nosieva, Ph.D. in Philology, Associate Professor, Astana Academy of Physical Culture and Mass Sports (Astana); On-line participation

IAAR Expert – Mergul Sabitovna Kulakhmetova, Ph.D. in Philology, Associate Professor of the Department of Foreign Languages, Pavlodar Pedagogical University named after Alkey Margulan (Pavlodar); On-line participation

IAAR Expert – Bodeev Marat Turymovich, PhD in Biology, Associate Professor, Karaganda University named after Academician E.A. Buketov (Karaganda); *Off-line participation*

IAAR Expert, employer – Sandybaeva Dinara Aidarovna, Deputy Director for Academic Affairs, Higher North Kazakhstan Professional Pedagogical College (Petropavlovsk); *On-line participation*

IAAR expert, student – Sagynbayev Begzat Bokenbaiuly, 4th year student, OP Physical Education and Sports, NAO «Kazakh National Pedagogical University named after Abai» (Almaty); *On-line participation*

IAAR expert – Karuna Oksana Leonidovna, PhD, Associate Professor, International University of Engineering and Technology (Almaty); *Off-line participation*

IAAR expert - Abilev Madi Baltabaevich, PhD, associate professor, NJSC «Kazakh National University named after. al-Farabi» (Almaty); *Off-line participation*

IAAR expert, student - Barlybaev Nurmammed Erzhanuly, 4th year student of EP 6B01508 Mathematics-Physics, NJSC «Aktobe Regional University named after K. Zhubanov» (Aktobe); *On-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Central Asian Innovation University was created by merging two universities, the International Humanitarian and Technical University and the Mardan Saparbayev Institute on March 2, 2021. PhD Professor A. S. Azhidinov was appointed rector of the new university. The form of ownership is private.

The Central Asian Innovation University trains personnel in 12 areas of training for bachelor's programs and 5 areas of training for master's programs. The total area of the university is 32 thousand square meters. CAIU has 6 academic buildings, 2 dormitories for 400 people, 4 indoor gyms, 2 indoor sports buildings, an indoor swimming pool and a gym, as well as a training camp located outside the city.

One of the main goals of the university is to strengthen the teaching staff and all human resources. Today, the main emphasis is on increasing the competitiveness of the university in the domestic and foreign educational services markets, participation in international rankings, training higher education specialists in leading foreign universities (double-degree education).

The activities of the CAIU are aimed at assisting students to reveal their own potential, develop the ability to improve themselves; ensuring the leading positioning of the university at the national and international levels. The main priority of the development of the CAIU is the formation of its own model of strategic planning, academic policy, personnel and financial management based on a high corporate culture.

In August 2022, the Academic Council revised and approved the new organizational structure of the university. The Department of Engineering and Informatization, which implements the accredited OP 6B01509-Mathematics, changed its name in the 2023-2024 academic year and became known as Mathematics, Physics and Informatics.

The Department of Chemistry, Biology and Ecology, implementing the OP 7M01501 - Chemistry, was organized in the 2008-2009 academic year by reorganizing the Department of Biochemistry. Highly qualified specialists work at the department for high-quality education and graduation of competitive specialists. The teaching staff includes: doctors of science (1), candidates of science (10), masters, senior lecturers (8). The main task of the department is to train highly professional specialists in the field of chemistry. To achieve this goal, the teaching staff of the department strives not only to take into account and support fundamental directions in teaching and research, but also to introduce all modern technologies and innovations in the taught areas into the educational process.

The Central Asian Innovation University positions itself as a competitive university in the Southern region, creating and successfully implementing innovations in education and science and ensuring high quality education and personal development. The university provides a modern approach to organizing a high-quality educational process, has introduced a credit technology for learning, uses interactive forms and methods of conducting classes, has introduced innovative technologies, uses foreign experience, attracts famous scientists and professors. Systematic and coordinated work is carried out to foster a sense of citizenship and high patriotism in students, study folk traditions, increase the social activity of students and accustom them to self-improvement and self-government, and realize the need for continuous personal growth.

The university's partners are higher education institutions of Germany, Kyrgyzstan, Poland, and Russia, such as: International Academy of Management and Technology (Germany); Law Institute (St. Petersburg); Tambov State University named after G.R. Derzhavin (Russia); Institute of Mathematics and Informatics of the State Educational Institution of Higher Professional Education of Moscow «Moscow City Pedagogical University» (Russia); Minsk Institute of Management (Republic of Belarus); Kyrgyz State University named after I. Arabaev, Jalal-Abad State University named after B. Osmonov (Kyrgyzstan). Over a period of more than 20 years, more than 20 thousand specialists have been trained for various sectors of the country.

The material and technical support of the Central Asian University of Management includes the necessary educational and auxiliary areas for the educational process, sufficient infrastructure, provision of the educational process with computing and office equipment, and a sufficient number of

educational materials. Serious attention is paid at the university to organizing cultural leisure for young people, enriching its content - conditions have been created for the creative development of the student's personality. Today, the university has a student youth committee, the Alliance of Students of Kazakhstan, the SSiMO «Zhasyl El», a KVN team, debate clubs: «Erudite», «Kyran», «Tomiris», «Erikti zhastar», clubs: «Zhas adebietshiler», «Zhana Kazakhstan», sports club «Mars», puppet theater «Zhas dauren», «Zhas bukhgalter» and «Karzhyger». The University also has a headman's office.

CAIU mission: to provide quality education through the development of innovative educational technologies and interaction with employers. Vision: to become a leading university in Central Asia, adhering to an effective management system and using advanced technology methods in teaching.

Since March 2020, CAIU has been implementing the ISO 9001:2016 quality management system. The implementation of the QMS was supported by the European Bank for Reconstruction and Development (Grant Agreement No. GA-KAZ-2019-1773028 dated 09/12/2019) and «ISO Implementation Agency» LLP (Consulting Services Agreement No. KD-49-19 dated 06/12/2019). Constituent documents of the university: The Charter of Central Asian Innovation University LLP was approved by the General Meeting of Participants on 08.02.2021 and registered on February 24, 2021; BIN 210240037049; Certificate of state registration of a legal entity dated February 24, 2021; State license No. KZ16LAA00025036



(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

According to the results of the International Institutional and Program Accreditation dated December 23, 2021, in accordance with Protocol No. 64 of the meeting of the Accreditation Council of the National University «Independent Agency for Accreditation and Rating», the University has Accreditation Certificate No. AA 0222, valid from December 23, 2021 to December 22, 2024. By the decision of the meeting of the Accreditation Council of the Independent Agency for Accreditation and Rating (IAAR) dated December 23, 2021 (Minutes No. 64), CAUI was recognized as having passed specialized accreditation for OP 6B01509-Mathematics (Registration Number No. AB 3692) for a period of 3 years. (Certificate from December 23, 2021 to December 22, 2024); according to OP 7M01501-Chemistry (non-standard) for a period of 3 years (Certificate No. KZ16LAA00025036 dated 02.03.2021).

Composition of the previous EEC at CAIU (2021):

Chairman of the EEC - Timur Arsenovich Tabishev, PhD, Associate Professor, Head of the Admissions Department of the Federal State Budgetary Educational Institution of Higher Education "Kabardino-Balkarian State University named after Kh.M. Berbekov", federal expert of Rosobrnadzor and the Guild of Experts of the Russian Federation, expert in the quality of higher education according to international ESG standards (Nalchik, Kabardino-Balkarian Republic of the Russian Federation).

IAAR Expert – Babajanov Davron Dadojanovich, Doctor of Economics, Professor, Vice-Rector for International Relations of the Tajik State University of Business, Law and Politics (Khujand, Republic of Tajikistan).

IAAR Expert – Belykh Yuri Eduardovich, Candidate of Physical and Mathematical Sciences, Associate Professor, Vice-Rector for Academic Affairs of the Yanka Kupala Grodno State University (Grodno, Republic of Belarus).

IAAR Expert – Filippov Sergey Konstantinovich, Doctor of Sciences ABO Academy (Turku, Finland).

IAAR Expert – Abenova Bibigul Seilovna, Candidate of Historical Sciences, Associate Professor of the Aktobe Regional University named after K. Zhubanov (Aktobe, Republic of Kazakhstan).

IAAR Expert – Bodeyev Marat Turymovich, Candidate of Biological Sciences, Associate Professor of the Karaganda University named after Academician E.A. Buketov (Karaganda, Republic of Kazakhstan).

IAAR expert – Burbekova Saule Zhorabekovna, Ph.D., associate professor of Astana IT University (Nur-Sultan, Republic of Kazakhstan).

IAAR expert – Zakirova Dilnara Ikramkhanova, PhD, professor at the University of Turan (Almaty, Republic of Kazakhstan).

IAAR expert – Viktor Aleksandrovich Kamkin, Ph.D., Associate Professor of Toraigyrov University (Pavlodar, Republic of Kazakhstan).

IAAR expert – Gulmira Sarsemkanovna Karimova, PhD, senior lecturer at the Kazakh National Pedagogical University. Abay (Almaty, Republic of Kazakhstan).

IAAR expert – Kudabaeva Aigul Kaldybekovna, PhD in Engineering, Associate Professor of the Taraz University named after M.Kh. Dulati (Taraz, Republic of Kazakhstan).

IAAR expert – Kainbaeva Zhamila Sovetovna, PhD in Pedagogical Sciences, Senior Lecturer of the West Kazakhstan University named after M. Utemisov, Member of the Eurasian Union of Designers (Uralsk, Republic of Kazakhstan).

IAAR expert – Kuzbakova Gulnara Zhanabergenovna, PhD in Art History, Musicologist, Associate Professor of the Kazakh National University of Arts, Member of the ICTM (International Council of Traditional Music) (Nur-Sultan, Republic of Kazakhstan).

IAAR Expert – Kulakhmetova Mergul Sabitovna, PhD in Philology, Associate Professor of Pavlodar Pedagogical University (Pavlodar, Republic of Kazakhstan).

IAAR Expert – Lebedeva Larisa Anatolyevna, PhD in Pedagogical Sciences, Associate Professor of Kazakh National Pedagogical University named after Abay (Almaty, Republic of Kazakhstan).

IAAR Expert – Mamyrkhanova Zhamilya Temirgaliyevna, PhD, Associate Professor of Taraz University named after Dulati (Taraz, Republic of Kazakhstan).

IAAR Expert – Menlibekova Gulbakhyt Zholdasbekovna, DSc in Pedagogical Sciences, Professor of Eurasian National University named after L.N. Gumilyov (Nur-Sultan, Republic of Kazakhstan).

IAAR Expert – Mirzoeva Leyla Yurievna, Doctor of Philological Sciences, Professor at Suleyman Demirel University (Almaty, Republic of Kazakhstan).

IAAR Expert – Rakisheva Aigul Kuanysbayevna, Candidate of Economic Sciences, Head of the Center for the Study of the Institute of Family at the Kazakhstan Institute of Public Development «Rukhani Zhangyru» (Nur-Sultan, Republic of Kazakhstan).

IAAR Expert – Safarov Ruslan Zairovich, Candidate of Chemical Sciences, Associate Professor at the L.N. Gumilyov Eurasian National University (Nur-Sultan, Republic of Kazakhstan).

IAAR Expert – Tatarinova Lola Furkatovna, Candidate of Law Sciences, Associate Professor at the International University of Business UIB (Almaty, Republic of Kazakhstan).

IAAR Expert – Turtkaraeva Gulnara Bayanovna, Candidate of Pedagogical Sciences, Associate Professor at the Kokshetau University named after Sh. Ualikhanov (Kokshetau, Republic of Kazakhstan).

IAAR Expert – Urmashiev Baidalet Amantaevich, PhD, Associate Professor, Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan).

IAAR Expert – Shkutina Larisa Arnoldovna, Doctor of Pedagogical Sciences, Professor, Karaganda University named after Academician E.A. Buketov (Karaganda, Republic of Kazakhstan).

IAAR Expert – Chidunchi Irina Yuryevna, PhD, Associate Professor, Toraigyrov University (Pavlodar, Republic of Kazakhstan).

IAAR Expert – Pilipenko Yuriy Aleksandrovich, President, Expobest Association of Goods and Services Producers (Almaty, Republic of Kazakhstan).

IAAR Expert – Tursunbekova Madina Tausultanovna, Deputy Director for Social Affairs, Chamber of Entrepreneurs of Shymkent (Shymkent, Republic of Kazakhstan).

IAAR expert, student – Aimurzieva Aruzhan Kanatovna, 3rd year student of the educational program 6B02508 Chemistry of the Kazakh National University named after Al-Farabi (Almaty, Republic of Kazakhstan).

IAAR expert, student – Batyrova Akmaral Meirkhankyzy, 2nd year student of the educational program 6B04132 Public and Local Administration of the Aktobe Regional University named after K. Zhubanov (Aktobe, Republic of Kazakhstan).

IAAR expert, student – Egizbaeva Asylzat Erkinkyzy, 1st year student of the educational program 7M06149 Information Systems of the Kyzylorda University named after Korqyt Ata (Kyzylorda, Republic of Kazakhstan).

IAAR expert, student – Sarabek Nazerke Erikkyzy, 3rd year student of the primary school teacher specialty of the Aktobe Humanitarian College (Aktobe, Republic of Kazakhstan).

IAAR expert, student - Kadirzhan Darenbek Zhanatuly, 4th-year student of the educational program 6B01401 Physical Education and Sports of the Arkalyk Pedagogical Institute named after Y. Altynsarin (Arkalyk, Republic of Kazakhstan). IAAR expert, student - Kuserbayev Rakhymzhan Nurbolovich, 4th-year student of the educational program 5B030100 Jurisprudence of the Kainar Academy (Almaty, Republic of Kazakhstan).

IAAR expert, student – Maksatbekkyzy Nazerke, 3rd year student of the educational program 6B01503 Physics-Informatics, Minister of Student Government of Suleyman Demirel University (Kaskelen, Republic of Kazakhstan). IAAR coordinator – Niyazova Guliyash Balkenovna, head of the project for institutional and specialized accreditation of universities (Nur-Sultan, Republic of Kazakhstan).

Recommendations to the university within the framework of the previous accreditation procedure for the educational program 7M01501-Chemistry (n/a) (2021):

Standard «Educational Program Management»

- By the beginning of 2022, review and re-approve the development plan for accredited educational programs, taking into account the specifics of educational programs and the existing material and personnel potential of the university to ensure its uniqueness;

- By 01.11.2021, draw up an action plan for risk management and threat mitigation;

- By 01.10.2021, develop an action plan aimed at implementing joint research projects that

contribute to improving the quality of professional training of scientific and pedagogical personnel;

- By 30.11.2021, draw up an action plan aimed at ensuring the connection between scientific research, teaching and learning;

- Involve master's students of accredited educational programs and their supervisors in the implementation of funded research in order to practically ensure the relationship between education, science and production and implement the principle of university innovation;

- By November 2021, all accredited educational programs must post updated educational programs of the Central Asian Institute of Management on the official website of the university;

- By the beginning of 2022, post information on all accredited educational programs in the state language on the university website.

Standard «Information Management and Reporting»

- Conduct regular upgrades of the current university website, including for all accredited programs, strengthen work with the website, supplement it with information on the faculty, their research and project activities;

- Revise the questionnaire procedure as a mechanism for monitoring the satisfaction of the faculty and students within the educational program by 30.11.2021;

- The university management is recommended to specify the forms of communication with students, employees and other stakeholders and develop a clear mechanism for conflict resolution by 30.11.2021.

Standard «Development and approval of the educational program»

- the management of all accredited educational programs to consider the possibility of developing joint educational programs with foreign educational organizations;

- ensure the participation of master's students in the development of the master's degree program.

Standard «Continuous monitoring and periodic assessment of educational programs»

- The management of the educational programs to update all educational programs submitted for accreditation taking into account the latest scientific achievements and post them on the official website of the university (November 2021)

- By the beginning of 2022, post information on the availability of master's programs on the page of the Department of Chemistry, Biology and Ecology; accounting and calculation of the workload and academic performance of students; analysis and forecast of expectations, needs and satisfaction of students with training in the educational program;

- Ensure systematic monitoring of the accredited educational programs taking into account the regional characteristics of the development of art and design and in accordance with the requests of employers and graduates.

Standard «Student-centered learning, teaching and assessment of academic performance»

- By the end of 2021, ensure the full functioning of the university website and its information content in the state language in order to meet the information needs of applicants and students in the state language.

- When developing video lectures for 2022-2023 and subsequent academic years, use accents that attract the viewer's attention (the effect of surprise, amazement, emotional animation) in accordance with the requirements of the Regulation on the activities of the Central Institute of Agrarian and Informatics «Creation of Video Lectures».

- Starting from 2022, involve students in funded research carried out at the department in order to practically implement the principle of innovativeness of the educational process.

- By 2022, develop and approve regulations on the academic activities of postgraduate education, assessment of academic performance, conducting various types of classes, practice, independent work of master's students, final certification, regulations on the master's dissertation.

- When revising the development plan of the educational program, reflect the need to develop its own teaching methods assigned to the teaching staff of disciplines;

- the leadership of the educational program to monitor and analyze the effectiveness of the applied teaching methods of specialized disciplines in order to improve its quality by 30.12.2021;

Standard «Students»

- By 2022, develop and approve the internal regulatory document "Rules for Admission to the

Master's Program";

- By January 2022, post on the university website the regulations on the activities "Support and Adaptation of Foreign Students" in the state and English languages, as well as a guide for foreign students and master's students in three languages.

- By the end of the 2021-2022 academic year, provide the university website with information content in Kazakh, Russian and English to stimulate outgoing and incoming academic mobility;

- By the beginning of the 2022-2023 academic year, ensure the participation of master's students in the implementation of research projects based on the relevant work plan;

- By 30.11.2021, develop a program for the development of academic mobility of students and assistance in obtaining external grants.

Standard «Teaching Staff»

- increase the number of publications of the teaching staff in national and foreign journals (2022);

- attract foreign scientists to give lectures on the accredited educational program (2022).

Standard «Educational Resources and Student Support Systems»

- fill the website content with documentation in English and Russian;

- supplement the sections of the website dedicated to the academic mobility of students with detailed information on available exchange programs, including programs such as Fulbright, Erasmus +, etc.

Standard «Informing the Public»

- The university management is recommended to create a specific service for the uninterrupted operation and updating of the official website of the university;

- The university management needs to regulate the mechanism for regularly updating the university website and the activities of the departments implementing the accredited educational programs;

- The university management needs to provide updated information on the website in the «Master's Degree» section;

- The university management is recommended to supplement the information on the university website for the Master's Degree program on approaches to teaching, learning, as well as the system (procedures, methods and forms) of assessment, information on passing scores and educational opportunities provided to students.

Post-monitoring control to assess the implementation of the recommendations of the IAAR EEC, formed based on the results of specialized accreditation of the educational program 7M01501-Chemistry (n/p) was carried out at CAUI on April 17, 2023. Post-accreditation monitoring of the activities of CAUI was carried out within the framework of the action plan for the implementation of the recommendations of the EEC and was carried out in accordance with the requirements of the regulation on post-accreditation monitoring. Post-accreditation monitoring of the activities of CAUI showed that, in general, the recommendations of the EEC are being implemented, with the exception of some recommendations.

At the same time, the members of the EEC who carried out re-accreditation **from November 13 to 14, 2024 found** that the following work was carried out according to the recommendations of the previous EEC:

In accordance with the development plans of the EP, the following work was carried out: OP - 7M01501 Chemistry (n/p) purchased equipment for the Chemistry laboratories for the amount of 2,029,581 tenge. In addition, to improve the material and technical base of the university, 3 latest-model video projectors and 1 touch smart screen with a sound device were purchased. For all accredited EPs, the scientific potential of the teaching staff amounted to more than 80%. An action plan for risk management and threat mitigation was drawn up and approved for each EP, which discloses the process of making and implementing management decisions aimed at reducing the likelihood of an unfavorable outcome and minimizing possible losses caused by its implementation. The department's master's students are actively involved in the implementation of research projects.

However, despite the set of measures taken, the members of the EEC noted that some recommendations were partially implemented. For example, during a meeting with graduates, the insufficient activity of the Alumni Association was noted; the list of foreign educational organizations

for the implementation of joint educational programs and academic mobility is limited; there is a low level of publication activity of the teaching staff.

The members of the EEC note that the recommendations on the standards «Management of the educational program», «Information management and reporting», «Continuous monitoring and periodic evaluation of educational programs», «Student-centered learning, teaching and assessment of academic performance», «Educational resources and student support systems» have been fully implemented, while those on the standards «Development and approval of the educational program», «Students», «Teaching staff», «Informing the public» have been partially implemented.

(V) DESCRIPTION OF THE VISIT OF THE VEC

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of educational programs at the Central Asian Innovation University OP 6B01509-Mathematics, 7M01501-Chemistry (n/p) from November 14 to 16, 2024. In order to coordinate the work of the EEC, an introductory meeting was held on November 12, 2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the selection of examination methods. The Chairperson of the EEC outlined the issues that experts should pay attention to during the visit.

In order to obtain objective information on the quality of educational programs, the university's activities, and to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, faculty deans, department heads, teachers, students, graduates, and employers. A total of 106 representatives took part in the meetings (Table 1).

Category of participants	Quantity
Rector	1
Vice-rectors	5
Heads of structural divisions	13
Deans	2
Heads of departments and heads of educational programs	12
Teachers	28
Students	38
Graduates	2
Employers	5
Total	106

During the visual inspection, the EEC members got acquainted with the state of the material and technical base, visited departments, specialized rooms, training centers, studios, and got acquainted with start-up activities.

At the meeting of the IAAR EEC with the target groups of CAUI, the mechanisms for implementing the university's policy were clarified and individual data presented in the university self-assessment report were specified. The strategic development of the university and the possibility of strictly following the plans for the development of educational programs were discussed.

The EEC members attended lectures and seminars held on the basis of two buildings.

In accordance with the accreditation procedure, an online survey of teachers and students was conducted.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the university's working documentation. Along with this, the experts studied the university's online positioning through the official website of the university <https://caiu.edu.kz/> The information pages of Facebook, Tik-Tok and Instagram were also studied.

As part of the planned program, recommendations for improving the accredited educational

programs of CAIU, developed by the EEC based on the results of the examination, were presented at a meeting with the management on November 14, 2024.



(VI) COMPLIANCE WITH INTERNATIONAL ACCREDITATION STANDARDS

6.1. Standard «Management of the educational program»

- *The university must demonstrate the development of the program's goal and development strategy based on an analysis of external and internal factors with the broad involvement of various stakeholders.*
- *The quality assurance policy must reflect the connection between research, teaching and learning.*
- *The university demonstrates the development of a quality assurance culture.*
- *Commitment to quality assurance must apply to any activities performed by contractors and partners (outsourcing), including the implementation of joint/dual diploma education and academic mobility.*
- *The program's management ensures the transparency of the program's development plan based on an analysis of its functioning, the actual positioning of the university and the focus of its activities on meeting the needs of the state, employers, stakeholders and students.*
- *The management of the educational institution demonstrates the functioning of mechanisms for the formation and regular revision of the educational institution development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of students, employers and society, and decision-making aimed at the continuous improvement of the educational institution.*
- *The management of the educational institution should involve representatives of stakeholder groups, including employers, students and teaching staff, in the formation of the educational institution development plan.*
- *The management of the educational institution should demonstrate the individuality and uniqueness of the educational institution development plan, its consistency with national development priorities and the development strategy of the educational institution.*
- *The university must demonstrate a clear definition of those responsible for business processes within the EP, the distribution of job responsibilities of personnel, and the delineation of functions of collegial bodies.*
- *The EP management ensures the coordination of the activities of all persons participating in the development and management of the EP, and its continuous implementation, and also involves all stakeholders in this process.*
- *The EP management must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions.*
- *The management of the educational program must implement risk management.*
- *The management of the educational program must ensure the participation of representatives of stakeholders (employers, teaching staff, students) in the collegial bodies governing the educational program, as well as their representativeness in decision-making on issues of managing the educational program.*
- *The university must demonstrate innovation management within the educational program, including the analysis and implementation of innovative proposals.*
- *The management of the educational institution must demonstrate its openness and accessibility to the teaching staff, employers and other interested parties.*
- *The management of the educational institution confirms the completion of training in educational management programmes.*
- *The management of the educational institution must strive to ensure that the progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

Evidence-based part

The regulatory framework for the development of the educational program of the Central Asian Institute of Management consists of: the Law of the Republic of Kazakhstan «On Education» dated July 27, 2007 No. 319-III; the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569 «On approval of the Classifier of areas of training personnel with higher and postgraduate education»; the National Qualifications Framework (approved by the protocol of March 16, 2016, of the Republican Tripartite Commission on Social Partnership and Regulation of Social and Labor Relations); the Sectoral Qualifications Framework in the Sphere of «Education» (approved by protocol No. 3 dated November 27, 2019, by the sectoral commission of the Ministry of Education and Science of the Republic of Kazakhstan); Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 No. 2 «On approval of state compulsory standards of higher and postgraduate education» (as amended by order No. 21 dated January 19, 2023); Professional standard «Teacher», approved by the Order of the Acting Minister of Education of the Republic of Kazakhstan dated December 15, 2022 No. 500; Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 «On approval of the Rules for organizing the educational process using credit technology of education (as amended on April 4, 2023, order No. 145)»; Regulatory documents of the Central Asian Innovative University.

According to the information on the university website, the goal of the educational program 6B01509-«Mathematics» is to prepare qualified mathematics teachers who are proficient in modern

information technologies to identify and solve research problems in the field of education, professional training for practical work, possess a language culture, formed judgments and are able to solve problems in the field of mathematical education that ensure competitiveness in modern market conditions.

The educational program 7M01501 – «Chemistry» is aimed at training personnel for research, organizational, managerial and pedagogical fields of activity related to the application of chemical knowledge. The main goal of the educational program is to train highly qualified and competitive specialists in the field of chemistry, in demand on the labor market, with a high level of professional culture, capable of solving professional problems in the field of educational chemistry and teaching. The mission of the educational program 7M01501 – «Chemistry» is to train highly qualified teachers through the development of innovative educational technologies and in cooperation with employers.

The mission of the university is to prepare teachers who anticipate the needs of modern education based on advanced methods, national heritage and global approaches, as well as to increase the prestige of the teaching profession, being a driver for the development of human capital.

Experts confirm that the mission, vision, development directions of the university, as well as the quality assurance policy were published on the university website before the start of the EEC visit.

Internal regulatory documents of the Central Asian University of Management are drawn up within the framework of the quality management system developed based on the requirements of ST RK ISO 9001-2016 (ISO 9001:2015). The university has developed a set of documented procedures for the main components of the educational process. The university has an internal quality assurance system, a quality policy, goals and objectives have been defined. An Academic Council has been created to take measures to improve the academic activities of the university.

The educational program 6B01509-Mathematics has been developed taking into account the needs and demands of the participants in the educational process and the labor market. The educational program is designed on the basis of a modular system of studying disciplines and contains 15 modules that form universal and professional competencies. The training program contains cycles of general educational, basic and profile disciplines in accordance with the requirements of the State Educational Standard. The OP contains a mandatory part and a part formed by the participants in educational relations. The compulsory part fully satisfies the requirements of the State Educational Standard and is 51 credits, the university component is 89 credits, the elective part formed by students is 92 credits, the final certification is 8 credits. The content of the accredited educational program is formed in accordance with the requirements of the scientific, theoretical and practical direction of professional and social competence, which was confirmed by the interview with stakeholders. In accordance with the requests of students, the requirements of employers and the labor market, the content of educational programs is adjusted annually by updating the catalog of elective disciplines and updating the work programs of academic disciplines. Assessment of academic achievements and the level of training of students is ensured through the use of a point-rating system, monitoring - on the basis of the information and educational environment of the university AIS "Platonus" (platonus.caiu.edu.kz).

OP 7M01501-Chemistry was developed taking into account the national development priorities defined in the “Kazakhstan-2050” strategy and is aimed at maximum satisfaction of the current and future needs of the national economy for specialists in accordance with the NQF, ORQ and is consistent with the Dublin descriptors and the European Qualification Framework.

Analytical part

As part of the EEC visit, meetings, discussions and interviews were held with vice-rectors, heads of structural divisions, deans of faculties, heads of departments, faculty, students, representatives of employers and graduates. In addition, a survey of teachers and students was conducted, the university's educational infrastructure was studied, including material and technical and information and methodological resources, as well as the necessary documents. The following conclusions were made based on the results of the visit.

The VEC confirms the existence of an official quality assurance policy at the university aimed at integrating academic activities, research and social work. The strategic plan for the development of CAIM provides for a certain range of activities that contribute to the formation of a quality culture in educational, research and educational work. These activities are included in the work plans of structural divisions. However, a survey of heads of divisions and deans revealed that plans for the development of educational programs (EP) do not always contain complete data on the quantitative indicators of academic mobility of teachers and students.

The CAIU demonstrates the definition of those responsible for business processes within the development and implementation of the EP, as well as the distribution of job responsibilities of the staff, including the delineation of the functions of collegial bodies. The mission and vision of the university are aimed at meeting the needs of the state, society, key sectors of the economy and stakeholders. All documents regulating the management of educational programs are consistent with the strategic development plan, mission and quality policy. Based on these fundamental documents, specific goals and objectives for structural divisions are developed every year, which is reflected in the development plans of the EP. Control over their implementation is carried out by the monitoring department, quality management system and accreditation.

The management of the educational programs demonstrated their openness and accessibility to students, teachers, employers and other stakeholders. This was confirmed during focus group discussions, where all participants spoke positively about interaction with the university management in the development of the educational program.

The processes of forming educational program development plans are transparent, which is ensured by the participation of all stakeholders in the discussion. The management of the accredited educational program confirmed the active involvement of students and employers in their development. The EEC, having visited the practice bases, was also convinced of close cooperation with stakeholders in the development of the educational program.

The process of creating and implementing educational programs involves interaction between many stakeholders, including employers, teachers, students and other groups. These participants are integrated into the collegial governing bodies, which allows achieving a synergistic effect to increase the relevance and practical focus of the educational process.

The University actively develops the management skills of its employees, which is confirmed by certificates of completion of advanced training courses in the field of management. The EEC was convinced of the presence of a large number of certificates confirming completion of advanced training courses by the University employees in the field of management.

To manage innovations within the EP, the university has the «Methodological Instructions on the Mechanism and Methodology for Analyzing the Implementation of Innovative Proposals in the Educational Process/Production within the Educational Program» and the «Action Plan for the Implementation and Implementation of Innovative Activities and Innovative Proposals within the EP for 2022-2025». However, during the analysis of acts on the implementation of innovative proposals, a tendency was revealed to introduce the faculty's own publications into the educational process. In addition, the EEC experts note that the innovative solutions in the field of software application used in the educational process are free, trial versions of programs. This point was also not reflected in the above documents. The experts also note the need to manage innovations based on the implementation of all the main management functions, including planning, organization and stimulation.

Strengths/best practices.

- The EP management confirms that the university staff has completed advanced training courses in the field of management.

Recommendations:

- The university management should provide for innovation management in the planning, reporting and activity procedures based on the implementation of all basic management functions, including planning, organization, stimulation, analysis until October 30, 2025.

EEC conclusions based on the criteria:

According to the standard "Educational Program Management" for EP 6B01509-Mathematics, EP 7M01501-Chemistry have 1 strong position, 16 satisfactory positions.

6.2. Standard «Information Management and Reporting»

• *The university must ensure the functioning of a system for collecting, analyzing and managing information based on modern information and communication technologies and software.*

- *The EP management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.*
- *The EP management demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the EP, including an assessment of their effectiveness.*
- *The university must determine the frequency, forms and methods of assessing the EP management, the activities of collegial bodies and structural divisions, and senior management.*
- *The university must demonstrate a mechanism for ensuring information security, including identifying persons responsible for the accuracy and timeliness of information analysis and data provision.*
- *The university demonstrates the involvement of students, employees and faculty in the processes of collecting and analyzing information, as well as making decisions based on them.*
- *The management of the educational program must demonstrate the existence of mechanisms for communication with students, employees and other stakeholders, including conflict resolution.*
- *The university must ensure that the degree of satisfaction of the needs of the teaching staff, personnel and students within the framework of the EP is measured and demonstrate evidence of the elimination of identified deficiencies.*
- *The university must evaluate the effectiveness and efficiency 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 performance indicators;*
 - *dynamics of the student body by forms and types;*
 - *level of academic performance, student achievements and expulsion;*
 - *student satisfaction with the implementation of the EP and the quality of education at the university;*
 - *availability of educational resources and support systems for students;*
 - *employment and career growth of graduates.*
- *Students, employees and faculty must document their consent to the processing of personal data.*
- *The EP management must facilitate the provision of all necessary information in the relevant fields of science.*

Evidential part

During the visit, the EEC was convinced that the university has a system for collecting, analyzing and managing information based on modern information and communication technologies. An information and educational portal has been created, which ensures control over academic activities. The automated information system "Platonus" is also used, allowing data to be transferred to the Unified State Educational Institution of Higher Education information system. Both paper and electronic document flow, regular questionnaires, personal inquiries, applications, memos, the rector's blog and groups in social networks are used for feedback. The management of the university and educational programs regularly meets with students to clarify any questions that arise.

The University has adopted «PD-31-21 Information Management Strategy», which defines the requirements for information management as a set of information on the state of processes occurring inside and outside the University. In accordance with «PD-31-21 Information Management Strategy», «PD-35-21 Informing the Public» and «PD-28-21 Regulations on the Official Website», the University has defined the procedure for implementing information flows and persons responsible for the reliability and timeliness of information analysis and data provision. The relevant regulatory documents define the frequency of collection and analysis of information: for information on the achievement of target indicators, questionnaires, internal audit, for information on the results of students' academic performance.

Teachers are provided with access to a licensed service for organizing video conferences, communications and webinars - Zoom.

The survey «Satisfaction with the quality of education» is conducted once at the end of the academic year. The purpose of the study is a general assessment of the organization of the educational process and learning outcomes. The studies show that, in general, students' satisfaction with the quality of education is quite high.

The Department of Innovative Technologies is responsible for data security. It maintains the university's information systems, controls information systems for the educational process, protects servers and information resources, backs up data, manages web resources and implements modern technologies.

Information on the university's activities and the results of its analysis are included in the annual reports of the departments and reports on the areas of work (academic, scientific, educational, administrative, international and others). Individual reports of teachers become the basis for the formation of faculty reports, which are considered at meetings of collegial governing bodies, such as the

Academic Council, Scientific and Technical and Methodological Councils. The reports also include an assessment of the efficiency of resource use, which helps to optimize their distribution and increase overall productivity.

To assess the effectiveness of educational programs (EP), a stakeholder survey is conducted annually on satisfaction with the quality of educational services. The results are reviewed by special commissions led by EP heads, who take corrective measures and implement them. However, the EEC found that, given that the university was formed on the basis of the merger of two universities, there is no clear mechanism for monitoring the employment of graduates from previous years.

The conflict of interest prevention policy is aimed at implementing preventive measures: familiarizing employees and students with internal regulatory documents, rules of the educational process and internal regulations.

Corporate mail is used not only for messaging, but also to enhance the university's image. When applying for a job, employees agree to the processing of personal data for inclusion in the telephone directory, posting on the website and other information systems.

The university's scientific library provides access to domestic and some foreign databases and helps support the educational and scientific process.

Analytical part

Experts noted that the university has a functioning information management and reporting system. It covers both traditional and digital data flows. The EEC emphasized that the collection of information, including statistical data processing and reporting, ensures the preparation of analytical materials and the adoption of informed decisions. The requested information was provided promptly, which made it possible to analyze the activities of the university, faculties and educational programs without difficulty. However, there were failures when downloading files larger than 150 MB, which indicates a poor Internet connection - poor service from the provider.

The results of the online survey of the faculty showed:

- The level of feedback from management was rated as «very good» by 58 respondents (81.7%), «good» – by 13 (18.3%).
- 49 faculty members (69%) were fully satisfied with their participation in management decisions, 22 (31%) were partially satisfied.
- The accessibility of management for teachers was rated as «very good» by 57 people (80.3%), «good» – by 14 (19.7%).
- Critical perception on the part of management was rated as «very good» by 44 (62%) teaching staff, «good» by 27 (38%).

The results of the online student survey demonstrated:

- 173 students (85.2%) were completely satisfied with the speed of response to feedback from teachers, 29 (14.3%) were partially satisfied, and 1 (0.5%) found it difficult to answer.
- 172 (84.7%) students were fully satisfied with the information provided about courses, educational programs and academic degrees, 29 (14.3%) were partially satisfied.

As a result of the meeting with the heads of the structural divisions of the university and graduates, as well as during the analysis of the regulatory documents of the university, it was established that the employment of students and graduates is facilitated by the department for monitoring the quality management and accreditation system, which interacts with employers, as well as the graduating departments. However, Regulation PP-11-21 «Department of Monitoring, Quality Management and Accreditation System», regulating the work of this department, does not provide the functions of the department in the field of employment of graduates and the mechanisms for analyzing the employment of graduates.

Strengths/best practices

none.

Recommendations of the EEC

- the university management should develop a mechanism for a more detailed analysis of

graduates' employment and career growth by 30.08.2025;

EEC conclusions by criteria:

According to the standard "Information Management and Reporting" OP 6B01509-Mathematics, 7M01501-Chemistry have 17 satisfactory positions.

6.3. Standard «Development and approval of the educational program»

- *The university must demonstrate the existence of a documented procedure for developing the EP and its approval at the institutional level.*
- *The university must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes.*
- *The EP management must determine the influence of disciplines and professional practices on the formation of learning outcomes.*
- *The university can demonstrate the presence of a model of the EP graduate describing the learning outcomes and personal qualities.*
- *The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of the NSC, QF-EHEA.*
- *The EP management must demonstrate the modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensure that the EP and its modules (in terms of content and structure) comply with the set goals with a focus on achieving the planned learning outcomes.*

The management of the educational program must 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 must demonstrate that external examinations of the educational program have been conducted.*
- *The management of the educational program must provide evidence of the participation of students, faculty and other stakeholders in the development of the educational program and ensuring its quality.*
- *The management of the educational program must demonstrate the positioning of the educational program in the educational market (regional/national/international), its uniqueness.*
- *An important factor is the possibility of preparing students for professional certification.*
- *An important factor is the presence of a double-degree educational program and/or joint educational programs with foreign universities.*

Evidence-based part

Development and approval of educational programs (EP) at the university is carried out in accordance with regulatory legal acts in the field of higher and postgraduate education, the university's strategic plan and internal regulatory documents. To ensure the quality of the EP, their content is regularly updated based on an analysis of the functioning of the programs, discussions in academic groups, at the department servicing the accredited EP, as well as a survey of employers and graduates. Decisions on improving the EP are made at meetings of the faculty council.

Planning the implementation of the EP includes setting goals, assessing their significance taking into account the needs of training bachelors of education, as well as mechanisms for adjusting goals. Learning outcomes define a set of knowledge and skills that students must master upon completion of the program or a separate discipline. This guides teachers to develop the necessary competencies in students that correspond to the student-centered approach and facilitates the integration of employers into the program development process. The goals of the EP are consistent with the mission of the university and the National Qualifications System.

The creation of the EP takes into account proposals from interested parties, including stakeholders, students, their choice of elective courses, topics of final theses, as well as feedback from employers and students based on the results of professional practices. The demand for graduates and recognition of the quality of training by employers in the region are also taken into account.

The EP is updated in accordance with labor market demands. Adjustments are reflected in the catalog of elective disciplines and approved at faculty and Academic Council meetings. Employers' recommendations are provided to EP heads in the form of reviews. The Academic Committee (AC) participates in updating the EP, including university representatives from among the faculty, students,

and employers to ensure an interdisciplinary approach.

The content of the EP regulates the goals, expected results, conditions and technologies of training, as well as methods for assessing the quality of graduate training. The programs include the EP passport, training profile map, qualification characteristics, competency map, modular reference book, graduate models, educational and industrial practices, as well as regulatory and methodological materials for assessing the development of the EP.

The University demonstrates its readiness to implement joint and double-degree programs. The degree of employers' satisfaction with the quality of training of specialists is recorded in the reports of the chairmen of the State Attestation Commission, which are discussed at meetings of the OP and serve as the basis for revising their content and development strategy.

To improve the efficiency of training and update the content, a modular principle of constructing educational programs is used. This structuring allows varying the content of modules depending on the educational goals and profile of students. The approach ensures a student-centered nature of training, develops systemic thinking, responsibility for results, increases student motivation and promotes the comprehensive formation of competencies in accordance with qualification requirements.

EPs are developed within the framework of a competency-based model for training specialists for all levels of education and forms of training, corresponding to state standards of higher and postgraduate education, including the volume of credits in the context of discipline cycles.

Analytical part

During the visit, experts analyzed educational programs and educational and methodological support for their implementation. The documentation was developed in accordance with the university's internal methodological recommendations and regulatory requirements of the Republic of Kazakhstan. The examination of educational programs at the Central Asian Innovation University is carried out in accordance with the Regulation «Examination of educational programs» PD-05-21 dated March 26, 2021. The procedures for coordinating educational programs and catalogs of elective disciplines provide for mandatory external examination.

The University demonstrated the participation of faculty, students, employers and stakeholders in the working groups for the development of educational programs. Information on the composition of the working group is detailed in the structure of each EP.

The content of the educational programs and the sequence of their implementation correspond to the regulatory requirements and needs of the labor market. The learning outcomes for each discipline are logically correlated with the learning outcomes for the program as a whole, which indicates a systematic approach to building the educational process. The standard and working curriculum of OP 6B01509-Mathematics includes 3 sections: general education disciplines - 56 credits; of which the compulsory component is 51 credits; university component and (or) optional component - 5 credits; basic disciplines - 108 credits; of which the university component - 50, optional component 58; core disciplines - 68 credits; of which the university component - 44, optional component 24 and final certification - 8 credits.

OP 7M01501 - Chemistry consists of 8 modules: Scientific and pedagogical module, Module of the base of modern methodological training of universities, Module of methodology and modern technology of teaching chemistry, Module of achievements in modern chemistry, Module of modern problems of organizing scientific research work, Module of physical and chemical research methods, Module of the scientific and pedagogical basis of chemical education, Module of scientific research work. The cycle of basic disciplines of the university component consists of 20 credits, the elective component - 15 credits; the cycle of specialized disciplines: university component - 23 credits, elective component - 30 credits. Research work of a master's student, including an internship and the completion of a master's thesis - 32 credits.

The University is ready to implement dual-degree educational programs jointly with foreign educational institutions, but there are no relevant agreements with foreign partners. However, the experts of the EEC note that the potential of the University for the development and scaling of dual-degree educational programs significantly exceeds the level of their current implementation. Cooperation and exchange of experience with other educational organizations implementing a similar educational program in Kazakhstan and abroad is an important factor in the effectiveness of training. Within the

framework of the Cooperation Agreement with the Universities "Miras" and "Shymkent", work is underway to develop harmonized RUPs for OP 6B01509-Mathematics.

Strengths/best practices:

None

Recommendations:

- the university management should identify strategic partners for opening and implementing joint and/or double-degree programs with foreign universities by 30.08.2025.

Conclusions of the EEC on the criteria:

According to the standard «Development and approval of educational programs» for OP 6B01509-Mathematics, 7M01501 - Chemistry there are 11 satisfactory positions and 1 suggesting improvement.

6.4. Standard «Continuous monitoring and periodic evaluation of educational programs»

• *The university must ensure that the content and structure of the EP is revised taking into account changes in the labor market, employers' requirements and the social demands of society.*

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

Monitoring and periodic evaluation of the EP must consider:

• *the content of the programs in the context of the latest achievements of science and technology in a specific discipline;*

• *changes in the needs of society and the professional environment;*

• *workload, academic performance and graduation of students;*

• *the effectiveness of student assessment procedures;*

• *the needs and level of student satisfaction;*

• *the conformity of the educational environment and the activities of support services with the objectives of the EP.*

• *All stakeholders must be informed of any planned or undertaken actions in relation to the EP. All changes made to the EP must be published.*

• *Support services must identify the needs of different groups of students and the level of their satisfaction with the organization of learning, teaching, assessment, and mastering of the EP as a whole.*

Evidence-based part

The University carries out regular monitoring and periodic evaluation of educational programs (EP), updating their content annually by 30%. The updating is carried out taking into account the analysis of labor market needs, changes in the National Qualifications Framework, professional standards, as well as the opinions of potential employers, students and other stakeholders. At the same time, such aspects as the demand for the program at the national level, the adequacy of the methods for assessing the development of learning outcomes (LO), the compliance of students' educational activities with the planned results, the transparency of teaching, learning and assessment processes are taken into account. However, the EEC notes insufficient attention to the implementation of changes related to the development of IT and artificial intelligence.

The quality of the development of the OP is assessed by the quality assurance committee with the involvement of stakeholders. All programs are checked for uniqueness and the absence of borrowings using the «Antiplagiat» system.

The main objectives of the educational program are aimed at training highly qualified specialists, satisfying the needs of the individual for intellectual, cultural and moral development, obtaining professional education in the chosen specialty, disseminating legal, humanitarian and technical knowledge, as well as raising the general educational and cultural level.

The registration office and the postgraduate education department of the university organize the registration of students for disciplines with the participation of structural divisions and advisers, the formation of academic groups and streams, the registration of individual educational plans, the conduct of midterm and final assessment of students and other administrative processes.

At the same time, the university's website does not contain information about the changes made to the OP, which reduces the level of openness and awareness of interested parties.

Analytical part

The EEC noted that the university ensures regular revision of the content and structure of educational programs (EP), focusing on changes in the labor market, employers' requirements and social demand. The university demonstrates the presence of a documented procedure for monitoring and periodic evaluation of the EP, which allows achieving the set goals.

The EP is reviewed and updated annually at the end of the academic year, and the approved changes come into force at the beginning of the next academic year. The grounds for making changes are modern scientific trends, changes in the higher education system and the needs of the labor market. The results of student surveys play an important role in this. Graduates participate in the survey twice annually, providing data for analysis.

Internal assessment mechanisms for the quality of teaching include midterm assessment, professional practice, analysis of the rating of educational programs within the university, and other tools. Survey results show a high level of student satisfaction with the university's activities in key areas.

All data obtained as a result of surveys, monitoring and internal audit are used to improve the internal quality assurance system. Based on this data, recommendations are formed and educational programs are updated, which helps improve the quality of educational services provided. A survey of students during the VEK visit showed that the assessment of students' achievements is not always objective, especially in terms of assessing the achievements of student activists at the university.

However, an analysis of the university website revealed that the content of educational programs and changes made in the section of the graduating department are not published. This limits the availability of information and reduces the level of transparency for stakeholders.

Strengths/Best Practices:

None.

Recommendations:

- the management of the educational program should strengthen/adjust the mechanism for monitoring changes to the educational program, informing stakeholders and publishing all changes made on the university website by 09/01/2025.
- the university management needs to develop and implement mechanisms for assessing the effectiveness of assessment procedures, taking into account different groups of students by 09/01/2025.

Conclusions of the EEC on the criteria:

According to the standard «Continuous monitoring and periodic assessment of educational programs» for OP 6B01509-Mathematics, 7M01501 - Chemistry *there are 8 satisfactory positions and 2 - suggesting improvement.*

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

- *The management of the educational program must ensure respect and attention to various groups of students and their needs, providing them with flexible learning paths.*
- *The management of the educational program must ensure teaching based on modern achievements of world science and practice in the field of study, the use of 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 must determine the mechanisms for distributing the educational workload of students between theory and practice within the educational program, ensuring the mastery of the content and achievement of the educational program goals by each graduate.*
- *An important factor is the availability of own research in the field of methodology for teaching the disciplines of the EP.*
- *The university must ensure that the procedures for assessing learning outcomes correspond to the planned results and goals of the EP.*
- *The university must ensure consistency, transparency and objectivity of the mechanism for assessing the learning*

outcomes of the EP. The criteria and methods for assessing learning outcomes must be published in advance.

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

- The EP management must demonstrate the existence of a feedback system on the use of various teaching and assessment methods.

- The EP management must demonstrate support for learners' autonomy while providing guidance and assistance from the teacher.

- The EP management must demonstrate the existence of a procedure for responding to student complaints.

Evidence-based part

The university's academic policy is aimed at meeting the needs of various categories of students, including taking into account their individual characteristics. The management of educational programs (EP) actively applies the student-centered learning approach, within which the student occupies a central place in the educational process. All activities for the implementation of the EP are built taking into account the interests of students, which contributes to improving the quality of the educational process.

Students' progress along the educational trajectory is tracked through the Platinus system modules. The heads of the educational programs are provided with functions for monitoring the academic performance and academic achievements of students.

The university implements the principle of transparency: the policy and criteria for assessment are clearly spelled out in the educational and methodological complexes of disciplines, and syllabuses are provided to each student. The results of current control are announced at each lesson, and the results of exams, including computer testing, are known immediately after their completion. There is also a mechanism for appealing exam results, which can be initiated through the AIS system.

Students who have fully completed the educational process in accordance with their work and individual educational plans are admitted to the final certification. The overall academic performance of graduates is reflected in the results of the final certification. An appeals committee is formed for the period of the examination session, consisting of teachers whose qualifications correspond to the profile of the disciplines. Appeals are considered the day after the exam in accordance with the regulations, and the committee's decisions are recorded in the protocol and entered into the examination report.

The University provides conditions for the effective acquisition of theoretical knowledge and practical skills, offering both classroom and extracurricular activities, including training in specialized rooms. The acquired knowledge is consolidated in the process of professional practices, which are a mandatory part of educational programs. Practice takes place in real workplaces, which allows students to perform tasks in the conditions of existing production and participate in research activities.

To increase the level of awareness of students, the university provides access to an interactive information panel. The website contains Call Center contacts for calls, WhatsApp and e-mail for written requests, which ensures convenient consultation of students.

However, the EEC notes a weak feedback system related to the use of various teaching methods and assessment of learning outcomes specified in the discipline syllabi. This creates the need for further improvement of this aspect of educational policy.

Analytical part

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

The University and the management of educational programs (EPs) demonstrate a targeted approach to taking into account the needs and individual characteristics of students in both academic and extracurricular activities. One of the results of this approach is the development of individual curricula. However, during interviews with students, the VEC found that not all students are aware of the possibility of choosing an individual learning path, which indicates the need to improve information.

When studying the university's material and technical base, experts were convinced of a sufficient number of their own methodological developments that could potentially be implemented in the educational process.

Interviews with students showed that assessors do not always have modern methods for assessing learning outcomes in the accredited educational program.

A visit to practice bases showed that the university needs to determine mechanisms for distributing

the students' workload between theory and practice. Employers expressed a desire to strengthen the students' practical competencies.

During interviews with students, experts noted a good level of social support at the university. This is confirmed by a favorable socio-psychological climate and a pronounced corporate identity among both the faculty and students.

Results of the faculty survey:

- 54 people (76,1%) rate the level of academic freedom as «very good», 17 (23,9%) – «good».
- The ability to use one's own teaching strategies was rated «very good» by 51 people (71,8%), «good» by 20 (28,2%).
- The use of one's own teaching methods was rated «very good» by 59 people (83,1%), «good» by 12 (16,9%).
- The ability to introduce innovations in teaching was rated «very good» by 54 people (76,1%), «good» by 17 (23,9%).

Results of the survey of students:

- 163 students (80,3%) fully agree that the university provides equal opportunities for mastering the educational program and personal development, 13 (6,3%) agree.
- 155 respondents (76,4%) fully agree that teachers use effective teaching methods, 42 (20,7%) agree, 6 (3%) partially agree.

Strengths/best practice:

The university demonstrates the presence of its own research in the field of teaching methods of the academic disciplines of the educational program.

Recommendations:

- The management of the educational program must develop mechanisms for distributing the student's academic workload between theory and practice, ensuring the mastery of the content and achievement of the educational program's goals by September 1, 2025.
- The university management must ensure advanced training for the teaching staff involved in assessing students' learning outcomes by October 25, 2025.

Conclusions of the EEC by criteria:

According to the standard «Student-centered learning, teaching and assessment of academic performance» EP 6B01509-Mathematics, 7M01501 - Chemistry *have 1 strong position, 7 satisfactory positions and 2 - requiring improvement.*

6.6. Standard «Students»

- *The university must demonstrate its student body formation policy and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, and published.*
- *The EP management must provide for special adaptation and support programs for newly enrolled and foreign students.*
- *The university must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal, and informal learning.*
- *The university must provide opportunities for external and internal academic mobility of students, as well as assist them in obtaining external grants for their studies.*
- *The university must actively encourage students to self-educate and develop outside the main program (extracurricular activities).*
- *An important factor is the availability of a support mechanism for gifted students.*
- *The university must 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 must provide students with internships, demonstrate a procedure for facilitating the employment of graduates, and maintaining contact with them.*

- The university must demonstrate the procedure for issuing graduates with documents confirming the qualifications they have received, including the learning outcomes they have achieved.
- The management of the EP must demonstrate that the program graduates 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 must 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.

Evidence-based part

One of the strategic goals of the Central Asian University of Management is to ensure the formation of a student contingent from among the most prepared and capable applicants to continue their education. The policy for the formation of a student contingent is to admit individuals who have knowledge equivalent to a secondary school (gymnasium, lyceum), confirmed by the required number of points based on the results of the UNT, on a grant and on a paid basis, as well as an internal grant of the University.

The procedure for admitting applicants to the University is established on the basis of the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 «On approval of the Model Rules for Admission to Study in Educational Organizations Implementing Educational Programs of Higher and Postgraduate Education» (with amendments and additions as of September 28, 2020) and is regulated by the internal regulatory document - PR-06-21 Rules for Admission of Applicants (approved on May 25, 2020, updated at the meeting of the Academic Council, minutes No. 2 of September 30, 2020, re-approved at the meeting of the Academic Council of the Central Asian Innovative University, minutes No. 1 of March 26, 2021). Table 1 shows the student body.

Table 1 – Contingent of students in accredited educational programs.

Educational program	Years of admission			
	2021-2022 academic year	2022-2023 academic year	2023-2024 academic year	2024-2025 academic year
6B01509-Mathematics	0	82	224	356
7M01501 - Chemistry	-	1	37	39

For academic support of students who fail to cope with academic requirements, the EP uses counseling, additional classes, and organization of a summer semester. The main task of group (or individual) academic counseling of students is to explain the main provisions of theory and practice necessary for the formation of relevant skills, as well as the installation for the performance of general homework. Group academic counseling is carried out with a full academic group in an active form.

The university pays attention to the possibility of developing students outside of the curriculum, for which purpose many events and master classes are held, including at organizations that are potential practice bases. Stimulation of students to master additional competencies is well presented.

To expand mobility programs, the University has developed an Information Package (hereinafter referred to as the IP), which is described in the regulation PD 11-21 Regulation on the academic mobility of students. The IP is formed in the state and Russian languages. The IP characterizes the most important areas of the university's activities - academic, organizational and methodological, scientific and includes additional information (sports and mass events, cultural and leisure services, material and technical base).

Students in need are also provided with financial support. Special adaptation programs have been developed to help new students integrate into the university environment, become familiar with the curriculum, rules and resources of the university. These programs include orientation events, overview lectures, excursions and seminars on academic and social adaptation. There is a mentoring program, within the framework of which experienced student mentors help new students adapt to university life, answering their questions, providing advice and supporting them at the initial stages of their studies. The university has created a system of flexible payment terms and a wide system of incentives, provided for by the internal regulatory document PD-03-21 «Regulations on benefits and scholarships for students

studying on a contractual basis». Talented students are awarded scholarships of various levels. Excellent students and activists can receive a discount on tuition from 10 to 50 percent. Talented students are identified by teachers during classes and outside of class: at additional classes, consultations, where non-standard tasks are solved, research papers, projects, presentations are created. Such students actively participate in research work, they present their results at the district, regional and interregional levels.

The university has sufficient potential to implement academic mobility programs, but there is no active work to send students to other universities and organizations. A mechanism for recognizing learning outcomes has been developed and is regularly updated, which complies with the standards of the Lisbon Convention. This mechanism includes procedures for assessing and recognizing academic achievements obtained by students at other universities or during their studies abroad.

Information on the mechanisms for recognition of learning outcomes is made available on our website and other information platforms. This includes a description of the procedures, requirements and forms required to submit applications for recognition of learning outcomes.

Professional practice (PP) of students is a mandatory component of the EP, it is carried out in organizations that are practice bases and is based on a close relationship between theory and practice.

The Department of Mathematics, Physics and Computer Science has a student scientific circle (SSC) «Young Teacher» (30 students). The members of the circle are 1st-4th year students of the Department of «Mathematics, Physics and Computer Science», EP 6B01509-Mathematics.

In order to expand the availability of jobs for university graduates looking for work, to facilitate the hiring process for employers by attracting suitable candidates, and to assist in their employment, a job fair is held annually. The employment of graduates in the accredited EP was 80% in the previous year.

Analytical part

During the analysis of the provided documents and as a result of the VEK visit to the University, as a result of meetings with students, graduates and employers, the commission came to the conclusion that the university has a policy of forming a contingent of students. There is a system of encouragement and motivation of students by providing financial assistance, organizing scientific and other events.

At the same time, the EEC notes that there is a tendency to reduce the external and internal academic mobility of students and teaching staff. Increasing the number of students within the framework of academic mobility in the accredited educational program should be a higher priority for the development of the university at the moment.

The interview with stakeholders showed that the university does communicate with them, the alumni association is functioning, but none of the interviewees are members of this association. In this regard, the EEC notes that it is necessary to establish the functioning of such an organization. The regulations on the Alumni Association are fixed on the university website.

Strengths/Best Practices:

None identified.

Recommendations:

- The management of the University should provide for the possibility of concluding agreements with universities abroad and other cities of Kazakhstan to expand external and internal academic mobility of students by January 1, 2026.

- The management of the EP is recommended to involve graduates of EP 6B01509 - Mathematics, 7M01501 - Chemistry in the current Alumni Association by September 1, 2025.

Conclusions of the EEC according to the criteria:

According to the standard «Students» EP 6B01509-Mathematics, 7M01501 - Chemistry *have 11 satisfactory positions and 1 - requiring improvement.*

6.7. Standard «Teaching staff»

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

- *The university must demonstrate that the quality of the faculty composition corresponds to the established qualification requirements, the university strategy, and the goals of the educational program.*
- *The leadership of the educational institution must demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching.*
- *The university must provide opportunities for career growth and professional development of the teaching staff, including young teachers.*
- *The university must involve specialists from relevant fields in teaching, who have professional competencies that meet the requirements of the educational institution.*
- *The university must demonstrate the presence of a mechanism for motivating the professional and personal development of the teaching staff.*
- *The university must 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 must demonstrate the focus of its activities on developing academic mobility, attracting the best foreign and domestic teachers.*
- *The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity in the university, and determine the contribution of the faculty, including invited faculty, to achieving the goals of the EP.*
- *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.*

Evidence section

Analysis of the needs of the accredited educational programs (EP) is a key factor in attracting specialists to academic activities at the university. The university's HR department performs the following stages of work: hiring, promotion, incentives, layoffs, dismissals, determining rights and responsibilities, certification. The university has implemented a HR policy based on the principles of objectivity, transparency and meritocracy, aimed at improving the quality of educational services. Announcements of competitions for vacant positions are promptly published in the national media. Job descriptions have been developed for all categories of faculty and employees, taking into account qualification requirements.

The number of full-time teaching positions per EP is calculated based on the number of students studying in a given specialty and the standards for the number of students per full-time teaching position, as well as on the labor intensity of educational work with students in the specialty. The labor intensity of educational work is usually reduced by creating lecture streams and combined study groups. The average annual teaching load per teacher is 650-700 hours. The main indicators of the quality of the University's teaching staff are the presence of an academic degree and their work as a full-time teacher. The teaching staff of the departments meets the qualification requirements for licensing educational activities and is able to achieve the goals and objectives set in the University's Strategic Development Plan. The educational process widely uses information and communication technologies and software.

All teachers have the appropriate basic education and systematically improve their qualifications by obtaining additional education, internships, and participating in advanced training seminars. When hiring, applicants are tested for knowledge of the discipline. The frequency of advanced training is at least once every 3 years.

The teaching staff actively integrates strategic priorities into the educational process: develops and adapts curricula, introduces innovative teaching methods, conducts research work together with students and teaches relevant disciplines.

Despite the invitation of foreign specialists to conduct lectures and master classes, their participation in the permanent work of the departments serving the EP is absent.

The quality of the classes and teaching methods of the teaching staff is assessed through control visits and mutual visits to open classes. Such classes promote the continuity of generations and the professional growth of teachers. The results are recorded in protocols, and the schedules are approved by the heads of departments.

The faculty members draw up individual work plans for the beginning of the academic year, which reflect the types of activities that correspond to the mission, goals and objectives of the educational institution and the university as a whole. However, interviews with the faculty members of the accredited educational institution revealed weak involvement of teachers in the implementation of the university development strategy and other strategic documents.

Analytical part

In general, the quantitative and qualitative composition of the teaching staff of the accredited educational program of CAIU remains stable. All teachers of the departments working with the accredited educational program have basic education corresponding to their profile. Labor contracts and agreements are concluded with the teachers based on the decisions of the competition commission for filling positions. The teaching load is distributed in accordance with the established standards, and the implementation of the teaching load and individual plans of teachers is discussed at meetings of the faculty councils. The general report on the university is submitted for consideration to the Academic Council.

Based on the analysis of the provided documentation, visual inspection and interviews with stakeholders, the EEC notes that the university pursues an objective and high-quality personnel policy, creating conditions for the professional growth of the teaching staff.

Analysis of materials and interviews with the heads of educational programs and teaching staff confirmed that teachers participate in research work and publish its results. The university actively supports the implementation of software for conducting lectures and seminars - the educational process widely uses information and communication technologies and software, such as virtual laboratories in chemical disciplines.

The EEC found that the level of academic mobility of the teaching staff remains low. The results of the survey and interviews with students show that more than 160 (80%) students agree with the statement that teachers present the material in an accessible and interesting way, and also meet the requirements of their personal and professional development. The stable interest of students in learning is ensured by the professionalism of the teaching staff of the graduating departments and the high quality of the educational process.

As a result of the analysis of the educational process, questionnaires of the teaching staff and students, as well as department documents, the EEC experts established that the university actively attracts foreign teachers to the educational process. However, the EEC experts note that the attraction of foreign specialists is one-time in nature on the basis of a service agreement. Foreign specialists are not attracted to read individual disciplines in the accredited educational programs.

Strengths/best practice:

The university demonstrates the wide use of ICT and software in the educational process.

Recommendations:

- The university must attract foreign specialists to educational activities by January 1, 2026;
- The university is recommended to develop partnerships with universities abroad included in the TOP-500 international rankings (US News Best Global Universities Rankings, QS, ARWU, THE WUR), and conclude at least one agreement on academic mobility by January 1, 2026.

Conclusions of the EEC by criteria:

According to the standard «Teaching staff» *OP 6B01509-Mathematics, 7M01501 - Chemistry have 1 strong position, 9 satisfactory positions.*

6.8. Standard «Educational Resources and Student Support Systems»

- *The university must guarantee that the infrastructure and educational resources, including material and technical resources, meet the goals of the educational program.*
- *The management of the educational program must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment that ensure the achievement of the educational program goals.*
- *The university must demonstrate that the information resources meet the needs of the university and the educational program being implemented, including in the following areas:*
 - *technological support for students and faculty 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 core disciplines on paper and electronic media, periodicals, access to scientific databases;*
 - *examination of research results, graduation theses, dissertations for plagiarism;*

- *access to educational Internet resources;*
 - *functioning of WI-FI on its territory.*
 - *The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of scientific research work by faculty, staff, and students.*
 - *The university must strive to ensure that the educational equipment and software used to master educational programs are similar to those used in the relevant sectors of the economy.*
 - *The management of the educational program must demonstrate the existence of procedures for supporting various groups of students, including information and consultation.*
 - *The management of the educational institution must demonstrate the availability of conditions for the student to advance along an individual educational trajectory.*
 - *The university must take into account the needs of various groups of students (adults, workers, foreign students, as well as students with special educational needs).*
- The university must ensure that the infrastructure meets safety requirements.*

Evidence-based part

The University has a developed material and technical base, ensuring the implementation of all types of practical training and research work of students, provided for by the curricula of the accredited educational program (EP). The University's resources are at a sufficient level, which allows providing high-quality educational services. An important factor in ensuring the quality of education and a guarantee of sustainable development of the Central Asian Innovation University is the constant improvement of material, technical and information resources. The University has created all the conditions for teaching students, conducting scientific research, publishing the results of research of the teaching staff, employees and students.

The University's resources are: faculty and teaching staff (Faculty, administrative and managerial staff), educational and support staff, material and technical (laboratory and classroom funds, equipment, machinery, devices, stationery, paper, etc.), financial, intellectual (educational and methodological support), information. The University's material and technical resources, consisting of 15 buildings with a total area of over 55,463 square meters, include:

International Humanitarian and Technical Institute, consisting of 9 buildings with a total area of over 32000 square meters; Academician Mardan Saparbayev Institute, consisting of 6 buildings with a total area of over 23463 square meters.

The material and technical base fully ensures the implementation of all types of practical training and research work of students, as provided for by the university curriculum, and complies with current sanitary-epidemiological and fire safety standards and regulations.

Students have the opportunity and access to use the university's social, cultural and sports facilities, such as: 3 dormitories (2787 m²) for 360 people, 8 canteens for 800 seats, 2 sports complexes with a total area of 5590,2 m² with a swimming pool (462,1 m²), 4 gyms (2026,1 m²), a fitness room (261 m²), equipped with appropriate equipment. In addition, there are 6 medical centers in different buildings with a total area of 156.6 m², 5 libraries with seven reading rooms (total area 803.3 m²), 3 testing centers (673 m²), 4 stadiums (5352,7 m²) in different buildings, a tennis court (641,2 m²) for students.

The educational programs are equipped with the necessary classrooms, educational laboratories, 20 computer classes (238 computers), sports halls, testing centers (215 computers). Students have access to computers connected to the Internet outside of school hours. However, there were periodic Internet outages.

All students are assigned to the city student polyclinic. There is also an agreement with Temir-Service Ltd. and Doctor Orynbaev Medical Center Ltd. for the provision of medical services.

Two assembly halls with a total area of 427,8 m² are used for holding various cultural events.

The EEC states that the material, technical, library and information resources of the university correspond to the stated mission, goals and objectives of the university, as well as the requirements of the educational programs being implemented.

Analytical part

The visual inspection and analysis of the documents provided confirmed that the university's material and technical support and infrastructure are at a level sufficient for the high-quality conduct of the educational process. However, during its work, the EEC observed periodic failures in the Internet connection. Most likely, this problem is related to the work of the provider company.

The University also demonstrates the availability of support systems for various categories of students, including a working mechanism for inclusive education.

The EEC notes that the information resources used in the implementation of the accredited educational program meet the necessary requirements, and their updating is carried out consistently and systematically. At the same time, experts emphasize the importance of regularly updating educational and laboratory equipment in accordance with the development plans of the educational program in order to ensure that classes are conducted and scientific research is carried out at a modern international level.

Quality control of students' written work is carried out through plagiarism checking.

In interviews, students confirmed the availability of a sufficient number of Wi-Fi access points on the university campus and in dormitories, as well as sufficient network capacity for conducting classes, including online learning. These data are confirmed by the results of the survey, according to which the level of availability and quality of Internet resources was estimated at 83,7% (170 people).

During the meeting with students, the EEC experts heard the wish to organize recreational areas at the university for rest during breaks between classes. According to the survey of students, satisfaction with the modernity, comfort and safety of the equipment was 80,3% (163 people). The indicator of equal opportunities for mastering the educational program and personal development of students reached 77,8% (158 people). Satisfaction with the equipment of computer classes and scientific laboratories was 78,3% (159 people) and 80,3% (163 people), respectively.

Strengths/Best Practices

No strengths were identified within this standard.

Recommendations of the EEC:

The university must provide better access to Internet resources, as well as the functioning of Wi-Fi on its territory by March 1, 2025.

Conclusions of the VEK on the criteria:

According to the standard «Educational resources and student support systems», EP 6B01509-Mathematics, 7M01501 - Chemistry have 11 satisfactory positions and 2 requiring improvement.

6.9. Standard «Informing the Public»

- *The university guarantees that the published information is accurate, objective, relevant and reflects all areas of the university's activities within the framework of the educational program.*
- *Public information should include support and clarification of national development programs for the country and the system of higher and postgraduate education.*
- *The university management should use a variety of methods of disseminating information (including the media, web resources, information networks, etc.) to inform the general public and interested parties.*
- *Information about the educational program is objective, up-to-date and should include:*
 - *the purpose and planned results of the EP, the qualification awarded;*
 - *information about the system for assessing the academic achievements of students;*
 - *information about academic mobility programs and other forms of cooperation with partner universities and employers;*
 - *information about opportunities for developing personal and professional competencies of students and employment;*
 - *data reflecting the positioning of the educational institution in the educational services market (at the regional, national, international levels).*
- *An important factor is the publication of reliable information on the teaching staff, broken down by individuals, on open resources.*
- *The university must publish audited financial statements for the educational institution on its own web resource.*
- *The university must post information and links to external resources based on the results of external assessment 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.

Evidential part

All information about the university's activities and the implementation of educational programs with an indication of the expected learning outcomes is available on the official website of the university:

(<https://caiu.edu.kz/>).

The website contains information about educational programs (EP), department achievements, information for applicants, advertising materials, as well as materials about the university's activities. This data is presented not only on the official web resource, but also in the republican, regional and local media, on the Internet and on the pages of social networks of higher education institutions and departments.

The Departments section of the university website contains full information on the faculty of the educational programs being implemented. Information on passing scores and educational opportunities is also presented in the relevant internal regulatory documents (IRD).

The University actively supports and promotes the country's national development programmes and the higher and postgraduate education system by producing and distributing information materials such as brochures, newsletters, articles and press releases.

Each educational program has a separate page on the website, which provides information on objectives, curricula, admission requirements, graduate qualifications, career prospects, as well as contact details of responsible persons for obtaining additional information.

The results of external assessment procedures are posted on the official website and are regularly updated, but there is no information about the system for assessing students academic achievements.

Analytical part

Experts of the EEK conducted an analysis of the official website of the university and established that the site contains up-to-date information about educational programs, teaching, training, assessment procedures, passing scores, educational opportunities, academic degrees and qualifications, as well as employment opportunities for graduates.

Information about the EP disciplines, objectives, subject composition, assessment procedures and learning opportunities is also available in the discipline syllabuses on the Platonus educational portal. However, experts noted that this information is not publicly available to the general public.

The commission emphasizes that the work on posting information on the website is carried out systematically, which helps ensure transparency of the university's activities. The website contains complete information about the teachers involved in the implementation of the accredited program.

The university's information and analytical system allows for continuous monitoring of the EP's activities, including satisfaction of consumers of educational services. The experts were presented with evidence of feedback, including responses to requests from students and interested parties, for example, through the rector's blog.

The EEC was convinced that the information published by the university about the educational program is objective and relevant, but does not include information about the system for assessing students' academic achievements. The survey results showed that students satisfaction with the accessibility and responsiveness of the management amounted to more than 80% (162 respondents), and satisfaction with the content and informational content of the university website was 84,2% (171 people).

Strengths/Best Practices

No strengths were identified within this standard.

Recommendations of the EEC:

- the management of the university should consider the possibility of updating publications on open resources of reliable information on the assessment of students' academic achievements, on an ongoing basis.

Conclusions of the EEC on the criteria:

According to the standard "informing the public" OP 6B01509-Mathematics, 7M01501 - Chemistry have 11 satisfactory positions and 1 requiring improvement.

(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD*1. Standard «Management of the educational program»*

The management of the educational program confirms that the university employees have completed advanced training courses in the field of management.

2. Standard «Information Management and Reporting»

None.

3. Standard «Development and Approval of the Educational Program»

None

4. Standard «Continuous Monitoring and Periodic Evaluation of Educational Programs»

None.

5. Standard «Student-centered learning, teaching and assessment of academic performance»

The university demonstrates the availability of its own research in the field of teaching methods of the academic disciplines of the EP.

6. Standard «Students»

Not identified.

7. Standard «Teaching staff»

The university demonstrates the wide use of ICT and software in the educational process.

8. Standard «Educational Resources and Student Support Systems»

No strengths were identified within this standard.

9. Standard «Public Information»

No strengths were identified within this standard.



(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

1. *Standard «Educational Program Management»*

- The university management in the planning, reporting and activity procedures shall provide for innovation management based on the implementation of all basic management functions, including planning, organization, stimulation, analysis until October 30, 2025.

2. *Standard «Information Management and Reporting»*

The university management shall develop a mechanism for a more detailed analysis of graduate employment and career growth until August 30, 2025;

3. *Standard «Development and Approval of the Educational Program»*

The university management shall identify strategic partners for the opening and implementation of joint and/or double-degree EPs with foreign universities until August 30, 2025.

4. *Standard «Continuous monitoring and periodic assessment of educational programs»*

The management of the educational program must strengthen/adjust the mechanism for monitoring changes to the educational program, informing stakeholders and publishing all changes on the university website by 09/01/2025.

The university management must develop and implement mechanisms for assessing the effectiveness of assessment procedures, taking into account different groups of students by 09/01/2025.

5. *Standard «Student-centered learning, teaching and assessment of academic performance»*

The management of the educational program must develop mechanisms for distributing the students' academic workload between theory and practice, ensuring the mastery of the content and achievement of the educational program goals by September 01, 2025.

The university management must ensure advanced training for the PSS involved in assessing students learning outcomes by October 25, 2025.

6. *Standard «Students»*

- The management of the University shall provide for the possibility of concluding agreements with universities abroad and other cities of Kazakhstan to expand external and internal academic mobility of students by January 1, 2026.

- The management of the OP is recommended to involve graduates of EP 6B01509 - Mathematics, 7M01501 - Chemistry in the current Alumni Association by September 1, 2025.

7. *Standard «Teaching staff»*

The university must attract foreign specialists to educational activities by January 1, 2026.

The university is recommended to develop partnerships with universities abroad that are included in the TOP-500 international rankings (US News Best Global Universities Rankings, QS, ARWU, THE WUR), and conclude at least one agreement on academic mobility by January 1, 2026.

8. *Standard «Educational resources and student support systems»*

The university must provide better access to Internet resources, as well as the functioning of Wi-Fi on its territory by March 1, 2025.

9. *Standard «Informing the public»*

The university management must consider the possibility of updating publications on open resources of reliable information on the assessment of students' academic achievements, on an ongoing basis.

(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the external expert commission came to a unanimous opinion that the educational programs 6B01509-Mathematics, 7M01501 - Chemistry of the «Central Asian Innovation University» LLP 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
1. 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	16	0	0
2. 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	
3. 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	11	1	
4. 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	8	2	
5. 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			1	7	2	
6. 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			0	11	1	
7. 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			1	9	0	
8. 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	
9. 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 educational program, the qualification awarded		+		
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	
TOTAL			3	101	9	