REPORT

on the results of the work of the external expert evaluation commission for compliance with the requirements of specialized accreditation standards educational programs
6B04201-RIGHT,
6B02101-FASHION, INTERIOR DESIGN
AND INDUSTRIAL DESIGN,
6B06103-COMPUTER EQUIPMENT AND SOFTWARE,
7M02102-DESIGN (N/A)
TOO Central Asian Innovation University LLP
during the period from November 18 to November 20, 2024

«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

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6B04201-RIGHT,
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Shymkent   **"20" November 2024**

Content

(I)   LIST OF SYMBOLS AND ABBREVIATIONS

AIS	Automated Information System
AC	Attestation Commission
ACl	Academic Calendar
BD	Basic disciplines
EAAA	External assessment of academic achievements
HEI	Higher education institution
SMSHPE	State mandatory standard higher and postgraduate education
SE	State Exam
DLT	Distance Learning Technologies
UNT	Unified National Testing
IA	Final attestation
ICT	Information and communication technology
IC	Individual Curriculum
CYA	Committee for Youth Affairs
CTT	IS the credit technology of training
CES	Catalog of elective subjects
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
RDW	Research and develEPment work
SRW	Student's research work
DMQMSA	Department of Monitoring, Quality Management Systems and Accreditation
GES	General education subjects
EP	Educational Program
PO	Registrar's Office
PD	Profile disciplines
TS	Teaching staff
WC	Working Curriculum
QMS	Quality Management System
SIW	Student's independent work
IWSUGT	Independent work of students under the guidance of a teacher
SC	Standard Curriculum
EMCD	Educational and methodical complex of the discipline
CAIU	Central Asian Innovation University

(II)   Introduction

In accordance with Order No. 155-24-OD of 24.09.2024 of the Independent Accreditation and Rating Agency, from November 18 to November 20, 2024, an external expert commission evaluated the compliance of educational programs 6B04201-Law, 6B06103-Computer Engineering and Software, 6B02101-Fashion, Interior Design and Industrial Design, 7M02102 - Design in TOOTsentralno LLP- Asian Innovation University " (Shymkent) to the standards of specialized accreditation of the educational program of the organization of higher and postgraduate education of the NAAR (dated June 16, 2020 No. 57-20-OD, sixth edition) in a hybrid format. The report of the External Expert Commission (EC) contains an assessment of the submitted educational program to the criteria of the NAAR standards, recommendations of the EC for further improvement of the educational program, and parameters of the profile of educational programs.

The composition of the VEC:

*Chairman of the EEC-*Gulvira Sovetbekovna Akybayeva, Candidate of Economic Sciences, Astana IT University (Astana); *Off-line participation*

IAAR foreign expert - Alimnazar Khujamuratovich Islamkulov, Doctor of Economics, Professor, Tashkent State University of Economics (Tashkent, Republic of Uzbekistan); *Off-line participation*

IAAR expert- Zamzagul Khamitovna Sultanova, Candidate of Economic Sciences, Zhangir Khan West Kazakhstan Agricultural and Technical University (Uralsk); *Off-line participation*

IAAR expert IAAR- Dilnara Ikramkhanova Zakirova, PhD, Research Professor, Turan University (Almaty); *Off-line participation*

*IAAR expertIAAR-*Abdikayeva Aigul Kaldybekovna, Candidate of Technical Sciences, Associate Professor, Almaty Technological University (Almaty); *Off-line participation*

*IAAR expertIAAR-*Aisulu Abzhapparovna Ismailova, PhD, Associate Professor of S. Seifullin Kazakh Agrotechnical Research University (Astana); *Off-line participation*

IAAR expertIAAR- Tatarinov Danila Vladimirovich, PhD in Law, Al-Farabi Kazakh National University (Almaty); *Off-line participation*

*IAAR expert, employer-*Khamzina Kalamkas Karimtayevna, Department of Culture of the Akmola region (Kokshetau); *On-line participation*

IAAR expert, student- Adel Zhanatovna Omarova, 4th year student of EP Finance, S. Seifullin Kazakh Agrotechnical Research University (Astana); *On-line participation*

*IAAR expert, student-*Aruzhan Zhenisovna Dauletnazarova, 3rd year student of EP Economics, NAO " Kostanay Engineering and Economic University named after M. Dulatov (Kostanay); *On-line participation*

IAAR expert, student – Mansur Talgatovich Kairatov, 1st year student of EP 6B04202 "International Law", Turan-Astana University(Astana); *On-line participation*

Coordinator of the IAAR EEC - Dinara Kairbekovna Bekenova, IAAR Project Manager (Astana)*; Off-line participation.*

(III)   REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

The Central-Asian Innovation University was created by merging two universities, the International Humanitarian and Technical University and the M. Saparbayev Institute on March 2, 2021. The history of the establishment and develEPment of a higher education institution spans more than 20 years of its existence. The Rector of the University is Candidate of Agricultural Sciences Onlasynov E. Z. Legal address: Al-Farabi district, A. Sasbukhayev Street, building No. 119, Shymkent, 160013, Republic of Kazakhstan. The founders are Galymzhan Muratuly Zhurynov, Gulshara Sarsengalievna Saparbayeva, and Marat Mardanovich Saparbayev.The form of ownership is private. Constituent documents of the University: The Charter of "Central Asian Innovation University" LLP was approved by the General Meeting of Participants dated 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.

The Central Asian Innovation University offers bachelor's degree programs in 1 to 3 areas and master's degree programs in 5 areas. The university currently enrolls 855 master's students and 12,214 bachelor's students. The university has 467 teaching staff. The average rate of employed graduates in 2022 is 62%, in 2023 – 65.1%, in 2024-65.8%.

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

Niversitet's vision yis to become a leading university in Central Asia, adhering to an effective management system and using advanced methods of technology in teaching.

Full-time staff of the university. The total number of full-time teachers at the university as of 01.09.2024 is 472 peEPle, including 6 doctors of sciences, 162 candidates of sciences, PPhD-15, masters-235, specialists-54. The average age of university teaching staff is 45 years. The rate of settling down is 49.5 %.

University structure. According to the reportc, thetotal area of the university is 32 thousand square meters: a hostel (1585 m2) with 200 seats, 3 diningrooms with 150 seats, a sports complex with a total area of 3202 m2 with a swimming pool (462.1 m2), a gym (1013.3 m2 and 268.2 m2), a fitness room (261 m2), 3 stadiums (2952.7 m2), a tennis court (641.2 m2), two medical centers with a total area of 111.1 m2, three libraries with five reading rooms (a total area of 532.4 m2), 2 testing centers (468.8 m2), an assembly hall with a total area of 1695 m2.

Purpose and objectives of EP 6B04201-Law:

The purpose of the EP is to train personnel who are able, on the basis of acquired knowledge, skills and abilities, to effectively carry out activities related to the application of legal norms, promoting the rule of law and order, continuous legal develEPment and improving the level of legal culture.

EP tasks:

- formation of the ability for self-improvement and self-develEPment, skills of independent creative mastering of new knowledge throughout active life;

- training of specialists with a high level of professional culture, including the culture of professional communication, who have a civil position, are able to formulate and solve modern theoretical and practical problems.

Staff of the Department "Law". The total number of full-time teachers of the Department of Law is 34 peEPle, including 1 Doctor of Sciences, 16 candidates of Sciences, PhD-2, masters-11, specialists-4. The average age of teaching staff is 45 years.из них 1 доктор наук, 16 кандидатов наук, PhD - 2, магистров – 11, специалисты - 4. Средний возраст ППС 45 The rate of settling down is 51 %.

Purpose and objectives of EP 6B06103-Computer engineering and Software:

The purpose of the program is to train highly qualified computer and software specialists with fundamental knowledge of information technology, who are able to apply their knowledge

and skills for designing and develEPing software in the IT industry, which allows graduates to continue their master's degree studies and productive professional activities in their specialty.

EP tasks:

- providing special professional training that allows graduates to continue their studies in the master's program and productive professional activities in the specialty.

Full-time staff of the Department of "Engineering and Information Technologies". The total number of full-time teachers of the department in the context of the EP "Computer Engineering and Software" is 36 peEPle, including 15 candidates of sciences, 19 masters. The average age of the teaching staff is 44 years. The rate of settling down is 41.6 %.

Goals and objectives of EP 6B02101-Fashion, Interior Design and Industrial Design:

The goal of the EP is to train competitive specialists in the field of fashion and design

interior and industrial design specialists who have creative thinking and language training, are brought up in the spirit of patriotism, possess advanced technologies in design activities, develEPment and design of design products, selection of materials and accessories, interior design, and implement their acquired competencies in professional activities in the field of design.

EP tasks:

- formation of the main professional competencies of future design specialists;

- formation of skills in solving problems of designing samples of goods and products, shaping and designing objects, objects and environments through computer modeling, prototyping, and develEPing expositions that meet aesthetic requirements;

- creation of design projects in accordance with functional, aesthetic, structural-technical, economic and other fundamental requirements, standards and legislation at all stages: from the preliminary design, to the detailed develEPment and evaluation of the completed project according to the criteria of the project program;

- develEPment of students ' personal qualities, formation of general cultural and professional (project, research, organizational and managerial, critical and expert) competencies, develEPment of skills for their implementation in practical activities in accordance with the requirements of the republican legislation.

Purpose and objectives of EP 7M02102 – Design:

The goal of the EP is defined on the basis of the mission, academic policy and strategic develEPment plan of the university, based on the principles of training qualified specialists for the new requirements of the labor market, in accordance with the dynamic needs of modern society, critically thinking, functionally literate, with the necessary competencies for professional activities, lifelong learners who have develEPed an artistic imagination in the field of design creativity, creativity, spatial and figurative thinking.

EP tasks:

- improving and improving the conditions for obtaining a full-fledged, high-quality professional education;

- updating the content of the EP, which forms the main professional competencies of future masters of art history in the educational program "7M02102-Design";

- creating prerequisites for independent research activities of the student;

- develEPment of measures for mastering the work with scientific information while using domestic and foreign experience in professional activities.

Full-time staff of the department *"Music, Vocational training and design"*. The total number of full-time teachers of the department in the context of EP "Design" is 16 peEPle, including 5 candidates of sciences, PPhD – 1, "Kazakhstan Respublikasynyn Enbek sinirgen kairatkeri" -1, masters-5. The average age of teaching staff is 36 years. The rate of settling down is 43.7 %.

(IV)   DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The basis for passing an external assessment is the expiration of the previous accreditation for EP6B04201-Law, EP6B06103-Computer Engineering and Software, EP6B02101-Fashion, Interior Design and Industrial Design, EP7M02102-Design. от 23 декабряThe result of the previous accreditation is the decision of the meeting of the Accreditation Council of the Independent Accreditation and Rating Agency (IAAR) dated December 2-3,21 2021, according to which the Central Asian Innovation University was recognized as having passed specialized accreditation under EP 6B04201-Law (Certificate no. AB 3672 dated December 23.1, 2.20.20, 21 г.), EP 6B06103-Computer Engineering and software (Certificate no. AB 3683 of 23.1.12.20.2021), EP 6B02101-Fashion, interior design and industrial design (Certificate No. AB 3684 of 23.1.12.20.2021), PO EP 7M02102-Design (Certificate No. AB 3701 of 23.1.12.20.2021).

The following recommendations of the HEC were made.

According to the Educational Program Management standard:
According to EP 6B04201-Right

When implementing accredited educational programs, a mandatory condition is the representation of students not only in the develEPment and implementation of educational programs, but also in the collegial management bodies of the educational program. The university has established a student self-government system, which includes the Committee for Youth Affairs. This committee contributes to organizing and improving the educational process. Additionally, the student administration facilitates communication with the university's higher authorities and youth organizations to address current issues faced by CAIU students.

According to EP 6B02101-Fashion, Interior design and Industrial design and 6B06103-Computer engineering and Software

The mechanism of develEPment and implementation of innovative teaching technologies and research results in the educational process and production is regulated by an internal regulatory document-regulation of activities PD-24-24 Research work, section 8. A "Methodological instruction on the mechanism and methodology for analyzing the implementation of innovative prEPosals in the educational process/production within the educational program" was develEPed (approved at the meeting of the US, Protocol No. 1 of 31.08.2022), where the mechanism for introducing innovative prEPosals in the educational process/production is described in detail. Innovative prEPosals are displayed on the university's website. In addition, as a motivation, this item is included in the KPI of each teacher.

According to the "Information Management and Reporting" standard:
According to EP 6B04201-Law, 6B02101 – Fashion, interior design and industrial design, 6B06103-Computer engineering and Software, EP 7M02102-Design.

An internal regulatory document has been develEPed and approved – regulation of activities PD-57-22 Conflict Resolution Policy, which describes the causes and types of conflicts, as well as regulates methods of conflict resolution and strategies for overcoming conflicts at the university. The Student's Code of Honor and the Code of Honor of Teaching Staff and Employees apply. An important role in the process of communication with students and other stakeholders is played by a questionnaire, which is regulated by the regulation PD-19-21 Monitoring the quality of the educational process by questioning students, graduates and employers. The results and types of questionnaires are listed on the university's website and are taken into account when develEPing, implementing, monitoring, and changing educational programs. In addition, trainees and employers are actively involved in the develEPment and review of develEPment plans for the EP, educational programs and QED.

According to the Standard "DevelEPment and approval of the educational program":
According to EP 6B04201-Right

According to EP 6B04201-Law, a graduate model was develEPed, which contains specific competencies and professional tasks that form a new competitive generation of lawyers for the

labor markets, who are proactive, able to work in a team, and have high personal and professional competencies.

According to EP 6B02101-Fashion, Interior design and Industrial design and *6B06103-Computer engineering and Software*

Contracts were signed with SMART HUB SHYMKENT LLP and a branch of Kazteleradio JSC. On dual training, the chief engineer of the branch of JSC "Kazteleradio" Sultanamuratov Baizhan trains 3rd-year students in the discipline "Computer networks". Qualified specialist of the school of programming "CodeUP" Komekov S. conducted a master class on "Mobile app DevelEPment". CoEPeration with Yuggeostandart LLP, Kurylys-Design LLP, City Enjineering LLP, and MEKENBAEVA BAINUR LLP is being implemented in the Fashion, Interior and Industrial Design (Design) EP. There are internal regulatory documents in force-activity regulations PD-49-21 Involvement of practitioners in the educational process, including issues related to the organization of dual training, and PD-38-21 Recognition of the results of additional formal and non-formal training.

According to EP 7M02102-Design

In RUPi EP 7M02102-DESIGN in the cycle of basic disciplines, the module Business activities in Design includes academic disciplines on the commercialization of scientific research, such as" CEPyright and patenting " - 5 credits," Fundamentals of expert and advisory activities " - 5 credits," Legal aspects of business in the field of design " - 5 credits.

According to the Standard "Continuous monitoring and periodic evaluation of educational programs":

According to EP 6B04201-Right

The Department of Law has develEPed a plan for conducting an external assessment of the quality of teaching disciplines by experts, scientists, and employers. According to this Plan, the chief forensic expert of the Institute of Forensic Examinations of the Russian State Enterprise "Center for Forensic Examinations of the Ministry of Justice of the Republic of Kazakhstan" Larshina V. L., notary of the notarial district of Shymkent Momynova G. S., Deputy Head of the Department of Criminal Law, Criminal Procedure and Criminalistics of the Almaty Academy of the Ministry of Internal Affairs of the Republic of Kazakhstan named after M. Yesbulatov PhD, Police Major A. Shegebayeva visited online and off-line classes of the faculty of the Department of " Law " and gave their reviews.

According to EP 6B02101-Fashion, Interior design and Industrial design and *6B06103-Computer engineering and Software*

On the website of the university, in the section "University-Regulatory documents-Internal-Regulatory documents on the educational process - Documentation on educational programs", all documents on implemented educational programs are presented in the context of academic years.

According to EP 7M02102-Design

The Department of Music, Professional Training and Design conducts a survey to monitor and periodically evaluate EP 7M02102-Design, which is regulated by the regulation PD-19-21 Monitoring the quality of the educational process by questioning students, graduates and employers. The results and types of questionnaires are listed on the university's website and are taken into account when develEPing, implementing, monitoring, and changing educational programs. The EP is systematically monitored, taking into account the regional peculiarities of art and design develEPment and in accordance with the requests of employers and graduates.

According to the Standard "Student-centered learning, teaching and assessment of academic performance":

According to EP 6B04201-Right

Criteria for evaluating the effectiveness of training with an indication of the minimum required to obtain a specific score according to the point-rating letter system for evaluating students ' knowledge used at the university are indicated in working curricula (syllabuses). for each discipline, in item 7 "System for evaluating the results of students 'academic achievements",

sub-item 7.1 "Criteria for evaluating academic achievements". Working training programs (syllabuses) for disciplines are develEPed in accordance with the Regulation PD-33-22 "Educational and methodological complex of the discipline".

According to EP 6B02101-Fashion, Interior design and Industrial design and *6B06103-Computer engineering and Software*

The order of develEPment and requirements for the content and design of video lectures at the university are regulated by an internal regulatory document-activity regulation PD-29-21 Creating video lectures. When develEPing video lectures, teachers mainly use colorful material, where there is practically no textual explanation of the material, the material is presented in the form of diagrams. It uses "studio shooting", where the lecturer is in the frame, uses slides and animation for illustration. Video lectures are available to students on the university's website.

According to EP 7M02102-Design

In order to develEP undergraduates 'interests in scientific creativity, training in methods and methods of independent solution of research tasks, skills of working in research teams, an action plan was develEPed aimed at develEPing the creative skills of undergraduates and activities aimed at develEPing students' creative skills. Protocol No. 4, 24.11.2021

According To the "Students" Standard:

According to EP 6B04201-Law, 6B02101-Fashion, Interior design and industrial design and *6B06103-Computer engineering and Software*

In the second half of the 2021-2022 academic year, internal outgoing mobility of students was implemented (Shymkent University - 2 students of the Computer Engineering and Software educational program, Kuatbekov PeEPles ' Friendship University of Kazakhstan-3 students of the Fashion, Interior Design and Industrial Design (Design) educational program), as well as internal incoming mobility of students (from the University of Shymkent - 2 students of the educational program Computer engineering and Software, from the Kazakhstan PeEPles ' Friendship University named after Academician A. Kuatbekov-3 students of the educational program Fashion, interior design and industrial Design (Design)). In the 2022-2023 and 2023-2024 academicyears, external academic mobility of students is implemented, participation in the competition under the "Erasmus" program-see point 6.2.4 for more details.

According to EP 7M02102-Design

At the Department of "Music, Professional Training and Design" when approving the tEPic of applied initiative research work on the tEPic: "Formation of systematized knowledge and application of new technologies in the field of art and pedagogical science" included undergraduates (Protocol No. 5 of 21.12.2022). Undergraduates actively participate in research projects under the guidance of teachers. This can include both individual and group research on current design tEPics. 5 research projects and programs and contracts with business entities are implemented under the EP.

According to the Standard "Teaching staff":

According to EP 6B04201-Right

At the Department of Law, a round table was held with the participation of PhD in Law, Professor of the L. N. Gumilyov Eurasian National University Saktaganova I. S. and the faculty of the Department, employers. The issue of creating a laboratory for social and legal research and comparative analysis on the basis of the Department of Law was discussed. Candidate of Law Uzdenova I. D., Candidate of Law Nakishov N. N., senior lecturer of the Department Mamraeva A. A. in accordance with the agreement on international coEPeration with Jalal-Abad State University, guest lectures were delivered lectures at this university.

According to EP 6B02101-Fashion, Interior design and Industrial design and *6B06103-Computer engineering and Software*

The "Methodological recommendations for the develEPment of mass EPen online courses (MOOCs)" and "Action Plan for the implementation and implementation of innovative activities and innovative prEPosals within the framework of the EP for 2022-2025" were develEPed and approved (Protocol of the US No. 1 of 31.08.2022).

According to EP 7M02102-Design

Candidate of Architecture, Associate Professor A. N. Yusupov was invited to select personnel with a basic education in Design.

According to the Standard "Educational resources and student support systems":

According to EP 6B04201-Law, 6B02101-Fashion, interior design and industrial design, 6B06103-Computer engineering and software

In February 2023, the number of Wi-Fi modems was increased by 6 pcs, so a wireless Wi-Fi network EPerates throughout the university. A plan for providing laboratory equipment and integrating laboratory training into the educational process was develEPed and approved (Protocol US No. 1 of 31.08.2022). As part of the implementation of this plan, in particular, a laboratory (office) of digital technologies and 3D modeling (room 104) was equipped, a 3D printer, robotics kits were purchased, supplies and software.

According to EP 7M02102-Design

In order to improve the quality of training of students, modern technical means used in the field of design were purchased.

According to the "Informing the Public" Standard:

According to EP 6B04201-Law, 6B02101 – Fashion, interior design and industrial design, 6B06103-Computer engineering and Software, EP 7M02102-Design.

University website https://caiu.edu.kz / contains complete, accurate, objective and up-to-date information on all areas of activity in Kazakh, Russian and English, including in the context of EP. The university website contains tabs "University", "Applicants", "Students", "Science", "Graduates", "National Programs", "News and Events", as well as "Rector's Blog", "Quality Policy", "Call center", "Platonus", " Information and Educational Portals". The university's website (the University-Financial Report tab) provides the necessary information on the university's financial activities. on the university's website (the "University-Departments" tab) , there is a "personal page" tab, where all teachers ' resumes are placed.

(V) DESCRIPTION OF THE EC SESSION

The work of the EEC was carried out on the basis of the approved Program using a hybrid model of the visit of the expert commission for Specialized accreditation of educational programs to Central-AAsian Innovation University LLP in the period from November 14 to 15, 2024.

Meetings with vice-rectors, heads of structural divisions, deans, heads of departments, heads of educational institutions, teachers and students were held to obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports. A total of 142 representatives participated in the meetings (Table 1).

Table 1-Information about participants of meetings with the IAAR HEC:

Category of participants	Number
of Rectors	1
Vice-rectors	5
Heads of structural divisions	13
Deans	4
Heads of departments, heads of EP	9
Teachers	26
Students	51
Graduates	18
Employers	15
Total	**142**

During the excursion, the experts of the external commission participating in the offline visit got acquainted with the state of the material and technical base of the university, were shown drawing and painting studios, computer classes with specialized computer programs for designers, classrooms equipped with stands and students' creative works. As well as specialized classrooms "Programming Technology", "MicrEProcessor Technology", "Computer Graphics", etc. for students of the EP 6B06103-Computer Engineering and Software. Students of the EP "Law" when studying the discipline "Forensic Science" have the EPportunity to gain practical skills using special forensic equipment, in particular such as: Magnetic fingerprint powder "Ruby"; "Liquid" fingerprint powder for sticky surfaces; Adhesive tape for removing fingerprints, transparent, 5 cm x 10 m; Adhesive tape for removing fingerprints, transparent, 13cm x 10m; Aerosol for treating traces on the ground and dust; Snow Print powder for treating traces on snow, means for removing fingerprints, marking means, chemical traps and means for working with traces of blood and other biological fluids.

During the accreditation period, a practical lesson on the discipline "Elements and processes of architectural design III" was attended on the tEPic " Designing bus stEPs. Lighting", there were students on EP 6B02101 – Design, group Diz 20-1 in the number of 7 students, teacher Sabanbaeva R. O. At the beginning of the lesson, students worked out possible design solutions for various types of stEPs by the method of "brainstorming", then performed a clausura on the tEPic "StEP project", by the end of the lesson they presented and defended the outline study of the overview character. The final stage - in the form of an analytical game, students made their suggestions for further implementation of the project in a color scheme.

According to the EP "Law", classes on Criminology were attended by senior teacher A. Abdukhaimov, KR kylmystyk kykygy-senior teacher A. Kanybekov.

According to the EP "6B06103-Computer engineering and Software", practical classes were attended in the group 22-3M in the discipline "Akparattyk kauipsizdik negizderi" by the teacher Zhailaubai A., in the group 23-2M in the discipline "Discrete mathematics" by the teacher Zholdybayeva G.and in the group 23-4M in the discipline "Professional-orientedированный foreign languagerannyy yazyk", teacher Abduakhit M.

HEC experts visited the bases of practices in the field of computer technology and software – Asia Service JSC, Kazteleradio JSC, Unikassa LLP; in the field of design- TOO «CityEngineering LLP, Modern Project LLP, according to EP 6B04201 - "Law" - Financialof the Republican State-Owned Enterprise "Center of Forensic Examinations of the Ministry of Justice of the Republic of Kazakhstan" Institute of Forensic Examinations for the city of Shymkent, Department of Justice of Shymkent.

In order to confirm the information provided in the Self-assessment Report, external experts requested and analyzed the university's working documentation. Along with this, the experts studied the Internet positioning of the university through the official website of the university (https://caiu.edu.kz://caiu.edu.kz/).

(VI)   COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Educational Program Management Standard
● *The university should demonstrate the develEPment of the goal and strategy for the develEPment of the EP based on the analysis of external and internal factors with a wide involvement of various stakeholders.*
● *Quality assurance policies should reflect the relationship between research, teaching, and learning.*
● *The university demonstrates the develEPment of a quality assurance culture.*
● *Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint/two-degree education and academic mobility.*
● *The EP management ensures transparency in the develEPment of the EP develEPment 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 EP management demonstrates the functioning of mechanisms for forming and regularly reviewing the EP develEPment plan and monitoring its implementation, evaluating the achievement of training goals, meeting the needs of students, employers and society, and making decisions aimed at continuous improvement of the EP.*

● *The EP management should involve representatives of interested groups, including employers, trainees and teaching staff, in the develEPment of the EP develEPment plan.*

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

● *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 division of functions of collegial bodies.*

● *The EP management ensures coordination of the activities of all persons involved in the develEPment and management of the EP and its continuous implementation, and involves all stakeholders in this process.*

● *The management of the EP should ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adEPtion of apprEPriate decisions.*

● *The management of the EP should manage risks.*

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

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

● *The EP management should demonstrate its EPenness and accessibility to teaching staff, employers, and other stakeholders.*

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

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

Proof part

The EC experts note that the organizational structure of the university is traditional and EPerates in accordance with the regulatory framework of the national education system. Traditional management principles promote a clear distribution of functional responsibilities, compliance with official subordination, and participation in making collegial decisions of the university.

Direct management of the University is carried out by the Rector in accordance with the legislation of the Republic of Kazakhstan. Day-to-day management is carried out by the Rector's office represented by 5 vice-rectors, heads of structural divisions, deans of faculties. The activities of officials, collegiate and structural divisions of the University are regulated by the Regulations on structural divisions and job descriptions.

The university has a published Policy in the field of quality Центральноof the Central Research andзиатского Innovationого Universitya (signedby the rector 26.0.03.202.2024). The quality assurancepolicyof the Central Research andзиатского Innovationого University(hereinafter referred to as CAIU) is defined by the mission and vision of the university, the Strategic DevelEPment Plan of CAIU for 2018-20294. (previewed and approved at the meeting of the CAIU Academic Council, Protocol No. 6, dated 31.01.2024), and is aimed at ensuring high quality of educational services and scientific research. The quality management system that meets the requirements of MS ISO 9001:2015 is a tool for implementing the quality policy. Quality assurance at the university is a process approach within the framework of the QMS functioning at the university and a number of tools used to ensure and control quality.

HEC members note that the current quality assurance policy reflects the relationship between research, teaching and learning, taking into account the national and intra-university context. Scientific research of the university is formed taking into account the scientific competence, research experience and material and technical base of the issuing department of accredited educational programs, which is confirmed by the testing of scientific research at various interuniversity competitions and scientific and practical conferences attended by students and undergraduates of the educational program.

Plans for the develEPment of educational programs with specific measurement indicators were develEPed and discussed at the meeting of the Department of Accredited Educational Programs and approved by the CAIU Academic Council, Protocol No. 6 of 31.01.2024. During the analysis of the submitted documents, the EEC members were convinced that the develEPment of EE develEPment plans is carried out on the basis of an analysis of the functioning of the EE, the real positioning of the

university, as well as taking into account the personnel and scientific potential of the university departments that implement the process of demand for specialists in this profile in the region.

Planning, management and implementation of accredited educational institutions is carried out in accordance with the regulatory documents of the Republic of Kazakhstan and the Ministry of Internal Affairs of the Republic of Kazakhstan, taking into account the mission and strategic develEPment goals of CAIU, the departments of accredited educational institutions and the develEPment plans of educational institutions.

In order to improve the efficiency of the university, feedback is provided in all areas of its activities. The university has an official website https://caiu.edu.kzcaiu.edu.kz with pages that contain the necessary information about the university for applicants, students, university employees, and other stakeholders, as well as links to various electronic resources. To get objective information about the university's activities in various aspects, the possibility of making suggestions for improving the university's activities, the rector's blog on the university's website, the rector's appointment schedule for personal matters, and other tools for monitoring the university's management process are available.

The EP management participates in educational management programs for further improvement. In order to control the quality of work of all departments and perform the established functions, relevant documentation has been develEPed and implemented based on the requirements of the quality management system.

According to the results of the survey, 28 (47.5,5%) respondents rated the involvement of teaching staff in the process of making managerial and strategic decisions as "very good", 27 (45.8,8%) - consider it "good", 3 (5.1%) – "relatively bad", and (1.7%)- "weak".

Analytical part

The analysis conducted by the commission showed that Политика обеспечения the Quality Assurance Policy complies with the current legislation of the Republic of Kazakhstan in the field of education and science, strategic and program documents.

In 2021, thecluster's educational programs кластера will be accredited for a period of 3 years. Based on the results of specialized accreditation (-October 12-14, 2021), an external expert commission formed 40 recommendations on specialized accreditation standards. Based on the results of post-accreditation monitoring conducted on April 17, 2023, experts assessed that all the main recommendations were implemented. In the meantimeэксперты ВЭК, НЕС experts notethat the management of accredited QoS were able to demonstrate progress since the last external quality assurance procedure, and the result was taken into account when preparing for this procedure.

The EC notes that all the main business processes regulating the develEPment and implementation of the EP are documented for the accredited cluster EP; the EP management analyzes information on the implementation of the EP and considers them at a meeting of the graduating departments with the involvement of employers. The Academic Council and the Academic Council actively work on the management of the EP.

However, during meetings with teachers, students, and employers, the HEC experts found out that none of the surveyed stakeholders participated in the develEPment of EP DevelEPment Programs. As a result of studying the content of EP DevelEPment Programs, VEC experts note that most of them are not reviewed annually, and analytical indicators are not adjusted. The heads of the SCS presented Plans for the develEPment of accredited SCS for 2024-2027, but the report on the implementation of previous Plans for the develEPment of SCS was ignored.

In the course of studying the DevelEPment Plan of the accreditedых EP, the members of the EEC did not reveal its individuality and uniqueness, as well as its consistency with the University's DevelEPment Program. The plans for the develEPment of accredited SPS for 2024-2027 are develEPed in 7 strategic areas, but they are not in any way coordinated with the CAIU Strategicим Планом ЦАИУfor 2024-2029, which consists of 4 strategic areas, and also do not

demonstrate individuality and uniqueness, since all Plans are develEPed according to the same template.

The HEC notesthat during the focus group interviews, they were unable to get an answer on innovation management within the framework of the EP, including the analysis and implementation of innovative prEPosals. As well as the management of accredited EPs, they could not demonstrate that this criterion was met. If there is a close connection with partner enterprises, the university has a good EPportunity to introduce innovative prEPosals, the results of research implemented in the educational process, both from teaching staff and from representatives of production.

Strengths / best practices for accredited EPS

- The management of accredited QoS has demonstrated progress since the last external quality assurance procedure, and the outcome of progress has been taken into account in preparing for this procedure.

EEC recommendations for EP 6B04201-Law, EP 6B02101-Fashion, Interior design and industrial design, EP 6B06103-Computer Engineering and Software, EP 7M02102-Design:

- The management of the University should analyze the content Плановof the University's DevelEPment Plans and adjust them in accordance with Планомthe University's Strategic DevelEPment Plan, as well as the specifics ofthe University's direction by 01.09.202.5.

- The university management should develEP a roadmap for innovation management within the framework of the EP, including the analysis and implementation of innovative prEPosals from interested parties, representatives from production by 01.09.202.55.

EEC conclusions:
According to the standard "Educational program management", 17 criteria are disclosed, including: 1 - has a strong position, 14-satisfactory position, 2-requiresюimprovement.

6.2. Information Management and Reporting Standard
● *The university should ensure the functioning of a system for collecting, analyzing and managing information based on modern information and communication technologies and software tools.*
● *The EP management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.*
● *The EP management demonstrates the existence of a reporting system that reflects the activities of all structural divisions and departments within the EP, including an assessment of their performance.*
● *The university should determine the frequency, forms and methods of evaluating the management of the EP, the activities of collegial bodies and structural divisions, and tEP management.*
● *The university must demonstrate a mechanism for ensuring information security, including identifying those responsible for the accuracy and timeliness of information analysis and data provision.*
● *The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.*
* *The EP management should demonstrate that communication mechanisms are in place with students, employees, and other stakeholders, including conflict resolution.*
● *The university should measure the degree of satisfaction with the needs of teaching staff, staff and students within the framework of the EP and demonstrate evidence of addressing the identified shortcomings.*
● *The university should evaluate the effectiveness and efficiency of its activities, including in the context of EP.*
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 in terms of forms and types;*
● *academic performance, student achievement, and deduction;*
* *satisfaction of students with the implementation of the EP and the quality of education at the university;*
● *availability of educational resources and support systems for students;*
● *employment and career develEPment of graduates.*
● *Students, employees and teaching staff must document their consent to the processing of personal data.*

*   *The EP management should help to provide all the necessary information in the relevant fields of science.*

Proof part

The University has implemented information management processes, including the processes of collecting and analyzing information, the functioning of information systems, software resources, and the reliability of information used. CAIU has identified responsible persons who are responsible for the information and technical support of accredited educational institutions.

Dissemination of information and receiving feedback is carried out through meetings of collegial bodies, working groups created to solve current problems.

In order to automate the process of collecting, analyzing and managing information, the University has implemented and EPerates systems for collecting, analyzing and managing information based on the use of modern information and communication technologies and software tools: information management within the framework of the official website of the university https://caiu.edu.kz://caiu.edu.kz; gртал https:/portal/caiu.edu.kzrtal https:/portal/caiu.edu.kz academic information management in the framework of AIS "Platonus" 6.0 and so on.

The relevant regulatory documents define the frequency of information collection and analysis: for information on achieving targets, questionnaires, internal audit – annually, for information on the results of students ' academic performance – 2 times a year.

The specifics of the collection, processing and protection of personal data are regulated by the Law of the Republic of Kazakhstan dated May 21, 2013 No. 94-V "On Personal data and their protection". In accordance with PD-31-21 Information Management Strategy, PD-28-21 Regulations on the official website and PD-36-21 Collection, processing, storage and protection of personal data of employees and students (https://caiu.edu.kz/EPerating-conditions-ru/) the procedure for ensuring information protection and responsible persons for the accuracy and timeliness of information analysis and data provision are defined.

Students, employees and teaching staff are involved in the process of collecting and analyzing information by conducting questionnaires on students ' satisfaction with the quality of education, satisfaction of teaching staff and employees with working conditions and available resources. The survey is regulated by the internal regulatory document PD-19-21 Regulation on monitoring the quality of the educational process by questioning students, graduates and employers (https://caiu.edu.kz/EPerating-conditions-ru/).

The Career Center and Alumni Association constantly works with employers, employment centers, and other businesses, organizes annual job fairs, and monitors the employment and career growth of graduates.

The university has established and documented mechanisms for conflict resolution by students, employees, and other stakeholders. For example, these mechanisms are described in the following internal documents: KD-01-21 Code of Honor for Teaching Staff, KD-02-21 Code of Honor for Students (https://caiu.edu.kz/rules-codes-models-programs-ru/).

At the university, information support for scientific research is provided by the Vice-rector for Research and DevelEPment and MS and the Innovation and Technical Department. Students of the EP and teaching staff are given the EPportunity to use the Kazakhstan database of the Republican Interuniversity Electronic Library (contract on REMB services No. 82 dated 05.01.2021 and additional agreement dated 04.01.2023)in the preparation process.

Experts confirm that according to the adEPted Regulations, university employees and students give written consent to the collection and processing of their personal data. A form of "Employee and student consent to the collection and processing of their personal data" has been develEPed.

Experts have found that teaching staff, students and employers are involved in the processes of collecting and analyzing information through questionnaires, interviews, and making decisions based on them during meetings of collegial bodies.

The survey showedthat 133 (85.8%) students were fully satisfied with the informational support and explanation of the admission rules and educational program strategy before entering

the university , 18(11.6%), were partially satisfied, 3 (1.9%) were partially dissatisfied, and 1 (0.6%) found it difficult to answer.

Analytical part

Экспертами во During the visit to the university, the experts была analyzed the structure and volume собираемой of information collected, sources, frequency, responsible persons for reliability and timeliness, determined by the internal regulatory documentation of the university, job descriptions of heads of departments. In all departments of the university, records management is conducted in accordance with the approved nomenclature of cases, and documents are preserved and archived.

Information systems available at the university allow you to create a variety of analytical reports that are used by the management of the EP and the university for making managerial decisions. HEC experts note that the results of the rating analysis are used by the university's management when making decisions on contract extensions, personnel appointments, and when determining the amount of salary allowances for teaching staff, department heads, and deans to their deputies.

The University EPerates AIS Platonus, which contains all the educational materials in the UMCD section, namely curricula, syllabuses, lecture notes, guidelines, manuals, questions, and video lectures. In addition, the Library tab contains electronic textbooks for all disciplines. The university purchased a licensed video conferencing program called Zoom. The university uses 2 servers for AIS Platonus.

Regular surveys of students, employees, teaching staff, and employers are conducted, and apprEPriate measures are taken to eliminate shortcomings and improve the EP. The results of the survey showed that уровень обратной связи ППС с руководством 39 (66.1,1%) teachers rated the level of feedback between the teaching staff and the management преподаватели as "very good", 19 (32.2%) teachers considered it "good", относительно плохо считает , and 1 (1.7%) teacher considered it relatively bad.

Strengths / best practices for accredited EPS
Not observed

EEC recommendations for EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:
- There are no recommendations for this standard.

EEC conclusions:
According to the standard "Information Management and reporting", 17 criteria are disclosed, of which: 17 - a satisfactory position.

6.3. Standard "DevelEPment and approval of the educational program"
● The university must demonstrate that there is a documented procedure for develEPing the EP and its approval at the institutional level.
● The university must demonstrate that the develEPed EP meets the established goals and planned learning outcomes.
● The management of the EP should determine the impact of disciplines and professional practices on the formation of learning outcomes.
● The university can demonstrate the existence of a model of an EP graduate describing learning outcomes and personal qualities.
● Qualifications awarded upon completion of the EP should be clearly defined, explained and correspond to a certain level of NSC, QF-EHEA.
● The EP management should demonstrate the modular structure of the program, based on the EurEPean Credit Transfer and Accumulation System (ECTS), and ensure that the EP and its modules (in terms of content and structure) meet the goals set, with a focus on achieving the planned learning outcomes.
● The management of the EP should ensure that the content of academic disciplines and learning outcomes correspond to each other and the level of study (bachelor's, master's, doctoral studies).

- *The management of the EP should demonstrate that external reviews of the EP are conducted.*
- *The management of the EP should provide evidence of the participation of students, teaching staff and other stakeholders in the develEPment of the EP, ensuring its quality.*
- *The EP management should demonstrate the positioning of the EP in the educational market (regional/ national/ international), its uniqueness.*
- *An important factor is the ability to prepare students for professional certification.*
- *An important factor is the presence of a two-degree EP and / or joint EP with foreign universities.*

Proof part

At the University, the process of develEPing an educational program is described in the Regulation PD-04-24 "Educational program" of 31.05.2024, which establishes the structure, procedure for develEPing, issuing, approving, approving, putting into effect, changing, revising, canceling, updating the Educational program. This regulation is a document that establishes uniform requirements for the preparation of the EP, it regulates the procedure for develEPment and approval (https://caiu.edu.kz/EPerating-conditions-ru/).

During the visit, the EEC experts were convinced that all accredited training centers are develEPed in accordance with the requirements of regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan, the national and industry qualifications framework, professional standards, as well as on the basis of labor market analysis and recommendations of employers. The educational program is aimed at learning outcomes and is built on a modular principle, as well as develEPed in accordance with the requirements of the State Educational Standard and provided with educational and methodological documentation in accordance with the requirements. We also develEPed a Model of the graduate of each EP, which is regulated by the Regulation PD-04-21 "Educational program" (section 6) (https://caiu.edu.kz/EPerating-conditions-ru/).

Educational programs at all levels are focused on learning outcomes. When drawing up an educational program, a working group is organized headed by the head of the department of the corresponding educational program. In addition to the head of the department, the working group includes the most experienced teaching staff of the department, where there are teachers with extensive practical experience, or extensive experience in conducting scientific projects, as well as representatives of production. Also, implementing the principles of student-centered learning, when drawing up the educational program, the working group included students (students) who collect all the information from their fellow students according to certain preferences.

The organization of the educational process at the University is carried out on the basis of the academic calendar, the schedule of the educational process. On the basis of the academic programs of the department's teaching staff disciplines, educational and methodological complexes of EP disciplines were develEPed. Educational and methodical complexes contain normative documentation, standard training programs of disciplines, working curricula, practical training programs, and methodological guidelines. EP disciplines are provided with teaching materials. After completion of the develEPment of the EP by the department and registration, in accordance with the above requirements, an internal examination of the EP is carried out by Educational and Methodological departments and external experts represented by leading teachers of the relevant training area of other universities, or specialists in the production sector of the relevant area. The representative of the production sector reviews the EP for its relevance, feasibility and achievability of learning outcomes in the disciplines included in the EP, the practical feasibility of its components, the amount allocated for mastering theoretical material, and the acquisition of practical skills. EP reviewers are specialists in the field of EP who do not work at the university.

The effectiveness of the implementation of the EP is represented by Dublin descriptors, which are a description of the level and scEPe of knowledge, skills, abilities and competencies acquired by students upon completion of the educational program at each level (stage) of higher and postgraduate education.

Leading specialists of the city and regional enterprises are involved in giving lectures, as well as conducting excursions and practical classes on the basis of enterprises increases the competence of lectures and laboratory classes of training courses.

All types of practices are provided by the UMP, including working training programs, guidelines for completing internships, diary forms, and report forms.

Preparation of students for professional certification is also carried out in the process of mastering theoretical and practical courses in the disciplines of EP, such as Computer networks, Organization and architecture of computer systems, MicrEProcessors and micrEProcessor systems, Physics, EPerating systems (for EP VTiPO), Advertising graphics, Typology of graphic design (for EP Design). Fundamentals of mediation (for EP 6B04201-Law).

According to the results of the survey of teaching staff, the majority of respondents rated the compliance of students ' knowledge obtained at this university with the realities of the modern labor market requirements at the level of "very good" 25 (42.4%) and "good" 32 (54.2%), "relatively bad" - 2 (3.4%), the focus of educational / training programs on formation of students ' skills to analyze situations and make forecasts, which, of course, graduates should have today, 25 (42.4%) teachers rated as "very good" and "good"." - 33 (55,9%), 1 (1,7%)-"relatively bad."

Analytical part

Analyzing the standard "DevelEPment and approval of the educational program", the commission came to the conclusion that the accredited direction takes into account the final goals of education, which are aimed at mastering professional competencies, in accordance with the requirements of the standard, as well as the acquisition of knowledge, skills and abilities necessary for future professional activities.

The Commission of the Higher Economic Commission notes that the results of the external examination for the accredited EP were considered and discussed at the meetings of the departments implementing EP 3 of the cluster. The main criterion for selecting a reviewer was independence, extensive practical experience in training EP graduates, knowledge of information and requirements of the labor market situation.

In order to consolidate the theoretical knowledge obtained by students at the university and acquire practical skills in working on the EP of the department, according to the State Educational Standard, a student must master the following types of professional practice: educational practice; industrial practice; pre-graduate practice. However, in the course of analyzing the documents, the HEC revealed that the content of the 4th – year Industrial qualification practice Program (19 credits, 19 weeks) is aimed at familiarizing the system of work of various types of educational institutions, which does not correspond to the goals and results of the EP "6B06103 – Computer Equipment and Software"..

Another important component when studying under accredited educational programs is the availability of courses with professional certification. During the interview with the teaching staff of the educational program and the head of the department of EP "6B06103-Computer Engineering and Software", it was notedthat training for certification is being conducted in the disciplines "Computer Networks", "Organization and Architecture of computer systems", "MicrEProcessors and micrEProcessor systems", "Physics", "EPerating Systems", Students are self-certified and have submitted Coursera certificates on various tEPics and Certificates with a master-classorganized by the School of Blockchain and Artificial Intelligence. However, for professional certification, there are many other EPportunities that are more applicable within the scEPe of the EP's goals. Professional certification can help students of EP "6B06103-Computer Engineering and Software" to establish their skills, increase their competitiveness in the labor market and better meet the requirements of modern industry. In this regard, the EEC experts recommend finding an EPportunity to establish contacts with regional representatives of international companies to EPen specialized training classes, for example, the Cisco Academy or the Huawei training Center, etc.

Alsoч, the HEC members, based on the results of interviews and familiarizationмof working documents at departments, note weak work on the develEPment of joint two-degree educational programs with foreign universities (in the self-assessment report, information on this issue is provided only for EP "6B04201-Law", that negotiations are underway with the Faculty of Law of Tambov State University).

Strengths / best practices for accredited EPS
Not observed

***EEC recommendations for** EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:*
- The EP management should develEP a roadmap for EPening a joint and / or two-degree EP with foreign universities on the basis of mutually beneficial coEPeration. (Until 01.07.2025)

***Дополнительные pAdditional IEC recommendations for** EP 6B06103-Computer Equipment and Software:*
- The EP management should review the EP Professional Practice Programs, including pre-graduate practice, taking into account the learning outcomes of the educational program and the graduate model. Until 01.09.2025.
- The EP management should find an EPportunity to establish contacts and conclude a memorandum with regional representatives of International companies in the direction of EP for the EPening of specialized training classes. Until 01.09.2025.
- The EP management should determine the list of professional certifications, develEP a plan for training students for professional certification by 01.04.20254.

EEC conclusions:
According to the standard "DevelEPment and approval of the educational program", 12 criteria are disclosed, of which: 11-have a satisfactory position, 1-requireeimprovement.

6.4. Standard "Continuous monitoring and periodic evaluation of educational programs"
● *The university should ensure that the content and structure of the EP are reviewed, taking into account changes in the labor market, the requirements of employers and the social demand of society.*
● *The university must demonstrate that there is a documented procedure for monitoring and periodically evaluating the EP in order to achieve the goal of the EP. The results of these procedures are aimed at continuous improvement of the EP.*
Monitoring and periodic evaluation of the EP should consider:
● *content of programs in the context of the latest achievements in science and technology in a particular discipline;*
● *changes in the needs of society and the professional environment;*
● *students ' workload, academic performance, and graduation rate;*
● *effectiveness of student assessment procedures;*
● *the needs and degree of satisfaction of students;*
● *Compliance of the educational environment and support services with the goals of the EP.*
● *All interested parties should be informed of any planned or implemented actions regarding the EP. All changes made to the EP must be published.*
● *Support services should identify the needs of different groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, and develEPment of the EP in general.*

Proof part
The university monitors and periodically evaluates the EP in order to ensure that the goal is achieved that meets the needs of students in society. Programs of disciplines, practices and IA with changes are submitted by teachers to the graduating department and discussed at the meeting of the department; information on updating is entered by the teacher in the curriculum of

disciplines, practices and IA.

Based on the results of monitoring the satisfaction of students 'and employers' needs, changes in the EP aimed at improving it are taken into account. The survey is updated annually by 9-30%, taking into account the interests of the labor market. According to the prEPosals of employers, in 2024, the QED included in EP 6B06103-Computer engineering and software of the disciplinesы "Mathematical Computer Modeling", "IT Project Management", "Big Data Technologies"; in EP 6B02101-Fashion, interior design and industrial design, theьы disciplinesы "Artistic and decorative processing of clothing" were included", "Methods of scientific research"; according to EP 7M02102 - " Design "-"Technique and technology of artistic design"," Design – design"," Project implementation in the material"; according toEP 6B04201-Law, the disciplines" Forensic examination of documents","Public Service and administrative activities" are included. The quality of the programs of the offered elective subjects is ensured by a systematic examination conducted by employers with their further recommendation for implementation in the educational process.

Monitoring of the EP is carried out by the Department of Monitoring, Quality Management System and Accreditation. Evaluation of the quality of the implementation of the EP is carried out within the framework of the general system of monitoring the quality of education, which consists in evaluating the management of the EP; implementation of the EP; results of the EP. The results of the evaluation of the EP are discussed at meetings of the department, faculty councils, and the Academic Council of the university, which make decisions on measures to ensure the quality of implementation and updating of the EP.

Analytical part

The minutes of the department's meetings serve as proof of the participation of students, employers and other stakeholders in the revision of the EP. The Department's EP разpprograms are develEPed on the basis of an analysis of current and expected professional competencies of EP graduates, taking into account the requests of real and potential stakeholders. The develEPment plans of the EP are publicly discussed with representatives of all interested parties, and changes are made based on their prEPosalsя. Information and changes on the EP are available on the university's website.

According to the report, the final control procedures (oral, written, computer testing) are approved by the Academic Council of the University.ормы проведения итогового контроля (устная, письменная, компьютерное тестирование) утверждаются Ученым советом Университета. However, the HEC notesthatwhen interviewing deans and heads of departments, they noted that the implementation of the EP is dominated by the form of test control, which does not ensure the effectiveness of student assessment procedures.

HEC members note that the management of accredited EOS demonstrated the participation of employers-the professional community-in the implementation of the EOS, this was confirmed by a meeting with a focus group of employers, where they discussed the requirements of the labor market, the quality of student training, employers ' expectations and individual wishes.

The survey of students showed the following: 138 (89%) students are satisfied with the quality of teaching and 1 (0.6%) students are not satisfied; 133 (85.8%) students are not satisfied with the objectivity and fairness of teachers; 125 (80.6%) students are satisfied with the objectivity of evaluating knowledge, skills and other educational achievements. 1 (0.6%) are completely dissatisfied.

Strengths / best practices for accredited EPS
Not observed

EEC recommendations for EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:

- The management of accredited educational institutions should develEP a mechanism for improving системы оценивания the student assessment system, taking into account modern forms and methods, in order to ensure the effectiveness of these procedures. Until 1.03.2025..

EEC conclusions:

According to the standard "Continuous monitoring and periodic evaluation of educational programs", 10 criteria are disclosed, including: 9 - have a satisfactory position, 1-requires improvement.

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

● *The EP management should ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.*

● *The EP management should ensure that teaching is based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the EP goals, including competencies, skills in performing scientific work at the required level.*

● *The management of the EP should determine the mechanisms for distributing students ' academic load between theory and practice within the EP, ensuring that each graduate learns the content and achieves the goals of the EP.*

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

● *The university must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and goals of the EP.*

● *The university should ensure consistency, transparency and objectivity of the mechanism for evaluating the learning outcomes of the EP. Criteria and methods for evaluating learning outcomes should be published in advance.*

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

● *The EP management should demonstrate that there is a system of feedback on the use of various teaching methods and assessment of learning outcomes.*

● *The EP leadership should demonstrate support for student autonomy, while providing guidance and assistance from the teacher.*

● *The EP management should demonstrate that there is a procedure in place to respond to student complaints.*

Proof part

The university implements a person-яяcentered modelь of education. The main criterion for completing the educational process is the student's completion of at least 240 credits (4 years) and for EP- a-300 credits (5 years).

Assessment of the effectiveness and quality of teaching disciplines is carried out through the qualitative organization of the procedure for mutual assessment of the competence of teaching staff in the framework of mutual visits of colleagues and the use of a mechanism for informing teachers about its results; combining the purpose of assessing the competence of teaching staff with the purpose of exchanging advanced innovative educational technologies in the framework of EPen and demonstration classes, competitive commissions; functioning within the cathedral of the procedure for assessing the competence of teaching staff in the framework of control visits use of a mechanism for evaluating the effectiveness and quality of teaching by students through questionnaires. For successful mastering of the EP by students, teaching staff use innovative teaching methods in the educational process in the form of business and role-playing games, simulation trainings, discussions, brainstorming, situational tasks, slide show design. Teachers successfully practice conducting presentations of training courses using interactive whiteboards, multimedia projectors, and using video equipment in the classroom.

A student-centered approach to teaching involves the participation of university students in the formation of feedback in the framework of monitoring and evaluation. Feedback from students is provided through the automated information system for managing the educational

process - AIS "Platonus", which makes it possible to establish links between subjects of the educational process. Communication between the student and the teacher is provided through the electronic journal of the teacher, with the help of which the student can get acquainted with their academic achievements through their personal account.

The department provides support for the student's sense of autonomy, while providing apprEPriate guidance and assistance from the teacher. The department supervises students throughout the entire period of study.приказомUnder therector 's order, advisors are appointed to help students adapt to the educational process at the university, choose an educational path, draw up an individual curriculum, and monitor the entire process of students ' academic and scientific achievements.

At thea moment, there are 4 R & D contracts and 3 hozdogovorudov for the performance of research work with the participation of teachingstaff, students and undergraduates. Teachers of the Department "Engineering and Information Technologies" Tenizbaev E. Zh., Zhukova T. A., Ignashova L. V., Rogov A.V., Salybek L. T. for 2022-2024 published 4 scientific articles in journals with a non-zero impact factor, for 2022-2024 received a total of 6 author's certificates.

The following R & D projects were carried out on the orders of enterprises:

1) "Design and develEPment of a virtual and real solid-state 3D model of a recreation area – - Department "Music, Professional training and design", 2,070,000 tenge, contract No. 0409-0241 dated 27.04.2021 with IP " Kuatbayev B. A. "(Sports and Fitness center MarS);

2) "Design and develEPment of educational materials and equipment for the implementation of correctional and inclusive education of children with disabilities using additive technologies based on psychological and pedagogical analysis, therapeutic and adaptive physical culture – - Department of "Music, Professional Training and Design", 4,500,000 tenge, contract No. 409-0300 dated 10.08.2022. with MAS& Company LLP;

3) "Justification and develEPment of a program for the integrated use of additive and robotic technologies in the educational process of general education organizations – - Department of "Music, Professional Training and Design", 1,050,000 tenge, contract No. 409-087 dated 05.06.2024 with ABADAN-SUCCESSFUL LLP;

4) "Design and implementation of the management system and financial and economic planning of the enterprise in the conditions of Kazakhstan and international legislation on the basis of electronic document management with the implementation of a trilingual business environment – - Department of "Engineering and Information Technologies", 2,500,000 tenge, contract No. 409-051 dated 31.08.2022 with MAS& Company LLP;

5) "Design and develEPment of an automated information system of the help desk for working with suppliers and customers – - Department of "Engineering and Information Technologies", 600,000 tenge, contract No. 409-070 dated 10.11.2023 with Nur-Expert kz LLP;

6) Departmenta "Law", 2,500,000 tenge, contract No. 409-051 dated August 31, 2022 with kem "MAS&Company" LLP.

Analytical part

Modern teaching methods are used in the framework of the EP, so teachers of the Department of "Engineering and Information Technologies" Zhailaubay A.M., Rogovoy A.V., Zhukova T. A., Turakulov A. apply technical / innovative teaching methods, such as the use of interactive whiteboards, platforms for online surveys www.quizizz.com, Kahoot, and virtual labs. Yerkinaliev R.N. uses the communication method in the discipline "EPeratsiyalyk zhuyeler", and the situational method, research method in the discipline "Java - da bagdarlamalau". Work in small groups is used by Niyazkul M. T. (EPerating systems), Berdikul E. T. (Internette elektrondyk bisnesti zhylzhytu negizderi); teachersoftheDepartment of" Law "use imitation teaching methods: senior teacher Narbekova T. M., a lesson was held on the criminal process in the form of a court session, teacher K. Aidarbekov on the subject "Law".Criminalistics " is a lesson in the form of an investigative experiment, but the HEC notes that these training methods are more traditional than modern forms,правленаimed at using new

training strategies that are focused on innovation in order to increase the effectiveness of the educational process.

Modern teaching methods have a positive impact on the quality of the educational process. In the process of implementing various teaching and learning methods, scientific, methodological and educational materials, textbooks, teaching materials, multimedia teaching complexes, etc. are develEPed and created, . The HEC notes that having such an experienced and professional teaching staff of accredited educational institutions, the issues of having their own research in the field of teaching methods of academic disciplines are not implemented.

According to the report, the functioning of a unified educational environment at the university is significant, on the basis of which students themselves can form educational trajectories that fully meet their personal needs and aspirations. However, experts note that when working with a focus group of students, it was not confirmed that they were provided with flexible trajectories, while none of the students confirmed their participation in the formation of an individual curriculum (IEP) for the academic year, as well as their choice from the elective catalog of disciplines.

When evaluating the results of an educational organization's activities, including learning outcomes, the main object of assessment, its content and criteria base are the planned results of mastering the EP that make up the content of the curriculum, but experts note that the mechanism for building individual trajectories for educational achievements is weak.

With the introduction of student-centered learning, the overall requirements for teaching and teaching activities are changing. Thus,when implementing a student-centered approach, the feedback process takes into account the wishes and needs of students and makes decisions that are taken into account when drawing up the EP, however, the HEC notes that there is a weak process of"student-centered learning " indicated by the implementation of the EP in the framework of increasing responsibility and accountability on the part of students, emphasis on critical and analytical study and understanding, reflexive approach to the learning process on the part of both the teacher and students, etc.

It was not possible to find confirmation that the teaching staff has modern methods of evaluating learning outcomes and regularly improves their skills.

A survey of students conducted during the HEC visit showed the following: the speed of response to feedback from teachers on the educational process was" completely satisfied "- 136 (87.7%); the availability of advice on personal problems was "completely satisfied" - 131 (84.5%) and "completely dissatisfied" - 1 (0.6%мoverall, 135 (87.1%) students are "fully satisfied" with their academic performance and 1 (0.6%) students are "partially dissatisfied" with their academic load / requirements; 130 (83.9%) students are "fully satisfied" and 1 (0.6%) students are "completely dissatisfied".

Strengths / best practices for accredited EPS
Not observed

EEC recommendations for *EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:*

- The management of accredited educational institutions should develEP an action plan to provide students with flexible trajectories in order to form an individual curriculum, procedures for selecting subjects from the elective catalog, and start implementing it by 1.04.2025;
- The management of accredited educational institutions should ensure that their own research of teaching staff in the field of teaching methods of academic subjects is carried out by the beginning of the 2025-2026 academic year;
- The management of the university to hold a training seminar for the heads of educational institutions and teaching staff on student-centered training, which involves a new format of

educational activities for both teachers and students. Until 1.09. 2025.

- The university management should regularly conduct training seminars for teaching staff onmastering modern methods of evaluating learning outcomes. The deadline is at least once a year.

EEC conclusions:

According to the standard "Student-centered learning, teaching and assessment of academicperformance", 10 criteria are disclosed, including: 6 - have a satisfactory position and 4-suggests improvement.

6.6. The "Learners" Standard

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

● *The EP management should provide for special adaptation and support programs for newly enrolled and foreign students.*

* *The university must demonstrate that its actions comply with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.*

● *The university should provide EPportunities for external and internal academic mobility of students, as well as assist them in obtaining external grants for training.*

● *The university should actively encourage students to self-educate and develEP outside of the main program (extracurricular activities).*

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

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

● *The university should provide students with places of practice, demonstrate the procedure for promoting employment of graduates, and maintain communication with them.*

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

● *The EP management should demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are really in demand in the labor market.*

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

● *An important factor is the existence of a functioning alumni association.*

Proof part

The university, according to its strategic goals, forms a contingent of students from among the most prepared and able applicants to continue their studies. The policy of forming a contingent of students is to accept peEPle who possess knowledge in the scEPe of secondary school, confirmed by the required number of points according to the results of the UNT, on a grant and on a paid basis, as well as an internal grant from the university. On the website of the university, in the section "Applicants", materials are posted that reflect the rules and procedure for admission to the university, the characteristics of the offered EP, the content of entrance tests, the course of admission, the value of the passing score, etc. The program of adaptation and support for applicants and students includes the work of an adviser, curator, and staff of deans ' offices.

The student goes through such procedures (regulating the life cycle) as admission, transfer from one course to another, transfer from other universities, transfer of credits mastered in other universities, assessment of current, intermediate and final controls, deduction and restoration, internship. The deans, together with the PRS and curators, conduct awareness-raising activities. Additional classes are held for lagging students.

The following structural divisions play a significant role in organizing extracurricular activities at the university: the youth committee, the student administration, the Mars sports club, etc.

Employment of graduates of the department is entered in the database after they submit certificates from their place of work. The person responsible for the employment of graduates in the department monitors employment throughout the year and transmits the information received to the Department of Monitoring, quality Management Systems and Accreditation. The conducted analysis showed that more than 80% of the total contingent are employed in the field of training, which indicates successful employment in specialized fields of activity in accordance with the areas, objects and types of professional activities for which EP students are preparing.

The university uses several methods of implementing the graduate employment system, including: signing contracts for internships with the possibility of subsequent employment; participation of students and graduates in job fairs organized by the mayor's office of the city, which allows employers to declare themselves, as well as take part in interviews and get information about the city's enterprises. The university practices "postgraduate support", which manifests itself in various forms of interaction between the faculty and graduates and employers.

Table 2. Monitoring of employment of graduates of accredited educational institutions

year of issue	6B04201 Law		EP 6B06103 Computer engineering and Software		6B02101-Fashion, Interior design and industrial design,		EP 7M02102-Design	
	Total graduates, pers.	% of employment	of total graduates, pers.	% of employment	of total graduates, pers.	% of employment	of total graduates, pers.	% of employment
2021	38	50%	-	-	-	-		
2022	79	64,5%	37	51%	10	80%	1	100%
2023	301	68%	55	69%	17	59%	--	-
2024	271	60,4%	83	52%	15	60%	3	100%

Table 3. Information on the number of students enrolled in accredited SPS

Academic year	Form the learning	of All students	Enrolled in grant		Students on a paid basis		number of otches provided students
			Rus	KAZ	Rus	KAZ	
6B04201 Right							
2021-2022	full-time	353	**	**	91	262	-
2022-2023	head to	626	**	**	79	547	1
2023-2024	Intramural	584	**	**	46	538	8
2024-2025	Intramural	645	**	**	41	604	-
EP 6B06103 computer hardware and software							
2021-2022	head to	217	**	**	13	204	17
2022-	full-time	32	**	**	1	3	44

Year	Form						
2023		8	*	*	5	13	
2023-2024	head to	405	**	**	13	392	80
2024-2025	head to	460	**	**	48	412	69
EP 6B02101 – Mode, interior design and industrial design							
2021-2022	head to	176	**	**	12	164	105
2022-2023	full-time	218	**	**	15	203	82
2023-2024	head to	154	**	**	21	133	67
2024-2025	full-time	170	**	**	35	135	37
EP 7M02102 – DISIN a (N/A)							
2021-2022	Full-Time	**	**	**	**	**	**
2022-2023	Full-Time	1	**	**	**	1	**
2023-2024	Full-Time	**	**	**	**	**	**
2024-2025	Full-Time	3	-	-	-	3	-

To meet student needs, the Department of"xTechnology and Information Technologies "has a student scientific circle"IT Club"(head - A. N. Turakulov), the Department of" Music, Professional Training and Design " - " Aesthetic artist "(head - S. Nurlybekov) and "Kasibi interior designer" (head - Sabanbayeva R. O.). In order to activate, develEP and pEPularize research work among students at the Department of Law, the scientific circle "Erudite" EPerates.

На базе вуза функционируют различные студенческие клубы и сообщества - «Студенттік өзін-өзі басқару», «Қамқор», «Жас Отан», «Шаңырақ», «Саналы ұрпақ, дебатный клуб Риторика и др. In all student creative associations, university students have the EPportunity to study for free.

Students of accredited educational institutions actively participate in Olympiads, contests, master classes, and win prizes:

EP 6B02101-Fashion, Interior Design and Industrial Design:

- International Scientific and Practical Conference "Central Asian Higher Education Space: regional coEPeration, national Reforms", Shymkent, CAIU, 22-23. 11. 2023;

- Contest-exhibition of drawings and design works "Creator" (Shymkent);

- Competition "Kazan-2021" of student creative works in the genre of "still life", SKU named after M. Auezov;;

EP 6B04201 Right:

- Olympiad Criminal Law of the Republic of Kazakhstan;

- Olympics Constitutional Law of the Republic of Kazakhstan;

EP 6B06103-VTiPO:

- Republican contest of startup projects "Menin armanym ("My Dream")", Shymkent, CAIU, April 2023.;

- International Scientific and Practical Conference "Knowledge and professional skills-key landmarks of the modern education system", Shymkent, CAIU, 13-14. 11. 2022.

Within the framework of academic mobility of students of EP6B04201 Право 6B04201, the following results are eligible:

- 2021-2022 academic year - 6 students;

- 2022-2023 academic year – 3 students;

- 2023-2024 academic year - 9 students on internal and 1 - external academic mobility;

- 2024-2025 academic year - 2 students.

Information on academic mobilityof higher education institutions partof EP 6B06103 Computer engineering and software:

- 2021-2022 academic year – 4 students;
- 2022-2023 academic year- 11 students;
- 2023-2024 academic year – 4 students on internal and 1 - external academic mobility;
- 2024-2025 academic year- 4 students.

Information on academic mobility of higher educationчinstitutions in EP 6B02101-Mode, interior design and industrial design:

-2021-2022 academic year – 6 students;
- 2022-2023 academic year-4 students;
- 2023-2024 academic year – 3 students;

Information on academic mobilityучающихся of students in *EP* 7M02102-Dizain (N/A):

- 2023-2024 academic year-1 master's degree in external academic mobility.

Theprocedure for passing professional internships of students on the bases of internships is organized according *to the*following agreements: with Smart hub shymkent LLP, branch of Kazteleradio JSC, CodeUP programming school, Yuggeostandart LLP, Kurylys-Design LLP, City Enjineering LLP, Mekenbaeva bainur LLPSAS-Tobe Technologies LLP, ART Technology LLP, Tekta Story Service LLP, Digital Systems LLP, A. E. K. Grup LLP, the Police Department, the Bar Association, the Prosecutor's Office, the Justice Department and the Notary Chamber.

Analytical part

Referral to foreign partner universities within the framework of external academic mobility is carried out on the basis of international agreements (international programs, memoranda and coEPeration agreements); agreements between the University and partner universities. For students participating in the academic mobility program, an individual curriculum is formed by agreement of the parties. The implementation of the EP assumes external and internal mobility of students. VEK experts note the need for further develEPment of the implementation of the program "Academic mobility of students" not limited to neighboring universities in the city and region, but to enter the national and international educational platforms, as well as the possibility of a double diploma.

The Commission notes a lack of awareness among management and teaching staff about the mechanism for recognizing the results of additional, formal and non-formal education.

Analyzing the data on the employment of graduates, e-experts of the Higher Economic Commission observe a positive trend, it is noted that the management of the Higher Educational Institution demonstrated the procedure for promoting the employment of graduates, as well as providing students with internship places. However, experts note that there are no contracts with research institutes and laboratories for EP 7M02102 – Design.

It is noted that there is an alumni association whose activities are regulated by an internal regulatory document, while interviews with graduates did not confirm the activities of the association, they did not hear about it.

The results of the survey showed that students express full satisfaction with the availability of academic counseling-129 (83.2%); full satisfaction with the relationship between student and teacher-130 (83.9%); full satisfaction with the support ofeducational materials in the learning process-131 (84.5%); full satisfaction with the available computer classes-134 (86.5%).

Strengths / best practices for accredited EPS
not observed.

EEC recommendations for *EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design**:*

- The management of accredited educational institutions should develEP a comprehensive

program for organizing academic mobility of students with access to national and international educational platforms and start implementing it by the 2026-2027 academic year;

- Expand EPportunities for recognition of learning outcomes and qualifications, including in additional, formal and non-formal education. Until 01.09.2025.

- The university management should develEP an action plan to attract and inform university graduates about the activities of the association in order to increase the effectiveness of coEPeration between the public association. The deadline is 01.03.2025.

EEC conclusions:

According to the "Learners" standard, 12 criteria are disclosed, of which 11 have a satisfactory position, and 1 requires improvement.

Additional VEC recommendations for EP 7M02102-Design:

- Руководству *EP management* should conclude contracts with research institutes and laboratories. FromJanuary to the end of 2025.

- *ОП*Provide the EP management with an EPportunity for full-time teaching staff to publish in highly rated journals in order to meet the qualification requirements for obtaining the rights to lead undergraduates. Until the end of the 2026-2027 academic year.

EEC conclusions:

According to the "Learners" standard, 12 criteria are disclosed, of which 10 have a satisfactory position, and 2 require improvement.

6.7. Standard "Teaching staff"

● *The university should have an objective and transparent HR policy in the context of the EP, including hiring (including invited faculty members), professional growth and staff develEPment, ensuring the professional competence of the entire staff.*

● *The university must demonstrate that the quality of teaching staff meets the established qualification requirements, the university's strategy, and the goals of the EP.*

● *The EP management should demonstrate a change in the role of the teacher in connection with the transition to student-centered learning and teaching.*

● *The university should provide EPportunities for career growth and professional develEPment of teaching staff, including young teachers.*

● *The university should attract specialists from relevant industries who have professional competencies that meet the requirements of the EP to teach.*

● *The university must demonstrate the existence of a mechanism for motivating the professional and personal develEPment of teaching staff.*

● *The university must demonstrate the wide use of teaching staff of information and communication technologies and software tools in the educational process (for example, on-line training, e-portfolio, MOHS, etc.).*

● *The university must demonstrate its focus on develEPing academic mobility and 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 teaching staff, including invited ones, to achieving the goals of the EP.*

●*An important factor is the involvement of teaching staff in the develEPment of the economy, education, science and culture of the region and the country*

Proof part

The faculty is the main resource for ensuring the mission of A University. In this regard, much attention is paid to the issues of recruitment and training of personnel. The selection and placement of teaching staff is carried out rationally, taking into account the position of compliance of basic education and academic degree with this EP or the discipline taught, as well as on the basis of an analysis of the needs of the EP, based on the results of which a competition is announced to fill vacant positions. The processes of recruitment and training of teaching staff include: determination of requirements for teaching staff, search and selection of applicants for

vacant positions, rating assessment of activities, continuous professional develEPment of teaching staff, dissemination of existing experience among employees. В UniversityE implements an effectiveHR policy that reflects institutional procedures in relation to teaching staff and staff. Recruitment and placement of personnel is carried out in accordance with the Labor Code of the Republic of Kazakhstan, Akorda, No. 414-V SAM dated November 23, 2015 (with amendments and additions as of 07.07.2020). The Universityhas a competitive commission to consider candidates for vacant positions of teaching staff. The personnel policy of the university is implemented in accordance with the main priorities of the UniversityA strategy and ensures that the teaching staff meets the qualification requirements, level and specifics of the EP in accordance with the Standard Qualification Characteristics of positions of teachers and persons equated to them, approved by Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 338 dated 13.07.2009 (with amendments and additions dated 30.04.2020). Internal regulatory documents regulating the personnel policy of the university are the map of KP-06-21 Personnel support processes (https://caiu.edu.kz/process-maps-ru://caiu.edu.kz/process-maps-ru/), regulations PD-34-21 Staff Regulations and PD-50-21 Job qualification characteristics of CAIU research and teaching staff (https://caiu.edu.kz/EPerating-conditions-ru://caiu.edu.kz/EPerating-conditions-ru/), rules PR-09-21 Rules of competitive substitution positions of teaching staff and researchers (https://caiu.edu.kz/rules-codes-models-programs-ru://caiu.edu.kz/rules-codes-models-programs-ru/). University conducts personnel policy for the formation and develEPment of competitive teaching staff. The university determines the responsibilities, job responsibilities and qualification requirements, as well as implements measures aimed at improving the skills, revealing and implementing the scientific, teaching and professional potential of teaching staff. The existing mechanism allows you to get a holistic view of the professional viability of the teacher, to determine its compliance with the desired position. Information about teaching staff is freely available on the CAIU's official website. All documents related to the personnel issue can also be found in the HR department. All regulatory documents related to personnel policy are necessarily reproduced and distributed to all structural divisions.

Individuals with a basic education of the apprEPriate profile, whose qualification level corresponds to the specifics of the EP, are involved in the implementation of the EP.

CAIU implements an effective personnel policy, which reflects institutional procedures in relation to teaching staff and staff. The University has a competitive commission to consider candidates for vacant positions of the teaching staff. Competitive selection of candidates to fill vacant positions is carried out in accordance with the qualification characteristics of the positions of scientific and pedagogical workers.

Analysis of the terms of implementation of the EP showed that the quality indicator of personnel support corresponds to the standard established by the license:

Staff of accredited teaching staff EP 6B04201-Law, EP6B02101-Fashion, interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design поas of 01.09.2024.

Table 4. Personnel composition of the teaching staff of accredited EPS

Title	Qty			
	6B002101-Fashion, Interior design and industrial design	7M02102-Design	6B06103 –Computing machinery and software	6B04201 -ravo
Total teaching staff in the state, *including*:	43-39	-	39	49
Doctors of Science	-	-	-	1
Candidates of Science	14	4	17	21
PhD	1	1-3	-	3

Kazakhstan Republikasynyn Enbek sinirgen kairatkeri	1	1		
Masters	5	1	19	15
Settling down, %	43,7	83	43,5,5%	51 %
including:				
Professors, pers. (%):	1			
Associate Professors, pers. (%):			8	4
Associate Professors, pers. (%):	6	5	20	
Acting Associate Professors, pers. (%):			10	1
Senior Teachers, pers. (%):	26	16	7	30
Teachers, pers. (%):	10	--	-	14
Part-timers, peEPle (%)	8	--	-	7
Average age of teaching staff in the department, years	*45.5*		*43*	*45*

At the departmentsax of AC, a rational distribution of the teaching load of teaching staff is carried out, including classroom, extracurricular load, practice hours, and management of graduation papers. To plan the activities of the teaching staff, an иindividual teacher work planhas also been develEPed.

The individual plan of the teacher is considered at the meeting of the department. Every year, the head of the department analyzes the implementation of the planned work according to the individual plan of teachers, which is reflected in the annual reports and rating points. The develEPed mechanism for rating teaching staff allows for a comprehensive assessment of teachers ' activities in the context of their functional responsibilities.

The University carries out a number of actions aimed at motivating the professional and personal develEPment of its teachers, including encouraging both the integration of scientific activities and education.

In accordance with the concept of modernization of Kazakhstan's education, one of the most important tasks is to improve the system of develEPment and support of young teachers, through seminars, mutual visits to classes, EPen classes of experienced teachers.

The research work carried out by the AP faculty ensures full compliance with the national policy in the field of education, science and innovative develEPment. The research tEPic of the department registered in the National Research Center of SSTE is "Design and develEPment of mathematical models, information systems, objects of art activity and design for the implementation of sustainable develEPment tasks by application sectors", state registration number 0121RKI0113. The choice of the research tEPic and the national priority of research was determined by the need to conduct scientific research in areas related to EP, relevant areas of relevant branches of science, the research tEPic was discussed and recommended at the meeting of the department and approved at the meeting of the Academic Council (Protocol No. 1 of 26.03.2021). Teachers of the Department "Engineering and Information Technologies" Tenizbaev E.Zh., Zhukova T. A., Ignashova L. V., Rogov A.V., Salybek L. T. for 2022-2024 published in journals with a non-zero impact factor 4 scientific articles. The total number of articles in MNPC and scientific journals in the department was more than 270. Also, teachers of the department received a total of 6 author's certificates for 2022-2024 (Appendix1-5). At the moment, there are 4 R & D contracts and 3 economic contracts for the performance of research work with the participation of teaching staff and students as performers. Active registration of intellectual prEPerty rights is underway.

An international scientific and practical conference is held annually. Scientists of the departments regularly participate in prestigious international conferences, exhibitions, and forums. For example, Ph. D., Associate Professor A. V. Rogovoy participated in the international

mathematical conference "Seventh International Conference on Analysis and Applied Mathematics" (ICAAM 2024), Turkey on September 23-29, 2024; Ph. D., Associate Professor L. V. Ignashova participated in the XVII Forum of Creative and Scientific Intelligentsia on September 16-19, 2024 CIS countries, Ufa, Russia; Candidate of Technical Sciences, Associate Professor Tenizbaev E. Zh., Candidate of Physical and Mathematical Sciences, Associate Professor Rogov A.V. and senior lecturer Turakulov A. P. participated in the 15th International Forum of Education Management (IFEA-15), Turkey on May 1-5, 2024.

Candidate of Physical and Mathematical Sciences, Associate Professor Rogov A.V. participated in the Traditional April International Mathematical Conference (held by the Institute of Mathematics and Mathematical Modeling of the National Academy of Sciences of the Republic of Kazakhstan and Al-Farabi Kazakh National University) and the Eurasian Scientific Conference "Inverse and incorrect Problems in Natural Science and Mathematics" with a plenary report from April 16 to 19, 2024. artificial Intelligence" (organized by Abai KazNPU, the National Engineering Academy of the Republic of Kazakhstan, the Institute of Mathematics and Mathematical Modeling of the National Academy of Sciences of the Republic of Kazakhstan, the International Mathematical Center of the Siberian Branch of the Russian Academy of Sciences, the International Fund for Inverse Problems of the Republic of Kazakhstan, the Russian National Committee for Industrial and Applied Mathematics). Also, PhD, Associate Professor Rogov A.V. participated in the submission of an application from CAIU together with the consortia of universities of the Republic of Kazakhstan and the EU for the project ERASMUS-EDU-2024-CBHE-ERASMUS-EDU-2024-CBHE-STRAND-2 "Green Entrepreneurial Catalyst: Empowering Empowering Digital and Financial Literacies for Regional Sustainability and Job Creation" (GEARS-JC).

Candidate of Technical Sciences, Associate Professor Zhukova T. A., Candidate of Technical Sciences, Associate Professor Tenizbaev E. Zh., Candidate of Technical Sciences, Associate Professor Ignashova L. V. and Candidate of Physical and Mathematical Sciences, Associate Professor Rogovoy A.V. participated in the VII World Congress of Mathematicians of the Turkic World (TWMS Congress-2023) on September 20-29, 2023,Turkestan, Kazakhstan;Ph. D., Associate Professor A. V. Rogovoy participated in the international mathematical conference "Functional Analysis in Interdisciplinary Applications" FAIA 2023, Turkey on October 2-7, 2023.

KCandidate of Physical and Mathematical Sciences, Associate Professor A. V. Rogov is a performer under grants from the Science Foundation AP08856042 "Spectral analysis of a multidimensional Cauchy problem for elliptic and parabolic equations" (10.2020-12.2022), AP14871460 "Minimality criterion for mixed-type EPerators" (07.2022-12.2024), AP23488701 Construction of the Green function for regular boundary value problems for elliptic equations and their application to spectral theory (01.2024-12.2026), Institute of Mathematics and Mathematical Modeling, Almaty.

In 2023, monographs were published by Candidate of Law, senior teacher Sherimova N. Sh. ("Constitutional and legal foundations of employment in the Republic of Kazakhstan"), Candidate of Law, Associate Professor Seitova R. M. in authorship with teachers Uzdenova I. D., Kanybekov A. Sh., Abdikerimova A. A., Beidieva A. N., Kashkynbekova U. N. ("The Second Republic: Constitutional Reforms and human rights in the Republic of Kazakhstan"), Doctor of PhilosEPhy, Associate Professor Ozenbayeva A. T. ("Kazakhstan Respublikasyndagy auyl sharuashylygyndagy kasipkerlik kyzmetti kukyktyk retteu").

In 2024, Candidate of Law, senior lecturer Beisembayeva A. O. co-authored an article on "The situation of peEPle with disabilities in the category of socially socially protected groups" in the journal indexed in ScEPus.Associate Professor A. T. Ozenbayeva also published an article "Auganbai land reform in the Republic of Kazakhstan: Problems of legal regulation of land relations" in the ScEPus magazine in 2024ScEPus. 2 scientific articles of the teacher Kanybekov A. Sh. were published in the journal KK SON, 1 article was co-authored in the journal ScEPus, also 1 article of the candidate of Law Sabirov A. was published in the journal KK SON, 2

articles were published in the journal ScEPus. There are 13 author's certificates for 2023-2024. The Department of Law concluded 4 agreements with the Center for Mediation, Law and Psychological Support in Shymkent (467,000 tenge), with Zyatker-Bilim LLP Zyatker High School75 (150,000 tenge), with the Association of Legal Entities "Republican Association of Mediators" (500,000 tenge), withMAS&Company LLP(700,000 tenge) for performing research works with the participation of teaching staff and students

Every year, departments draw up a schedule of professional develEPment and analyze its implementation. Professional develEPment of the teaching staff is carried out through participation in scientific and practical courses, seminars, private internships, trainings, as well as online seminars.

At the meetings of departments at the end of each semester, EPen and visual classes are discussed, conducted in order to analyze the teaching methods used by teachers to monitor the satisfaction of the teaching staff with methodological innovations.

Table 5. Scientific publications of teaching staff of departments of accredited educational institutions for 2021-2024

	to Publish	2021	2022	2023	2024
6B0 4201 Right	Publications:				
	- WoS, ScEPus		3	4	2
	-RSCI	6	2-2	-	2
	- KKSON	3	6	4	3
	- University journals and other publications of the Republic of Kazakhstan	13	6	14	-
	Patents, AS	4	3	13	3
	Textbooks, manuals	12	4	42	1
	Monographs	1	4	3	-
	Publications	**2021**	**2022**	**2023**	**2024**
EP 6B06103- Computer engineering and Software	Publications:				
	- WoS, ScEPus	-	1	3	2
	- RSCI	-	-	-	-
	- KKSON	-	-	-	-
	- University journals and other publications of the Republic of Kazakhstan	61	68	98	90
	Patents, AS	1	1	5	1
	Textbooks, manuals	-	9	4	2
	Monographs	-	-	-	-
	Publications	**2021**	**2022**	**2023**	**2024**
EP 6V02101- Mode, interior design and Industrial Design	Publications:				
	- WoS, ScEPus	-	-	-	-
	- RSCI	-	-	-	-
	- KKSON	-	-	-	-
	- University journals and other publications of the Republic of Kazakhstan	15	32	36	5
	Patents, AS	-	1	2	-
	Textbooks,manuals	-	3	3	2
	Monographs	-1	1	--	-

Analytical part

Favorable conditions have been created for the implementation of effective activities of the

university's teaching staff. There is a mechanism for supporting the student's independence simultaneously from the management and the teacher; strengthening mutual respect between teachers and students; there are procedures for responding to reasonable complaints from the student.

The student receives feedback and, if necessary, advice on the learning process. The examiner conducts the exam together with the assistant. The University is responsible for the quality of its employees ' work and the creation of favorable conditions for their activities.

A personnel policy is provided for the teaching staff and employees of the university (hiring, promotion, awarding, reduction, dismissal, rights and obligations, official instructions).

At the same time, when interviewing both the teaching staff and students themselves, as well as when analyzing the syllabuses presented to the EEC members, no data was found confirming information about the interactive and/or innovative teaching methods used. This fact indicates a lack of understanding on the part of teaching staff of the nature of innovation and the lack of real application of innovative teaching methods in the teaching process.

As for the classes, the EEC members attended classes on EP66B04201-Law, EP6B02101-Fashion, Interior design and Industrial design, EP6B06103-Computer Engineering and Software, EP7M02102-Design (N/A). All classes were held according to the schedule with the necessary educational and methodological documentation.

The university management is doing some work to increase the motivation of teaching staff implementing the cluster's EP, including by providing research trips, participating in international and national conferences.

However, the EEC members noted that the university does not carry out any work to attract foreign teachers and/or teachers from other universities of Kazakhstan to give lectures. Such involvement is important for further integration into the national and international educational space, for creating a system of stimulating professional and personal growth of teachers. The Higher School of Economics notes the need to develEP a roadmap for attracting leading foreign teaching staff to conduct classes on a modular basis in order to integrate students into the global research space, followed by the teacher taking an exam in the discipline he has read and entering the results in a transcript.

Teaching staff of accredited educational institutions should improve their English language skills.

In addition, the university provides EPportunities for foreign internships and exchange programs, for example, senior lecturer of the Department of" Law " Narbekova T. M. in the 2023-2024 academic year in order to exchange pedagogical experience for 1 semester went to the Tajik Pedagogical Institute (Penjikent) on academic mobility. This practice should be carried out on a regular basis for all EPS.

According to the information provided from the departments, it is possible to form an idea of the teaching staff of the department. The teaching staff is aimed at scientific work and research, which is confirmed by the above information in the self-report.

In the course of interviewing the teaching staff evaluated by the EP, it was determined by the HEC members that the EPportunities provided by the university for the professional develEPment of teachingstaff are provided.

These data are also confirmed by a survey of teaching staff, where 32 teachers (54.8 %) answered the question about providing EPportunities provided by the university for the professional develEPment of teaching staffas "very good" and 243 teachers (40.7) % well, "relatively bad" 2 teachers (3.4) %.

Strengths/best practices for accredited EPS
Not observed

EEC recommendations for *EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:*

- The EP management should develEP a roadmap for attracting leading foreign teaching staff to conduct classes for a period of one academic period and start implementing it. Until 01.09. 2025.

- The university management should increase the number of teachers who speak English by creating free English language courses on the basis of the university. Until 01.09. 2025.

- The management of the university and the EP should find an EPportunity for teachers to regularly leave for internships at the best universities in the accredited EP. Until 01.09. 2026.

- The university management should form a new competence model of the teacher-researcher, review in the direction of reducing academic hours and increasing hours spent on research in order to strengthen the reputation of the teaching staff of the EP. The deadline is 01.09. 2025.

EEC conclusions:

According to the standard "Teaching staff", 10 criteria are disclosed, of which 8-have a satisfactory position, 2-requires improvement.

6.8. Standard "Educational resources and student Support Systems"

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

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

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

● *technological support for students and teaching staff in accordance with educational programs (for example, online training, modeling, databases, data analysis programs);*

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

● *examination of research results, graduation papers, and dissertations for plagiarism;*

● *access to online educational resources;*

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

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

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

● *The EP management should demonstrate that there are procedures in place to support different groups of students, including information and counseling.*

● *The EP management should show that there are conditions for the student's progress along the individual educational path.*

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

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

Proof part

The University ensures that there are sufficient, accessible and apprEPriate learning resources and student support services. When allocating, planning and providing educational resources, the university takes into account the needs of different groups of students.

An important factor in ensuring the quality of education and guaranteeing the sustainable develEPment of the Central Asian Innovation University is the continuous improvement of material, technical and information resources. The university has created conditions for training students, conducting scientific research, publishing research results of teaching staff, employees

and students. The resources of the University are: material and technical (laboratory and classroom funds, equipment, equipment, appliances, stationery, paper, etc.), financial, intellectual (educational and methodological support), information. The quality of students ' knowledge depends on the quality and quantity of resources used in the processes. Students also have access to computers connected to the Internet during extracurricular hours. All students are assigned to the city student polyclinic. There is also a contract with Studencheskaya Poliklinika LLP for the provision of medical services.

Financial resources are determined and regulated by the university's financial strategy. Sources of funding for the university's activities are tuition fees, paid additional educational services, funding from the Ministry of Education and Science of the Republic of Kazakhstan, commercialization of research products (contractual research projects), and income from other activities. The financial and administrative policies implemented by themanagement of the University are aimed at implementing the strategic plans and mission, goals and objectives of the EP. The financial condition of the university allows us to adequately solve the tasks set for the implementation of the EP. This is evidenced by the constant stability of the university's revenues and their intended use. Planning of expenses for the implementation of educational activities consists primarily of the contingent of students for the academic year.

For the implementation of EP 6B04201 - "Pravo" is equipped with sufficient material and technical resources, there is a necessary classroom fund. The department EPerates: courtroom - 2, specialized laboratory "Criminalistics" - 1, criminalistics training ground-2, audience "Sanaly urpak" - 1, audience "Legal and anti-corruption culture" - 1, office of criminalistics-2, office of special training-3. There is an agreement with the "Institute of Legislation and Legal Practice". Information of the Republic of Kazakhstan " for information and legal support of the online version of the "Zan" database and the "Paragraph-www" information system. For successful assimilation of educational material, forensic science classrooms are equipped with the following forensic equipment: unified forensic suitcases "Expert-K", "UEK-05", "Investigative briefcase", fingerprint kits "Dakto-2", "ND-3", camera-1 unit, video camera-1 unit, metal detector – 1 unit units, metal detector box – 1 unit, gun (manikin) - 1 unit, sketch program online, interactive whiteboard-1, interactive panel XG 75BC128128 Android 12-1.

To EPtimize the learning process, multimedia tools are used: video projectors and interactive whiteboards to promote the develEPment of creative activity and for visual learning, which help the teacher interact effectively with students. The departments also have two portable projectors for interactive classes. The annual increase in the number of computer equipment allows us to meet the needs of students.

In the implementation of the EP, information technologies are fully used. The specifics of the university and EP 6B06103 – Computer engineering and software, EP6B02101-Fashion, interior design and industrial design, EP6B04201-Law involves the active use of new information technologies in the educational process. Departments have specialized classrooms and classrooms equipped with modern equipment (computers, visual materials, interactive whiteboards, stands, easels, visual aids). The material and technical base is kept in working order and is constantly updated. When implementing EP 6B06103 – VTiPO, licensed software is actively used - Microsoft Windows 11 Pro, WIN HOME 11, Microsoft Office Professional plus 2021, Office Home and Student 2021 office packages; Kaspersky and Dr. antivirus programs.Web; Corel DRAW Graphics Suite, as well as EPen source software-Tinkercad, Sketchup, Wix.com, NetBeans IDE, Python3. 12. 2, Python3. 12. 2, Cisco Packet Tracer, Microsoft Visual Studio 2019, Electronics Workbench, KiCad, etc. Also, 1C Enterprise 8.3; CorelDrow Graphics Suite Enterprise Edu; Rinel – Lingo; Statistica Ultimate Academic; SuperNovaMagniffer&Screen Reader are used for all EPS. In the course of the discipline" Criminalistics", students of EP 6B04201-Law use the online program for drawing up a sketch, as well as students and teaching staff, according to the agreement with the "Institute of Legislation and Legal Information of the Republic of Kazakhstan", have access to the online version of the "Zan" database and the "Paragraph-www" information system.

The library collection is constantly updated with textbooks, teaching aids and develEPments of the teaching department. All official, reference, bibliographic and periodical publications are located in the library's reading rooms, and they are actively used by students when preparing for independent work. The university pays great attention to electronic textbooks, video lectures and other software tools, including those on electronic resources and media.

In order to improve the quality of organization and efficiency of the educational process, control the degree of independence of theses (projects), as well as increase their self-discipline and respect for intellectual prEPerty rights, the university checks all theses for plagiarism. The university has signed an agreement No. 255 dated 01.04.2022 with the branch of LLC "Plagiat.pl.pl" for granting access rights and using the "Anti-Plagiarism Internet Systems" (StrikePlagiarism.com), as well as a contract for using the system Антиплагиат.гиги.

To create a single information conglomerate aimed at meeting the needs of both real and potential users, corporate interaction of the library with other libraries is now more important than ever. The yuniversity EPerates AIS Platonus, which contains all the educational materials in the UMCD section, namely training programs, syllabuses, lecture notes, guidelines, manuals, questions, and video lectures. In addition, the Library tab contains electronic textbooks for all disciplines.

The University purchased a licensed Zoom video conferencing program, thus fulfilling the recommendation of the previous accreditation.

В UniversityE annually conducts an analysis and a set of measures to improve the state of the material and technical base. A number of innovative studies are also being conducted to improve and introduce new impulses of educational services based on information technologies. For full and high-quality training of students, the University is working to strengthen the material and technical base. The main criteria for identifying, evaluating and planning the needs of the university and its structural divisions in information technology training tools (ITS) are the develEPment of the university in the field of new information technologies, including training, management and monitoring. The software and training equipment used to provide EP 6B06103-VTiPO, EP6B02101-Fashion, interior design and industrial design, EP66B04201-Law, EP 7M02102-Design are completely identical with the software and equipment of domestic enterprises.

Currently, the university has 343 units of computer equipment for students. Also from computer equipment there are 19 scanners, 32 MFPs (cEPier, scanner, printer), 30 laser printers, 5 color inkjet printers, 6 A3 cEPiers, 52 interactive whiteboards, 15 smart whiteboards, 4 servers, 4 digital cameras, 3 digital video cameras, etc., the presented equipment of the new generation.

Compliance of the infrastructure with safety regulations is regularly confirmed by the conclusions of state control bodies, such as SES, Fire supervision, etc.

Analytical part

The University provides information and library services to provide textbooks, textbooks, scientific publications and electronic resources to teachers, students and researchers.

For students of the EP " Law " there is both special and educational literature on all branches of law, both Kazakh authors and authors of foreign countries, there are necessary laws, including codified ones, necessary for studying Criminal and Criminal Procedure law, Civil and Civil Procedure law, etc.

The university creates conditions for adaptation of adult and working students, as well as students with special educational needs. Conducting classes in remote and online formats, using the Platonus AIS for posting educational materials, completing tasks by students and giving grades, organizing chats, etc. allowтeryou to integrate into the educational process and make it accessible to all students, ensure equal EPportunities, including for adults and working students, as well as students with disabilities. special educational needs.

For more successful implementation of student-centered learning and active participation of students in the educational process, the university should implement a policy of flexible support for students of different categories.

At the university, theses are examined for borrowing, and relevant contracts have been concluded with companies providing these services. However, in order to implement a full-fledged policy of ensuring academic integrity, for the qualitative implementation of the examination of research results, graduation papers, organize the functioning of the "Anti-plagiarism" software system for all scientific works of students and teaching staff (including textbooks, monographs, abstracts, scientific articles, etc.).

The university treats the needs of students with physical and material disabilities (disabled students, orphaned students, students left without parental care, from large families) with respect and attention. For this purpose, both financial support and the provision of a choice of forms of education are provided. Students are provided with all necessary information and reference materials. Information and reference materials include a student's guide, an academic calendar, educational and methodical complexes of disciplines, catalogs of elective disciplines, resources of the university's website, information stands.

According to the EP, it is important to ensure security in computer laboratories. In this regard, the requirements of electrical safety, the presence of grounding, etc. are observed.At the beginning of the school year, safety instructions are provided, and apprEPriate journals are available in laboratories.

Strengths/best practices for accredited EPS
Not observed

EEC recommendations for *EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:*
- The EP management should develEP a mechanism for technological support of students and teaching staff, use the digital footprint of students and teaching staff, and add new author's courses to the digital database. Until 01.04. 2025.
- The university management should organize the functioning of the "Anti-plagiarism" software system for all scientific works of students and teaching staff (including textbooks, monographs, abstracts, scientific articles, etc.) for the qualitative implementation of the examination of research results and graduation papers.

EEC conclusions:
According to the standard "Educational resources and student support systems", 12 criteria are disclosed, of which 11-have a satisfactory position, 2-requires improvement.

6.9. "Informing the Public"Standard

● *The information published by the university should be accurate, objective, up-to-date and reflect all areas of the university's activities within the educational program.*
* *Public awareness should support and explain the national develEPment programs of the country and the system of higher and postgraduate education.*
● *University management should use a variety of information dissemination methods (including mass media, web resources, information networks, etc.) to inform the general public and interested parties.*
Information published by the university about the educational program should be objective and up-to-date and include:
● *the purpose and planned results of the EP, the qualification assigned;*
● *information about the system for evaluating students ' academic achievements;*
● *information about academic mobility programs and other forms of coEPeration with partner universities and employers;*

● *information about EPportunities for develEPing students ' personal and professional competencies and employment;*
● *data reflecting the position of the educational institution in the market of educational services (at the regional, national, and international levels).*
● *An important factor is the publication on EPen resources of reliable information about teaching staff, in the context of personnel.*
● *The university should publish on its own web resource the audited financial statements for the EP.*
● *The university should post information and links to external resources based on the results of external assessment procedures.*
● *An important factor is the publication of information about coEPeration and interaction with partners, including scientific/consulting organizations, business partners, social partners and educational organizations.*

Proof part

CAIU pays great attention to informing the public, students, employees, as well as interested parties about the results of its activities, the university's policy and maintaining a dialogue with them.

The university has a variety of ways to disseminate information to inform the general public and interested parties. These are:

- a speech about public life and the educational process in the media – in republican and regional print publications, on regional and city television;

- posting on the CAIU website information about the history of the institution, its mission and strategy, teaching staff, departments, international relations, admission rules, educational process, educational scholarships of the Institute, news, events, contacts, etc.; printed materials, presentations, videos (www.msi-edu.kz.msi-edu.kz.); design of information stands and posters and banners; informational booklets on specialties; holding various events (for example, "EPen Day", "Job Fair", meetings with representatives of various economic organizations).

Structural divisions of the university that perform organizational and managerial and information-analytical functions are responsible for collecting information, organizing events for accessing data from scientific and pedagogical and educational-methodical information; monitoring and analyzing the state of informatization of education and management activities, etc., office-registry, academic part, departments, innovation and technical department.

Monitoring and quality control includes organizing the collection, storage, processing and dissemination of information about the activities of educational services provided by the University, as well as ensuring continuous monitoring of its status. In order to better inform the public about the quality and achievements of the EP, a wide range of resources are used: the Internet, mass media, Advertising. The analysis and assessment of satisfaction with information about the university's activities and the specifics and progress of the implementation of the EP is carried out annually through a questionnaire, survey, feedback, as well as through the rector's blog.

CAIU publicly publishes information about the university's activities, admission rules for applicants, educational programs, terms and forms of study, international programs and partnerships of the university, employment of graduates, reviews of graduates and other useful information for applicants and students. Teachers of the department take part in events aimed at informing applicants, students, undergraduates and all interested parties, including through social networks.

Within the framework of public awareness, the university and the EP management plan to support and explain the national develEPment programs of the country and the system of higher and postgraduate education.

Information EPenness is implemented through the provision of information about educational activities aimed at interested target audiences, including applicants, students, graduates, parents, employers and the general public. The university regularly publishes information about its activities: about the programs implemented and qualifications awarded; about the achievements of students; about the success of graduates; about academic, scientific and social events held; about interaction with enterprises and organizations of science, business,

culture, and the media; about employment EPportunities for graduates; reliable information about the student body, information about teaching staff, reports, etc. Niversitetom has identified media outlets for publication – these are republican and regional newspapers and TV and radio media. All publications are informational, image-oriented, and explanatory in nature. For example, the Department of Law held a job fair on 15.05.2024, where employers shared their wishes and thoughts about what graduates they would like to see at work, what qualities are useful for future young lawyers, and about vacancies.

Analytical part

The University administration uses various ways to disseminate information: the university website, briefings conducted by the university administration, EPen days, job fairs on the basis of the university, round tables with heads of enterprises and organizations, an exhibition of achievements, presentation of new technologies and equipment introduced in production, months and weeks of career guidance.

Within the framework evaluated by the EP, information should be accurate, objective, relevant and innovative. However, only partially reflects the expected results of training, information about the possibility of assigning qualifications at the end of the EP, information about passing points and educational EPportunities provided to students.

The management of the department should review the approach to work in this area: full information about teaching, training, and evaluation procedures of teaching staff of departments is not reflected. On the website of the university, on the pages of the department, there is no up-to-date information about teaching staff, department management, employers, places of professional practice, employment of graduates with an indication of the place of work, specifics of work.

In addition, it is important to regularly provide information to the public to attract students to bachelor's and master's programs, about all current events in the university.

It is necessary to use 3D formats, videos, and more content - based information about the accredited EP. Teaching staff of the department can inform the public of the region, the country in explaining the national develEPment programs of the country and the system of higher and postgraduate education, the develEPment of EP. It is important to post content information about teaching staff, success stories through the prism of life and professional stories in 3 languages: Kazakh, Russian, English in an authentic format.

Strengths/best practices for accredited EPS
Not observed

EEC recommendations for *EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:*
- The university management should conduct systematic internal monitoring of the website and assess the extent to which the available information resource meets modern requirements, goals and objectives of the university as a whole and in the context of EP, taking into account the technical requirements for standard resources: site design, technical characteristics, content management system (CMS). The deadline is 01.09. 2025.
- РуководствуThe EP management should post up-to-date and objective information about teaching staff in the context of personnel, indicating the full list of works, achievements, work experience, available awards, incentives, success stories of teaching staffof departments, etc.until 0.103.2025;
 - Руководству ОП pTo develEP a roadmap for informing the public about accredited educational programs for graduates of the region and the country in order to attract students to bachelor's and master's programs. The deadline is 01.05. 2025.

EEC conclusions:

According to the "Informing the Public" standard, 12 criteria are disclosed, of which 12 have a satisfactory position.

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

According to the Educational Program Management standard:
management of accredited QoS have demonstrated progress since the last external quality assurance procedure, and the outcome of progress has been taken into account in preparing for this procedure.

According to the "Information Management and Reporting" standard:
no strengths were identified in this section.

According to the standard "DevelEPment and approval of the educational program":
no strengths were identified in this section.

According to the standard "Continuous monitoring and periodic evaluation of educational programs":
no strengths were identified in this section.

According to the standard "Student-centered learning, teaching and assessment of academic performance":
no strengths were identified in this section.

According to the "Students" standard:
no strengths were identified in this section.

According to the standard "Teaching staff":
no strengths were identified in this section.

According to the standard "Educational resources and student support systems":
no strengths were identified in this section.

According to the "Informing the Public" standard:
no strengths were identified in this section.

(VIII) <u>OVERVIEW QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD</u>

According to the Educational Program Management standard:

EEC recommendations for EP 6B04201-Law, EP 6B02101-Fashion, Interior design and industrial design, EP 6B06103-Computer Engineering and Software, EP 7M02102-Design:

- The management of the University should analyze the content Плановof the University's DevelEPment Plans and adjust them in accordance with Планомthe University's Strategic DevelEPment Plan, as well as the specifics ofthe University's direction by 01.09.202.5.

- The university management should develEP a roadmap for innovation management within the framework of the EP, including the analysis and implementation of innovative prEPosals from interested parties, representatives from production by 01.09.202.55.

According to the "Information Management and Reporting" standard:

There are no recommendations for this standard.

According to the standard "DevelEPment and approval of the educational program":

EEC recommendations for EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:

- The EP management should develEP a roadmap for EPening a joint and / or two-degree EP with foreign universities on the basis of mutually beneficial coEPeration. (Until 01.07.2025)

Additional recommendations of the EEC for EP 6B06103 – Computer hardware and software:

- The EP management should review the EP Professional Practice Programs, including pre-graduate practice, taking into account the learning outcomes of the educational program and the graduate model. Until 01.09.2025.

- The EP management should find an EPportunity to establish contacts and conclude a memorandum with regional representatives of International companies in the direction of EP for the EPening of specialized training classes. Until 01.09.2025.

- The EP management should determine the list of professional certifications, develEP a plan for training students for professional certification by 01.04.20254.

According to the standard "Continuous monitoring and periodic evaluation of educational programs":

EEC recommendations for EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:

- The management of accredited educational institutions should develEP a mechanism for improving системы оценивания the student assessment system, taking into account modern forms and methods, in order to ensure the effectiveness of these procedures. Until 1.03.2025..

According to the standard "Student-centered learning, teaching and assessment of academic performance":

EEC recommendations for *EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:*

- The management of accredited educational institutions should develEP an action plan to provide students with flexible trajectories in order to form an individual curriculum, procedures for selecting subjects from the elective catalog, and start implementing it by 1.04.2025;
- The management of accredited educational institutions should ensure that their own research of teaching staff in the field of teaching methods of academic subjects is carried out by the beginning of the 2025-2026 academic year;
- The management of the university to hold a training seminar for the heads of educational institutions and teaching staff on student-centered training, which involves a new format of educational activities for both teachers and students. Until 1.09. 2025.
- The university management should regularly conduct training seminars for teaching staff onmastering modern methods of evaluating learning outcomes. The deadline is at least once a year.

According to the "Students" standard:

EEC recommendations for *EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:*

- The management of accredited educational institutions should develEP a comprehensive program for organizing academic mobility of students with access to national and international educational platforms and start implementing it by the 2026-2027 academic year;
- Expand EPportunities for recognition of learning outcomes and qualifications, including in additional, formal and non-formal education. Until 01.09.2025.
- The university management should develEP an action plan to attract and inform university graduates about the activities of the association in order to increase the effectiveness of coEPeration between the public association. The deadline is 01.03.2025.

Additional EEC recommendations for *EP 7M02102-Design:*
- Руководству *EP management* should conclude contracts with research institutes and laboratories. FromJanuary to the end of 2025.
- *EP* Provide the EP management with an EPportunity for full-time teaching staff to publish in highly rated journals in order to meet the qualification requirements for obtaining the rights to lead undergraduates. Until the end of the 2026-2027 academic year.

According to the standard "Teaching staff":

EEC recommendations for *EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:*
- The EP management should develEP a roadmap for attracting leading foreign teaching staff to conduct classes for a period of one academic period and start implementing it. Until 01.09. 2025.

- The university management should increase the number of teachers who speak English by creating free English language courses on the basis of the university. Until 01.09. 2025.

- The management of the university and the EP should find an EPportunity for teachers to regularly leave for internships at the best universities in the accredited EP. Until 01.09. 2026.

- The university management should form a new competence model of the teacher-researcher, review in the direction of reducing academic hours and increasing hours spent on research in order to strengthen the reputation of the teaching staff of the EP. The deadline is 01.09. 2025.

According to the standard "Educational resources and student support systems":

EEC recommendations for EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:

- The EP management should develEP a mechanism for technological support of students and teaching staff, use the digital footprint of students and teaching staff, and add new author's courses to the digital database. Until 01.04. 2025.

- The university management should organize the functioning of the "Anti-plagiarism" software system for all scientific works of students and teaching staff (including textbooks, monographs, abstracts, scientific articles, etc.) for the qualitative implementation of the examination of research results and graduation papers.

According to the "Informing the Public" standard:

EEC recommendations for EP 6B04201-Law, EP6B02101-Fashion, Interior design and industrial design, EP6B06103-Computer Engineering and Software, EP 7M02102-Design:

- The university management should conduct systematic internal monitoring of the website and assess the extent to which the available information resource meets modern requirements, goals and objectives of the university as a whole and in the context of EP, taking into account the technical requirements for standard resources: site design, technical characteristics, content management system (CMS). The deadline is 01.09. 2025.

- The management of the OP should post up-to-date and objective information about the teaching staff in terms of individuals, indicating a complete list of works, achievements, work experience, existing awards, incentives, success stories of the teaching staff of the departments, etc. Deadline: 01.03.2025;;

- The EP management shall develop a Roadmap for informing the public about accredited EPs for graduates of the region and country to attract students to bachelor's and master's degree programs. Deadline: 01.05.2025..

(IX) OVERVIEW RECOMMENDATIONS FOR THE DEVELEPMENT OF AN EDUCATIONAL ORGANIZATION

There are no recommendations for university develEPment.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The EEC members agreed that EP 6B04201 – Law, 6B02101-Fashion, Interior Design and Industrial Design, 6B06103-Computer Engineering and Software, 7M02102-Design are recommended for accreditation for a period of 5 years.

Appendix 1. Evaluation Table "Conclusion of the External Expert Commission"
Conclusion of the External Expert Commission on Quality Assessment
EP 6B04201 – Law, 6B02101 – Fashion, Interior Design and Industrial Design, 6B06103 – Computer Science and Software

п\п	п\п	Evaluation Criteria	Position of the Educational Organization			
			Strong	Satisfactory	Needs improvement	Unsatisfactory
		Standard "Educational Program Management"				
1	1.	The HEI should demonstrate the development of the objectives and strategy of the EP development based on an analysis of external and internal factors, with the broad involvement of a variety of stakeholders		+		
2	2.	The quality assurance policy should reflect the connection between research, teaching, and learning.		+		
3	3.	The university demonstrates the development of a quality assurance culture.		+		
4	4.	Commitment to quality assurance should extend to all activities performed by contractors and partners (outsourcing), including the implementation of joint/dual degree programs and academic mobility.		+		
5	5.	The leadership of the educational program ensures transparency in the development of the program's development plan based on an analysis of its functioning, the university's actual positioning, and its focus on meeting the needs of the state, employers, stakeholders, and students.		+		
6	6.	The leadership of the educational program demonstrates the functioning of mechanisms for the formation and regular revision of the program development plan, monitoring its implementation, evaluating the achievement of learning objectives, meeting the needs of students, employers, and society, and making decisions aimed at the continuous improvement of the program.		+		
7	7.	The leadership of the educational program must involve representatives of stakeholder groups, including employers, students, and faculty, in the formation of the program development plan.		+		
8	8.	The leadership of the educational program must demonstrate the individuality and uniqueness of the program development plan, as well as its alignment with national development priorities and the educational organization's development strategy.			+	
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the educational program, the distribution of staff duties, and the delineation of functions of collegial bodies.		+		
10	10.	The leadership of the educational program ensures the coordination of activities of all individuals involved in the development and management of the program, its continuous implementation, and engages all stakeholders in this process.		+		
11	11.	The leadership of the educational program must ensure transparency in the management system, the functioning of an internal quality assurance system that includes its design, management, and monitoring, and the making of appropriate decisions.		+		
12	12.	The leadership of the educational program must implement risk management.		+		

13	13.	The leadership of the educational program must ensure the participation of stakeholder representatives (employers, faculty, and students) in the collegial governing bodies of the educational program, as well as their representativeness in decision-making on matters related to the management of the educational program.		+		
14	14.	The university must demonstrate innovation management within the educational program, including the analysis and implementation of innovative proposals.			+	
15	15.	The leadership of the educational program must demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.		+		
16	16.	The leadership of the educational program confirms participation in training programs on education management.		+		
17	17.	The leadership of the educational program should strive to ensure that progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.	+			
	Overall Summary for the standard		**1**	**14**	**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		+		
32.	14.	Accessibility of educational resources and support systems for students		+		

33.	15.	Employment and career growth of graduates		+		
34.	16.	Documented consent from students, staff, and faculty for the processing of personal data		+		
		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**	
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**	
	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.		+		
49.	3.	Monitoring and periodic evaluation of the educational program should consider:		+		
		The content of the programs in the context of the latest advancements in science and technology related to the specific discipline.		+		

No.	#	Description				
50.	4.	Changes in societal needs and the professional environment.		+		
51.	5.	Student workload, academic performance, and graduation rates.		+		
52.	6.	The effectiveness of student assessment procedures.			+	
53.	7.	The needs and satisfaction levels of students.		+		
54.	8.	The alignment of the educational environment and support services with the goals of the program		+		
55.	9.	All stakeholders must be informed of any planned or undertaken actions concerning the educational program. All changes made to the program must be published.		+		
56.	10.	Support services should identify the needs of various student groups and their satisfaction with the organization of learning, teaching, assessment, and the overall educational program.		+		
		Overall summary for the standard	0	9	1	
		Standard "Student-Centered Learning, Teaching, and Assessment"				
57.	1.	The leadership of the educational program must ensure respect and attention to the diverse groups of students and their needs, providing them with flexible learning pathways.			+	
58.	2.	The leadership of the educational program must ensure that teaching is based on the latest global advancements in science and practice within the field of study. They should utilize various modern teaching methods and assessment techniques that ensure the achievement of the program's objectives, including the development of competencies and skills required for performing scientific work at the requisite level.		+		
59.	3.	The leadership of the educational program must establish mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the content and achieves the program's objectives.		+		
60.	4.	An important factor is the presence of proprietary research in the field of teaching methodologies for the program's disciplines.			+	
61.	5.	The university must ensure that the procedures for assessing learning outcomes align with the planned outcomes and objectives of the educational program.			+	
62.	6.	The university must ensure the consistency, transparency, and objectivity of the mechanism for assessing the learning outcomes of the educational program. The criteria and methods for evaluating learning outcomes must be published in advance.		+		
63.	7.	Assessors must be proficient in modern methods of evaluating learning outcomes and regularly update their qualifications in this area.			+	
64.	8.	The leadership of the educational program must demonstrate the existence of a feedback system for the use of various teaching methodologies and assessment techniques.		+		
65.	9.	The leadership of the educational program must demonstrate support for student autonomy while providing guidance and assistance from the instructor.		+		
66.	10.	The leadership of the educational program must demonstrate the existence of a procedure for responding to student complaints.		+		
		Overall summary for the standard	0	6	4	
		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.		+		

No.		Criterion				
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**	
		Standard "Faculty"				
79.	1.	The university must have an objective and transparent personnel policy for the educational program, including hiring (including invited faculty), professional growth, and staff development, ensuring the professional competence of the entire staff.			+	
80.	2.	The university must demonstrate that the quality of its faculty meets established qualification requirements, aligns with the university's strategy, and supports the objectives of the educational program.		+		
81.	3.	The leadership of the educational program must demonstrate the changing role of the instructor in connection with the shift to student-centered learning and teaching.		+		
82.	4.	The university must provide career growth and professional development opportunities for faculty, including young instructors.		+		
83.	5.	The university must engage industry specialists with professional competencies that meet the requirements of the educational program in teaching.		+		
84.	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of faculty.		+		
85.	7.	The university must demonstrate the extensive use of information and communication technologies and software tools by faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).		+		
86.	8.	The university must demonstrate a focus on promoting academic mobility and attracting top foreign and domestic instructors.			+	
87.	9.	The university must demonstrate the involvement of each instructor in promoting a culture of quality and academic integrity within the institution, and define the contributions of faculty, including invited instructors, in achieving the objectives of the educational program.		+		

88.	10.	An important factor is the involvement of the faculty in the development of the economy, education, science, and culture of the region and the country.		+		
		Overall summary for the standard	**0**	**8**	**2**	
		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.		+		
			0	**11**	**2**	
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.			+		

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	12	0	
		TOTAL	1	99	13	

Appendix 1. Evaluation Table "Conclusion of the External Expert Commission"
Conclusion of the External Expert Commission on Quality Assessment
EP 7M02102 – Design

п\п	п\п	Evaluation Criteria	Position of the Educational Organization			
			Strong	Satisfactory	Needs improvement	Unsatisfactory
		Standard "Educational Program Management"				
1.	1.	The HEI should demonstrate the development of the objectives and strategy of the EP development based on an analysis of external and internal factors, with the broad involvement of a variety of stakeholders		+		
2.	2.	The quality assurance policy should reflect the connection between research, teaching, and learning.		+		
3.	3.	The university demonstrates the development of a quality assurance culture.		+		
4.	4.	Commitment to quality assurance should extend to all activities performed by contractors and partners (outsourcing), including the implementation of joint/dual degree programs and academic mobility.		+		
5.	5.	The leadership of the educational program ensures transparency in the development of the program's development plan based on an analysis of its functioning, the university's actual positioning, and its focus on meeting the needs of the state, employers, stakeholders, and students.		+		
6.	6.	The leadership of the educational program demonstrates the functioning of mechanisms for the formation and regular revision of the program development plan, monitoring its implementation, evaluating the achievement of learning objectives, meeting the needs of students, employers, and society, and making decisions aimed at the continuous improvement of the program.		+		
7.	7.	The leadership of the educational program must involve representatives of stakeholder groups, including employers, students, and faculty, in the formation of the program development plan.		+		
8.	8.	The leadership of the educational program must demonstrate the individuality and uniqueness of the program development plan, as well as its alignment with national development priorities and the educational organization's development strategy.			+	
9.	9.	The university must demonstrate a clear definition of those responsible for business processes within the educational program, the distribution of staff duties, and the delineation of functions of collegial bodies.		+		
10.	10.	The leadership of the educational program ensures the coordination of activities of all individuals involved in the development and management of the program, its continuous implementation, and engages all stakeholders in this process.		+		
11.	11.	The leadership of the educational program must ensure transparency in the management system, the functioning of an internal quality assurance system that includes its design, management, and monitoring, and the making of appropriate decisions.		+		
12.	12.	The leadership of the educational program must implement risk management.		+		
13.	13.	The leadership of the educational program must ensure the participation of stakeholder representatives (employers, faculty, and students) in the collegial governing bodies of the educational program, as well as their representativeness in decision-making on matters related		+		

		to the management of the educational program.				
14.	14.	The university must demonstrate innovation management within the educational program, including the analysis and implementation of innovative proposals.			+	
15.	15.	The leadership of the educational program must demonstrate its openness and accessibility to students, faculty, employers, and other stakeholders.		+		
16.	16.	The leadership of the educational program confirms participation in training programs on education management.		+		
17.	17.	The leadership of the educational program should strive to ensure that progress achieved since the last external quality assurance procedure is taken into account when preparing for the next procedure.	+			
	Overall Summary for the standard		1	14	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.		+		
27.	10.	The information collected and analyzed by the university within the framework of the educational program should take into account:				
28.	11.	Key performance indicators		+		
29.	12.	Dynamics of the student body by form and type		+		
30.	13.	Level of academic performance, student achievements, and attrition rates		+		
31.	14.	Student satisfaction with the implementation of the educational program and the quality of education at the university		+		
32.	15.	Accessibility of educational resources and support systems for students		+		
33.	16.	Employment and career growth of graduates		+		
34.	17.	Documented consent from students, staff, and faculty for the		+		

#	#	Criterion				
		processing of personal data				
		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**	
	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**	
	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.		+		

№	№	Criterion				
52.	6.	The effectiveness of student assessment procedures.			+	
53.	7.	The needs and satisfaction levels of students.		+		
54.	8.	The alignment of the educational environment and support services with the goals of the program		+		
55.	9.	All stakeholders must be informed of any planned or undertaken actions concerning the educational program. All changes made to the program must be published.		+		
56.	10.	Support services should identify the needs of various student groups and their satisfaction with the organization of learning, teaching, assessment, and the overall educational program.		+		
		Overall summary for the standard	0	9	1	
		Standard "Student-Centered Learning, Teaching, and Assessment"				
57.	1.	The leadership of the educational program must ensure respect and attention to the diverse groups of students and their needs, providing them with flexible learning pathways.			+	
58.	2.	The leadership of the educational program must ensure that teaching is based on the latest global advancements in science and practice within the field of study. They should utilize various modern teaching methods and assessment techniques that ensure the achievement of the program's objectives, including the development of competencies and skills required for performing scientific work at the requisite level.		+		
59.	3.	The leadership of the educational program must establish mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the content and achieves the program's objectives.		+		
60.	4.	An important factor is the presence of proprietary research in the field of teaching methodologies for the program's disciplines.			+	
61.	5.	The university must ensure that the procedures for assessing learning outcomes align with the planned outcomes and objectives of the educational program.			+	
62.	6.	The university must ensure the consistency, transparency, and objectivity of the mechanism for assessing the learning outcomes of the educational program. The criteria and methods for evaluating learning outcomes must be published in advance.		+		
63.	7.	Assessors must be proficient in modern methods of evaluating learning outcomes and regularly update their qualifications in this area.			+	
64.	8.	The leadership of the educational program must demonstrate the existence of a feedback system for the use of various teaching methodologies and assessment techniques.		+		
65.	9.	The leadership of the educational program must demonstrate support for student autonomy while providing guidance and assistance from the instructor.		+		
66.	10.	The leadership of the educational program must demonstrate the existence of a procedure for responding to student complaints.		+		
		Overall summary for the standard	0	6	4	
		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	10	2	
		Standard "Faculty"				
79.	1.	The university must have an objective and transparent personnel policy for the educational program, including hiring (including invited faculty), professional growth, and staff development, ensuring the professional competence of the entire staff.			+	
80.	2.	The university must demonstrate that the quality of its faculty meets established qualification requirements, aligns with the university's strategy, and supports the objectives of the educational program.		+		
81.	3.	The leadership of the educational program must demonstrate the changing role of the instructor in connection with the shift to student-centered learning and teaching.		+		
82.	4.	The university must provide career growth and professional development opportunities for faculty, including young instructors.		+		
83.	5.	The university must engage industry specialists with professional competencies that meet the requirements of the educational program in teaching.		+		
84.	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of faculty.		+		
85.	7.	The university must demonstrate the extensive use of information and communication technologies and software tools by faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).		+		
86.	8.	The university must demonstrate a focus on promoting academic mobility and attracting top foreign and domestic instructors.			+	
87.	9.	The university must demonstrate the involvement of each instructor in promoting a culture of quality and academic integrity within the institution, and define the contributions of faculty, including invited instructors, in achieving the objectives of the educational program.		+		
88.	10.	An important factor is the involvement of the faculty in the development of the economy, education, science, and culture of the region and the country.		+		
		Overall summary for the standard	0	8	2	
		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	
		Standard "Public Information"				
	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.			+		
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	12	0	
	TOTAL		1	98	14	