



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

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

6B04105 Economics
6B04132 State and Local Administration
7M04101 Economics

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

CENTRAL ASIAN INNOVATION UNIVERSITY LLP
from November 18 to November 20, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

**Addressed to the Accreditation
Council IAAR**



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The year 2024

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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

University – Higher education institution
EEC – External Expert Commission
ICT – Information and communication technologies
IS – Information Systems
CED – Catalog of elective subjects
MSHERK – Ministry of Science and Higher Education
EP – Educational program
EMCD – Educational and methodical complex of the discipline
IAAR – Independent Agency for Accreditation and Rating
TS – Teaching staff
RK – Republic of Kazakhstan
WR – Working Curriculum
MOOC - Massive Open Online Courses
PhD – Doctor of Philosophy

(II) INTRODUCTION

In accordance with Order No. 155-24-OD dated 09/24/2024 of the Independent Agency for Accreditation and Rating (IAAR), from November 18 to November 20, 2024, an external expert commission assessed the compliance of educational programs 6B04105-Economics, 6B04132-State and Local Administration, 7M04101-Economics of Central Asian Innovation University LLP with IAAR specialized accreditation standards. (dated June 16, 2020, No. 57-20-OD, sixth edition) in a hybrid format.

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

The composition of the VEC:

1. Chairman of the IAAR Commission – Akybayeva Gulvira Sovetbekovna, Candidate of Economic Sciences, Karaganda University named after Academician E.A. Buketov (Karaganda, Republic of Kazakhstan);
2. IAAR expert – Alimnazar Khujamuratovich Islamkulov, Doctor of Economics, Professor, Tashkent State University of Economics (Tashkent, Republic of Uzbekistan);
3. IAAR expert – Sultanova Zamzagul Khamitovna, Candidate of Economic Sciences, Associate Professor, Zhangir Khan West Kazakhstan Agrarian Technical University (Uralsk, Republic of Kazakhstan);
4. IAAR expert – Dilnara Zakirova, PhD, Turan University (Almaty, Republic of Kazakhstan);
5. IAAR expert – Abdikaeva Aigul Kaldybekovna, Candidate of Technical Sciences, Associate Professor, Almaty Technological University (Almaty);
6. IAAR expert – Aisulu Abzhapparovna Ismailova, PhD, Associate Professor of the Kazakh Agrotechnical Research University named after S. Seifullin (Astana);
7. IAAR expert – Danila Vladimirovich Tatarinov, PhD in Law, Al-Farabi Kazakh National University (Almaty);
8. IAAR expert-employer – Khamzina Kalamkas Karimtaevna, Department of Culture of the Akmola region (Kokshetau); On-line participation;
9. IAAR student expert – Omarova Adel Zhanatovna, 4th year student of Finance, NAO "Kazakh Agrotechnical Research University named after S. Seifullin" (Astana);
10. IAAR expert student – Aruzhan Zhenisovna Dauletnazarova, 3rd year student of Economics, NAO "M. Dulatov Kostanay University of Engineering and Economics (Kostanay);
11. IAAR student expert – Mansur Talgatovich Kairatov, 1st year student of EP 6B04202 "International Law", Turan-Astana University (Astana);
12. IAAR coordinator – Dinara Bekenova, IAAR Project Manager (Astana).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Central Asian Innovation University was established through the merger of two universities, the International University of Humanities and Technology and the M. Saparbayev Institute on March 2, 2021. The history of the formation and development of the higher educational institution dates back more than 20 years of its existence. The rector of the University is Candidate of Agricultural Sciences Onlasynov E.Z. Legal address: 160013, Republic of Kazakhstan, Shymkent, Al-Farabiy district, A.Sasbukhaeva street, house number 119. The founders are Zhuryunov Galymzhan Muratuly, Saparbayeva Gulshara Sarsengaliyevna and Saparbayev Marat Mardanovich. The form of ownership is private. Founding documents of the University: The Charter of the Central Asian Innovation University LLP was approved by the General Meeting of Participants on February 08, 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 trains personnel in 13 areas of bachelor's degree programs and 5 areas of Master's degree programs. The university has 855 undergraduates and 12214 undergraduate students. There are 467 teaching staff at the university. The average number of employed graduates in 2022 is 62%, in 2023 – 65.1%, in 2024 – 65.8%.

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

The University's vision is to become the leading university in Central Asia, adhering to an effective management system and using advanced methods of technology in teaching.

The staff of the university. The total number of full-time teachers at the university as of 09/01/2024 is 472 people, including 6 doctors of sciences, 162 candidates of sciences, PhD – 15, masters - 235, specialists - 54. The average age of teaching staff at the university is 45 years. Settling down is 49.5%.

According to the results of the National Ranking of University Demand conducted by IAAR, by the end of 2022, the university ranked 17th.

The structure of the university. According to the Self-report, the total area of the university is 32,000 square meters: a dormitory (1,585 m²) with 200 seats, 3 dining rooms 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 (2,952.7 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 1,695 m².

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with 01.09.2021 From October 12 to October 14, 2021, an external expert commission assessed the compliance of the educational programs 6B04105 "Economics" and 7M04101 "Economics" of the Central Asian Innovation University with the standards of specialized IAAR accreditation.

At the meeting of the IAAR Accreditation Council on December 23, 2021, a decision was made on the international specialized accreditation of educational programs 6B04105 "Economics", 7M04101 "Economics" for a period of 3 years.

Following the results of the specialized re-crediting procedure, an external expert commission made recommendations on improving the quality of the university's activities and educational services. In order to implement these recommendations, the university has developed an action plan for their implementation (approved by the Rector of the University on 11/30/2021). The results of the implementation are reflected in the report on the implementation of the recommendations of the WEC in the framework of the program reaccreditation of educational programs submitted to the NAAR on time.

On October 12-14, 2021, as part of the action plan for the implementation of the recommendations of the Higher School of Economics, post-accreditation monitoring was conducted.

2.1. The standard "Educational Program Management"

2.1.1 On an ongoing basis involve students of evaluated educational programs in the work of the university's collective bodies for the development, discussion and updating of educational programs and QED, as well as research institutes for the development and discussion of evaluated educational programs. Approve by order the list of students involved in the work of the US, UMS and other collegial bodies in the development, discussion and approval of the EP. (60%)

2.1.2. On an ongoing basis, involve students of assessed OPS in the work of the university's collective bodies for the development, discussion and updating of OPS and QED, as well as research institutes for the development and discussion of assessed ops. To approve by order the list of students involved in the work of the US, UMS and other collegial bodies during the development, discussion and approval of the EP. (55%)

2.1.3 When signing cooperation agreements with foreign universities, provide for the possibility of implementing double-degree education and academic mobility in the light of commitment to quality assurance. (60%)

2.1.4 Develop an intra-university system for managing possible risks to which the implemented ops are exposed, monitoring criteria and ways to prevent such risks (50%)

2.1.5 Develop a plan to implement the results of external evaluations into the work on improving the assessed activities, with the subsequent reflection of such work in the self-assessment report. (35%)

2.1.6 Develop and implement clear mechanisms and links between scientific research, teaching and learning in the educational process in order to ensure the Quality Policy of the Educational Institution (60%).

2.1.7 Develop an action plan for the implementation and implementation of innovative activities within the framework of the EP, including the analysis and implementation of innovative proposals, including from the teaching staff implementing the assessed EP (55%).

2.1.8 Emphasize the signs of individuality and uniqueness of accredited EP, including taking into account the coordination of the EP development plan with the University development strategy. According to EP 6B04101 "Economics", 7M04101 "Economics", special attention should be paid to the content of the EP, updating it taking into account national priorities for economic development, including digitalization (65%).

2.1.9 Optimize the organizational structure of the university, eliminate duplicate functions of structural units. Combine the departments of Law and History of Kazakhstan and Jurisprudence and introduce a responsible person into the organizational structure of the already unified department in order to position and promote the educational program, study the best practices, implement them at the university, identify the distinctive features and competitive advantages of the educational institution. To ensure that the names of departments correspond to the issued EP, in particular EP 6B04101 "Economics", 7M04101 "Economics" should logically refer to the Department of Economics, and not to the Department of Management and Finance (80%)

2.1.10 Review the current EP 6B04101 "Economics", 7M04101 "Economics" from the point of view of attractiveness to the market, identify distinctive features and competitive advantage based on a SWOT analysis of labor market needs, form the basis for choosing trajectories, including interdisciplinarity (50%).

2.2. Standard "Information Management and Reporting"

2.2.1 Develop a program to identify, predict and manage risks based on the analysis of information about the needs of the labor market (50%).

2.2.2 Develop and implement a Regulation on conflict resolution, a conciliation commission, whose competence will include the consideration and resolution of conflict

situations among teaching staff, students and / or representatives of the AUP of the university. (100%).

2.2.3 Update the university's website, make it information-filled about the activities of departments implementing the assessed ops, the development of OPS and other information related to the educational process (75%).

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

2.3.1 To develop the competitive advantages and uniqueness of the EP and its difference from other similar educational programs at the national or international level of the educational services market; to develop the competencies of the graduate of the EP, to develop and implement joint EP with foreign educational organizations (50%).

2.3.2 Implement the existing opportunities for the organization of dual education in senior courses and the implementation of joint / double-degree education and academic mobility, on a systematic basis, involving a range of work to harmonize the content of educational programs with the educational programs of leading Kazakhstani and foreign universities (50%).

2.3.3 Develop a scale for assessing the degree of influence of subjects studied by students, as well as completed professional practical training for the formation of learning outcomes according to the assessed EP (50%).

2.3.5. To introduce offsetting of courses of network partners and foreign partner universities to improve the quality of education and increase internal and external academic mobility. future profession (70%).

2.3.6 Expand the modular catalog of modern disciplines in the accredited educational program, publish this list of modular courses on the department's website, promote it in the educational field of the country, and expand the list of online modular disciplines (50%).

2.3.7 To develop a system of encouraging teaching staff for the compilation and implementation of author's syllabuses with unique teaching methods in the educational process, taking into account modern information assessments for students, and to further promote the best author's syllabuses of the university in the academic space of Kazakhstan. (50%).

2.3.8 Review the list of prerequisites for the subjects taught according to the assessed EP, taking into account the course/level at which a particular discipline is taught. For the EP "Pravo", make prerequisites and post-requirements in the QED, which at the time of the visit of the WEC members did not meet the logic of the formation of knowledge, skills and abilities necessary for mastering the discipline under study (50%).

2.3.9 Review the requirements for reviewers of the EP, followed by their consolidation in the Regulations on the examination of the EP, in order to avoid overlap between the persons acting as developers and reviewers of the MP/QED/EP Development Plan (100%).

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

2.4.1 Develop and implement an algorithm for informing all interested parties about any planned or undertaken actions in relation to the assessed ops, followed by the publication of all changes made to the assessed ops on the university's website (70%).

2.4.2 Expand the subject group of persons involved as stakeholders in the review of the assessed EP from among the scientific staff of the Research Institute and representatives of Administration agencies. (50%).

2.4.3 Develop a clear mechanism for the participation of students, employers and other stakeholders in the revision of the EP, taking into account changes in the labor market, the Atlas of New Professions 2022, new requirements of employers and the social demand of society (65%).

2.4.4 Develop and approve a Plan for conducting an external Assessment of the quality of teaching disciplines in accredited educational institutions by leading experts, scientists, and employers to improve teaching methods in online and offline formats, as well as to study the changing needs of society and the professional environment. (70%).

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

2.5.1. To introduce a culture of own research in the field of teaching methods of educational disciplines, to conduct internal monitoring of the use of various forms and methods of teaching and learning. (80%).

2.5.2 Conduct a training seminar for the heads of the educational institution and teaching staff on student-centered learning, suggesting a shift in emphasis in the educational process from teaching to learning as an active educational activity of the student (90%).

2.5.3 Develop and approve criteria for evaluating the effectiveness of learning, indicating the minimum required to obtain a specific assessment on the proposed scale of assessment of students' knowledge. (50%).

2.5.4 Train the teaching staff of the department in modern methods of evaluating learning outcomes, preferably informational, as well as regularly improve their skills in this field. (50%).

2.5.5 Develop a procedure for evaluating students' learning outcomes in accordance with the planned learning outcomes, the graduate's Competence Model and the goals of the modern educational program (60%).

2.6. The "Students" Standard

2.6.1 Develop an action plan to take measures to improve the effectiveness of the Alumni Association (75%).

2.6.4 Develop and approve at the university level a Regulation on the recognition of previous results of additional and non-formal education. (100%).

2.6.5 Develop a roadmap for finding academic partners at the national and international levels in order to involve students of accredited educational institutions in new projects, research, analysis, expertise, and attract external grants for research and training. (30%).

2.6.6. Publish on the website visual information about the professional growth of graduates of the program of all accredited graduates (80%).

2.7. The standard "Faculty"

2.7.1 To teach teaching staff modern innovative technologies and information and communication technologies in the educational process (project work, case study, on-line training, e-portfolio, etc.) (70%).

2.7.2 Involve 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's acceptance of an exam in the discipline he has read, with the results recorded in the transcript (30%).

2.7.3 Select international supervisors, international scientific leaders, and integrate teaching staff with international research teams, form scientific clusters, which will allow to raise the status of the region, accredited by the EP. (30%).

2.7.4 Invite well-known professors from Kazakhstan and the world with the condition of creating laboratories and mandatory mention of the university in all their publications and works by accredited faculty (30%).

2.7.5 Increase the number of teachers who speak English. (50%).

2.7.6 Strengthen the department's cooperation with the Bolashak CMP, motivate teachers to go on internships at the best universities in accredited programs (30%).

2.7.7 To form a new competence model of a researcher's teacher, to revise towards reducing academic hours and increasing research hours in order to strengthen the reputation of the teaching staff of the EP. (60%).

2.7.8 Develop and approve regulations on quality control of classes conducted by teaching staff, including for the prevention and prevention of disruption and non-performance of classes according to the approved schedule (100%).

2.8. Standard "Educational Resources and student Support systems"

2.8.1. To develop a mechanism for technological support of students and teaching staff in accordance with the EP, to use the digital footprint of students, teaching staff, to replenish the digital base of new author's EP. (50%).

2.8.2 Ensure high-quality and uninterrupted operation of the Wi-Fi wireless network and increase the bandwidth of the Wi-Fi network (70%).

2.8.3 Purchase a license to use the Zoom program (100%).

2.8.4 To ensure the high-quality implementation of the examination of research results, graduation papers, to organize the functioning of the "Anti-Plagiarism" software system for all scientific papers of students (including abstracts, articles, etc.). (80%).

2.8.5 Create more opportunities (floating study schedule, flexible choice of trajectories, etc.) for the support and social protection of various groups of students (adults, working people with disabilities, etc.) in accredited educational programs, as well as for access to education for socially vulnerable segments of the population. (50%).

2.9. Standard "Informing the Public"

2.9.1 Develop, implement, and publish a clear mechanism for reflecting information on the web resource in the context of educational programs implemented, indicating expected learning outcomes, evaluation procedures, and interactions with academic and network partners. (70%).

2.9.2 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 educational programs. At the same time, take into account the technical requirements for standard resources: site design, usability, technical characteristics, and a content management system (CMS). (50%).

2.9.3 Place adequate and objective information about the staff of the EP in the context of personalities. On the pages of the Department of Economics and Management, in the "Personal Page" section, information about the teaching staff of the department is presented in the form of a unified resume form that requires updating (60%).

2.9.4 Post information related to audited financial statements, including in the context of the EP. (90%).

2.9.5 Post success stories of teaching staff of departments, to study the role portrait of the Personalities of the department, students, graduates to promote the accredited EP. (70%).

2.9.6 To develop a Roadmap for informing the accredited educational institution for graduates of the region and the country in order to attract students to bachelor's and master's degree programs. (50%).

Recommendations to the university under the previous accreditation procedure for the educational program 6B04132- "State and Local Administration" (2021).

2.1 Educational Program Management Standard

2.1.1 Review the placement of the quality policy and objectives on the University's official website, ensuring their accessibility to all interested parties. (100%).

2.1.2 At the institutional level, develop a document defining the procedure for the development of development plans, taking into account:

- specific indicative indicators, indicating the timing of implementation, for the main types of EP activities;

- involving employers, students, and teaching staff in the development of an educational development plan;

- the format of real participation of stakeholders and documentation of these activities;

- determining the individuality and uniqueness of the EP development plan within the framework of the actual positioning of the university;

- procedures for the external review of the EP development plan; a mechanism for monitoring the implementation of the EP development plan and evaluating the achievement of

learning objectives;

- regular review of the EP development plan in connection with possible changes in the industry, regulatory documentation, labor market demands, etc. (100%).

2.1.3 To identify the uniqueness and individuality of the accredited professional development plans, ensuring their consistency with national priorities and demands of the modern labor market. (50%).

2.1.4 Ensure that the development plans of the EP are reviewed in accordance with their specifics, taking into account the problems identified with the real participation of all stakeholders, indicating goals and indicators of achievement of results, specific measures to achieve them, and deadlines for monitoring the implementation of the plan. (80%).

2.1.5 Ensure an unambiguous definition of responsibility in all areas of implementation of the EP and related job responsibilities. (100%).

2.1.6 Develop an action plan to reduce the impact of risks associated with the design and implementation of OPS (including staffing, contingent formation, etc.) On a systematic basis to analyze risk management at the level of structural units and ops. (50%).

2.1.7 Develop an analysis methodology and identify mechanisms, ensuring the implementation of innovative proposals within the framework of the EP. (100%).

2.2 The Information Management and Reporting Standard

2.2.1 Provide students and teaching staff with corporate e-mail. (60%).

2.2.2 Ensure transparency and accessibility of information on the formation and dynamics of the student body in the context of the EP. (40%).

2.3 Standard "Development and approval of the educational program"

2.3.1 Determine the criteria for the competitiveness of educational institutions, their uniqueness and positioning in the educational services market; bring the results to the attention of all interested parties. (80%).

2.3.2. Determine the list of disciplines, the content of which is aimed at preparing students for professional certification, make appropriate adjustments to the content of the EP and academic disciplines (80%).

2.3.3 Ensure transparency of design, broad involvement and real participation of stakeholders in the development of the EP (90%).

2.4. Standard "Continuous monitoring and periodic evaluation of educational programs programs"

2.4.1 Implement a mechanism for timely informing all stakeholders about organizational decisions taken or planned actions regarding the EP, including based on the results of monitoring and reviewing the content of the EP. (70%).

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

2.5.1. Ensure the development of educational and methodological documentation in the state and Russian languages. (80%).

2.5.2 Monitor the use of innovative learning technologies (60%).

2.5.3. Prepare a plan for the development and implementation of teaching staff's own research in the field of teaching methods in the educational process; regularly disseminate information about the results of their own research on the university's website. (70%).

2.6. The "Students" standard

2.6.1 Develop a marketing plan to promote the EP. (50%).

2.6.2 Develop and start implementing an action plan to expand the external and internal mobility of students of the EP, including through grant financing (or introduce appropriate measures into existing plans for the development of the EP, indicating specific indicators, deadlines and responsible persons). (50%).

2.7 Standard "Teaching staff"

2.7.1 The development plans of the EP include measures and activities for the development of human resources and ensure:

- formation of the HR support program in accordance with the needs of its implementation;
- involvement of teaching staff in accordance with the needs of staff training, including taking into account the language of training. (70%).

2.7.2 Ensure the design, implementation and documentation of changes in the role of the teacher in connection with the transition to student-centered learning (50%).

2.7.3 To increase the motivation of teaching staff, expand the list of measures to encourage their publication activity, scientific activity and the use of innovative teaching methods. (70%).

2.7.4. To intensify the use of information and communication technologies by teaching staff, new and innovative forms and methods of presenting educational material, reflected in syllabuses. (50%).

2.7.5 Develop and start implementing an action plan to expand the external and internal mobility of teaching staff in the context of teaching staff and attract foreign and domestic teachers (or introduce appropriate measures into existing plans for the development of teaching staff with specific indicators, deadlines and responsible persons) (60%).

2.8 Standard "Educational Resources and Systems student support"

2.8.1. Ensure the functioning of the Wi-Fi network at a sufficient level for the uninterrupted implementation of all basic and supporting processes. (70%).

2.8.2 Ensure that only licensed software products are used in the educational process. (70%).

2.9 "Informing the public"

2.9.1 Provide complete and objective information on the implemented educational programs on the university's website, including: data reflecting the positioning of educational programs in the educational services market; - information about the expected learning outcomes of the EP; information about the changes that the EP is undergoing; information about the entrance fees provided to students; - scores and learning opportunities, approaches to teaching, learning and assessment; - information about graduate employment opportunities, etc. (60%).

2.9.2 Provide the management of the educational institution with complete objective information on the university's website about teaching staff who implement the educational institution during the entire period of study in all cycles of academic disciplines; update the information at the beginning of each semester. (60%).

2.9.3 Ensure that information is presented on the university's official website in three languages. (30%).

The members of the WEC conclude that not all the recommendations of the previous WEC NAAR have been fully implemented, however, work is underway to take the recommendations into account when implementing strategic management.

(V) DESCRIPTION OF THE VISIT OF THE VEC

The work at the EG was carried out on the basis of the approved Program of the visit of the expert commission on specialized accreditation of educational programs of the Central Asian Innovation University in the period from November 15 to November 26, 2024.

In order to coordinate the work of the WEC, an on-line orientation meeting was held on 11/14/2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and an agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire university infrastructure, and to clarify the content of self-assessment reports, meetings were held with university vice-rectors in areas of activity, heads of structural divisions, heads of departments, teachers, students, graduates, and employers. A total of 142 representatives took part in the meetings (table 1).

Table 1 – Information about employees and students who participated in meetings with IAAR IEC:

Category of participants	Quantity
Rector	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 visual inspection, the WEC members got acquainted with the state of the material and technical base, visited classrooms, a library, a computer graphics room, a computer room for architectural design, a professional computer software room, a research laboratory "Problems of Regional Economics" (room 232), a Banking classroom (room 229), and a Management classroom. accounting" (room 228), "Taxes and taxation" (room 230), "Statistics" (room 132), "Programming Technology" (room 504), criminology room.

At the meetings of the IAAR WEC with the university's target groups, the mechanisms for implementing the university's policy were clarified and the individual data presented in the university's self-assessment report were specified.

The WEC members visited the practice bases of accredited programs: Southwestern Scientific Research Institute of Animal Husbandry and Crop Production LLP, BASHPAY LLP.

WEC members attended training sessions:

- in the discipline "Philosophy", the topic "Philosophy of Art", 2nd year, EP 6B04105-Economics, 6B04132-State and local Administration, senior lecturer, master Isengalieva Jamilya Muratovna (auditorium 404);

- in the discipline "Marketing", the topic "Advertising in the marketing system", 2nd year, EP 6B04105-Economics, senior lecturer, master's degree Kaukeshova Rosa Agzamovna (auditorium 315).

In accordance with the accreditation procedure, 59 teachers and 155 students were interviewed.

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 university's Internet positioning through the university's official website. <https://caiu.edu.kz/>.

As part of the planned program, recommendations for improving accredited educational programs of Central Asian Innovation University LLP, developed by the EEC based on the results of the examination, were presented at a meeting with the leadership on 11/16/2024.

(VI) COMPLIANCE WITH INTERNATIONAL ACCREDITATION STANDARDS

✓ 6.1. Standard «Management of the educational program»

✓ *The university should demonstrate the development of a goal and strategy for the development of an educational program based on an analysis of external and internal factors with the broad involvement of a variety of stakeholders.*

✓ *The quality assurance policy should reflect the relationship between scientific research, teaching and learning.*

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

✓ *Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including in the implementation of joint/double-degree education and academic mobility.*

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

✓ *The management of the educational program demonstrates the functioning of mechanisms for the formation and regular review of the educational development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, and making decisions aimed at continuous improvement of educational institutions.*

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

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

✓ *The university must demonstrate a clear definition of those responsible for business processes within the framework of the EP, the distribution of staff duties, and the differentiation of functions of collegial bodies.*

✓ *The management of the EP ensures coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, as well as involves all stakeholders in this process.*

✓ *The management of the EP should ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and appropriate decision-making. The management of the P should carry out risk management.*

✓ *The management of the educational program 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 proposals.*

✓ *The management of the educational program should demonstrate its openness and accessibility to students, teaching staff, employers and other interested persons.*

✓ *The management of the educational program confirms the completion of training in educational management programs. The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account when preparing for the next procedure.*

Evidentiary part

The educational programs "6B04105-Economics", "6B04132-State and Local Government", "7M04101-Economics" at the university are implemented on the basis of license № KZ16LAA00025036 issued by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan on March 2, 2021.

As objectives of the Quality Policy (<https://drive.google.com/file/d/12ePB-roxNfmPHH35aLy6DsQ3yiClnqMG/view>), aimed at "Providing high-quality education through the development of innovative educational technologies and interaction with employers," the university's leadership indicates the improvement of the innovative education system and the training of qualified specialists with practical skills and leadership qualities and improving the effectiveness of research in priority scientific areas and commercialization the results of scientific research.

The activities of accredited EP are aimed at meeting the needs of the national economy for specialists. Thus, the purpose of EP 6B04105-Economics is "to train specialists in the field of organization and management of business processes capable of developing and making economic, financial and organizational decisions, evaluating their results taking into account socio-economic efficiency and existing commercial risks", EP 6B04132-State and local government – "Training of competitive specialists with decision-making skills to work in government and local government, national, public and private companies, skills to analyze government programs, monitor the quality of public services."

The purpose of EP 7M04101-Economics is "to train specialists of a modern economic profile who are competitive in the labor market, in demand by modern enterprises and market structures at the international level, able to effectively adapt to dynamically changing social conditions of professional activity, possessing deep, advanced programming skills and the ability to create, develop and adapt important research processes with scientific integrity in the field of modern economic reality".

The basis of the internal quality assurance system of the EP is formed by the Quality Policy, the Intra-university Quality Assurance System, Academic Policy and internal regulatory documents regulating the main business processes within the EP.

In order to determine the quality of the implementation of the EP, the university annually conducts a survey of students, teaching staff, employers and graduates, the results of which are discussed at meetings of collegial bodies. Familiarization with the organization of the risk management system showed that this activity is regulated by the Regulations on "Risk Management" and "Risk Assessment", approved by the decision of the Academic Council of the University dated March 26, 2021.

EP is managed through the functioning of collegial bodies in the form of an educational and methodological council, an Academic Committee, an Academic Quality Council, an academic council, and a meeting of the Department of Economics and Management.

The development of strategic documents on EP is carried out with the participation of teachers, students and employers. So, in the development of Development Plans for EP 6B04132-State and local government, along with teaching staff, 1st-year student Suttibai Aida, deputy akim of the Yenbekshinsky district of Shymkent, D.Zh. Amangeldiev participated; OP 6B04132-Economics, 3rd-year student Abylkasym A.E.

The effectiveness of the EP management system is confirmed by the positive results of a survey of employers and graduates.

Analytical part

VEK IAAR, having held meetings, conversations and interviews with vice-rectors, heads of structural divisions, deans of faculties, heads of departments and heads of educational institutions, teaching staff, students, employers and graduates, as well as conducting questionnaires of teaching staff and students, having familiarized with the material and technical base and practice bases, notes that the leadership of the educational institution ensures the

participation of representatives of interested parties the parties as part of the collegial management bodies of the EP.

The EEC notes the work of the university's management since the last accreditation in 2021, that some progress has been made and it has been taken into account in preparing for reaccreditation.

The Commission found that the graduating departments and the heads of the educational institution periodically monitor the implementation of the Educational Development Plan, assess the achievement of learning goals, and meet the needs of students, employers, and society. Based on these measures, decisions are made aimed at continuous improvement of the EP. The accredited educational programs include disciplines that take into account the requirements of employers and the needs of the Turkestan region, as well as the wishes of students.

The results of the examination of the EP and QED for EP 6B04132-State and local government, 6B04132-Economics, 7M04101-Economics were studied. Also, in the course of the direct work of the EEC, it was confirmed that the mechanism for coordinating the activities of all persons involved in the development and management of the EP is fixed in the Regulation on the activities of the "Educational Program".

The examination determined that this document defines the requirements for developers, external experts of the EP, the principles, deadlines and procedure for the development, approval, revision and updating of the EP, and the competence of the Academic Committee. The reviews confirming the expertise of the accredited EP of this cluster, as well as the minutes of meetings of collegial bodies, which confirmed the participation of students, teaching staff and other interested parties in their work, were studied.

The content of the EP corresponds to the Regulation on the activities of the "Educational Program", approved by the Academic Council of the University, Protocol No. 10 dated May 31, 2024.. The implementation of EP is determined by the development plans of EP for 2022-2025, approved by the Chairman of the Academic Council of the University on January 31, 2022, EP 7M04101-Economics – the Development Plan of EP for 2022-2024, approved by the Chairman of the Academic Council of the University on January 31, 2022.

The IAAR IEC experts had difficulty assessing the individuality and uniqueness of the EP Development Plan, since the Regulation on the activity "Educational Program Development Plan (Bachelor's Degree)", which regulates the procedure for drawing up an EP Development Plan, lacks specific criteria for judging the individuality of the Plan. In addition, in the development plans of the three EP clusters, the SWOT analysis of the EP implementation is not related to the results of the university and EP positioning. The system of regular review of the Development Plans of the EP is not clearly spelled out. Thus, the Development Plans were drawn up in 2022 and were not reviewed after the adoption of the University's Strategic Development Plan for 2024-2029.

During the interview, student representatives and faculty members confirmed the openness and accessibility of the university's management and the management team, including the willingness of management to listen to certain innovative proposals to improve processes, but familiarization with the degree of implementation of innovative proposals in the management system of the management team demonstrates the need to continue working in this direction.

Strengths/best practices of the EP "6B04132-State and Local Government", "6B04105-Economics", "7M04101-Economics":

The management of accredited EP have demonstrated progress since the last external quality assurance procedure, as well as the result of progress was taken into account when preparing for this procedure.

Recommendations for the EP "6B04132-State and local government", "6B04105-Economics", "7M04101-Economics":

- By the end of the 2024-2025 academic year, the management of the Educational institution should revise the Educational Development Plans in accordance with the provisions of

the Strategic Development Plan of the University for 2024-2029, as well as include in the updated educational development plans references to the results of the analysis "the needs of the educational services market, the role of the university in this market, the preferences of applicants and their parents, employer survey data, Teaching staff and students, an analysis of the contingent and the main characteristics of the contingent of students, an analysis of student satisfaction and teaching staff."

- The university management should develop a mechanism to motivate teaching staff to use innovations and innovative proposals within the framework of the EP by February 1, 2025.

- By the beginning of the 2024-2025 academic year, the management of the Educational Institution should include in the plans of meetings of the Council on Academic Quality issues on the analysis of the use of innovative approaches in the implementation of the educational Institution.

Conclusions of the EEC according to the criteria:

According to the standard "Educational Program Management", the educational programs of the EP "6B04132-State and Local Government", "6B04105-Economics", "7M04101-Economics" have 1 strong, 13 satisfactory positions and 3 require improvement.

✓ ***6.2. Standard «Information Management and Reporting»***

✓ The university should ensure the functioning of the information collection, analysis and management system based on modern information and communication technologies and software.

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

✓ The management of the EP demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the EP, including an assessment of their effectiveness.

✓ The university should determine the frequency, forms and methods of evaluating the management of the educational institution, the activities of collegial bodies and structural divisions, and top management.

✓ The university must demonstrate a mechanism for ensuring information protection, 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 management of the educational institution should demonstrate the availability of communication mechanisms with students, employees and other stakeholders, including conflict resolution.

✓ The university should ensure the measurement of the degree of satisfaction of the needs of students, teaching staff and staff within the framework of the educational program and demonstrate evidence of the elimination of the identified deficiencies.

✓ The university should evaluate the effectiveness and efficiency of activities in the context of the EP.

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

✓ Key performance indicators;

✓ The dynamics of the student body in terms of forms and types;

✓ Academic performance, student achievements, and expulsion; satisfaction of students with the implementation of the EP and the quality of education at the university; Availability of educational resources and support systems for students;

✓ employment and career development of graduates.

- ✓ Students, teaching staff and staff must document their consent to the processing of personal data.
- ✓ The management of the EP should help to provide the necessary information in the relevant fields of sciences.

Evidentiary part

The university's information collection, analysis and management system using ICT is implemented through AIS Platonus (<https://platonus.caiu.edu.kz>), its integration with the ESUVO and NOBD IP systems has been ensured." The IP "ZOOM Meetings" is used to organize online conferences and other events.

The information management system is implemented on the basis of the Information Management Strategy for 2024-2029, approved by the decision of the Academic Council dated August 29, 2024, which covers the main business processes of the EP, including the educational process, personnel management, financial planning and accounting and document management.

The university's definition of the periodicity, forms and methods of management of the educational program can be traced in the reports on the work of the Department of Economics and Management, as well as in the activities of the Academic Council of the university, the Educational and Methodological Council, the Academic Committee, the Council on Academic Quality, and the graduating department itself. There is a semi-annual and annual regularity of hearing reports from teaching staff and heads of structural divisions involved in the implementation of the EP.

Familiarization with the minutes of the meeting of the graduating department showed the involvement of students and teaching staff in the processes of information analysis and decision-making based on analysis. There is a regular reporting system that reflects all levels of the structure and includes an assessment of the effectiveness and efficiency of the structural units. The frequency, forms and methods of assessing the functioning of the educational institution, and the activities of collegial bodies are determined by the Regulations on the Educational Program dated May 31, 2024.

The degree of satisfaction with the needs of stakeholders in the educational process is measured on the basis of PD-19-21 "Regulation on monitoring the quality of the educational process by interviewing students, graduates and employers", PD-22-21 "Regulation on monitoring the quality of education", PD-23-21 "Regulation on the intra-university quality assurance system".

The information protection mechanism is defined by PD-36-21 "Collection, processing, storage and protection of personal data of employees and students", according to which, including teachers and university staff, consent has been issued for the collection and processing of personal data stored in their personal files. Consent to the collection and processing of personal data of students is contained in the educational services agreement.

Analytical part

Analyzing the compliance with the requirements of the Information Management and Reporting standard for accredited educational institutions of the cluster, the IAAR IEC notes that the university has an information management and transmission system using ICT, and various feedback channels have been established for staff and students with the management of educational institutions, including through the WhatsApp chat system. On the university's website <https://caiu.edu.kz> /, whose activities are regulated by PD-28-22 Regulation on the official website, there is a blog of the rector.

The management of the EP practices regular surveys of EP participants on various aspects of their activities: "Student satisfaction with the quality of the educational process", "Satisfaction of undergraduates with the quality of education", "Teacher through the eyes of a student", "Clean session", "Employers' satisfaction with the quality of specialist training", "Satisfaction of the teaching staff with working conditions", "Adaptation to the educational process the process of

first-year students", "Assessment of the quality of the educational program by graduates", "Prevention of corruption in the CAIU".

The heads of structural divisions are responsible for the accuracy and timeliness of providing information on structural divisions, and the heads of departments are responsible for departments. There is a regular reporting system that reflects all levels of the structure, including an assessment of the effectiveness and efficiency of departments. All collegial bodies and structural divisions, including the department, are involved in the assessment of the management of the OP.

The internal documents regulating the development, functioning and quality monitoring of the EP (PD 04-24 "Educational program (Bachelor's degree)" do not clearly describe the methodological foundations for evaluating the effectiveness and efficiency of activities in the context of the EP with the criteria for their assessment.

Strengths/best practices of the EP "6B04132-State and local government", "6B04105-Economics", "7M04101-Economics":
not identified.

Recommendations for EP "6B04132-State and local government", "6B04105-Economics", "7M04101-Economics":

- By the end of the 2024-2025 academic year, the university's management should amend the internal regulatory documents of the university in terms of clarifying the criteria for evaluating performance and efficiency in the context of EP and ensure that issues aimed at ensuring regular discussion of achieving these criteria are included in the work plans of collegial management bodies.

Conclusions of the EEC according to the criteria:

According to the Information Management and Reporting standard, the educational programs 6B04132-State and Local Government, 6B04105-Economics, and 7M04101-Economics have 17 satisfactory positions.

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

The university must demonstrate the existence of a documented procedure for the development of an EP and its approval at the institutional level. The university must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes. The management of the educational institution should determine the impact of disciplines and professional practices on the formation of learning outcomes. The university demonstrates the existence of a graduate's model of professional education, describing learning outcomes and personal qualities. The qualifications awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of the NSC, QF-EHEA. The management of the EP should demonstrate the modular structure of the program based on ECTS, ensure that the structure of the EP content meets the goals set with a focus on achieving the planned learning outcomes for each graduate. The management of the educational institution should ensure that the content of academic disciplines and learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctoral studies). The management of the EP must demonstrate the conduct of external expertise of the EP. The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP. The management of the educational institution should demonstrate the uniqueness of the educational program, its positioning in the educational market (regional/national/ international). An important factor is the possibility of preparing students for professional certification. An important factor is the availability of joint(s) and/or double-degree degree programs with foreign universities.

Evidentiary part

The development of the curriculum at the university is carried out on the basis of Academic Policy (revised and approved by the Academic Council on October 27, 2023) and Regulation PD-04-24 Educational Program (Bachelor's Degree) dated May 31, 2024.

The reaccredited EP 6B04132-State and Local Government, 6B04105-Economics, 7M04101-Economics were developed in accordance with the regulatory documents of the Ministry of Education and Science of the Republic of Kazakhstan, as well as in accordance with the Academic Policy of the university, revised in October 2023.

The EP is developed in accordance with the National Qualifications Framework according to the Dublin Descriptors. The objectives of the EP are consistent with the university's mission and the National Qualification System. When developing the curriculum, the degree of complexity of the student's academic load is taken into account for all types of educational activities provided for in the curriculum, and credits are clearly defined. All stages of the EP development procedure are carried out with the participation of stakeholders, including experienced representatives of relevant organizations and economic entities. The initial version of the accredited EP is developed by a working group and considered at a meeting of the department, then submitted to the Academic Committee, where it conducts the approval procedure. If a positive decision is made, the Academic Committee recommends the EP for approval by the Academic Council of the University. The expertise of the EP is carried out by employers, strategic partners, students and teaching staff involved in the development and implementation of the EP. Educational programs are approved by the Chairman of the Academic Council of the University. All EP are posted on the university's website (OP 6B04105-Economics -https://drive.google.com/file/d/1X4_OuZxC_sBYx3JV0HiZE6bpSXUbf2S5/view , 6B04132-State and Local Government-<https://drive.google.com/file/d/1Vfa4hl6jfgxJNp0G0TxdmgtEDNzHV0BR/view>, 7M04101-Economics https://drive.google.com/file/d/1GWxLwmCVimR6YmzKooeVicm1HSCW_EvQ/view).

The modular structure of the ECTS-based program is maintained, the structure of the EP content corresponds to the goals of the EP. The goals of each cluster EP correspond to the planned learning outcomes, the disciplines of the compulsory component and the elective component make it possible to achieve the planned 14 learning outcomes in EP 6B04105 – Economics. 15 results of training in EP 6B04132-State and local government, 10 results of training in EP 7M04101-Economics.

The entries in the EP documents made it possible to verify the conduct of external examinations and the involvement of various categories of stakeholders in the EP development process.

As a result of the analysis of the labor market and interaction with employers, the content of the EP is updated. Thus, the EP "6B04105 –Economics" and "6B04132-State and local government" include the disciplines "Digital Economy", "Electronic Government", according to EP 7M04101-"Economics" - "Modeling and forecasting of economic development", "International business Management".

The logic of sequencing academic disciplines is based on the principles of step-by-step formation of knowledge and competencies.

The graduate model is developed based on the results of a survey of academic experts and employers and is a list of developed general and professional competencies that need to be mastered during the learning process and subsequently demonstrated in practice.

Professional practice is organized on the practice bases corresponding to the profile of the reaccredited EP.

The University has created conditions for internships: programs have been developed, the content of which corresponds to the goals and objectives of training specialists; long-term and short-term internship agreements have been concluded. The organization of practice in the bachelor's degree program is carried out on the basis of PR-05-21 "Organization and conduct of professional practice", in the master's program - in accordance with PD-47-23 "Professional

practice of undergraduates". The main purpose of professional practices is the formation of practical skills in professional activity.

Analytical part

During the visit, experts analyzed educational programs, educational and methodological support for their implementation. The analysis of the EP "6B04132-State and local Government", "6B04105-Economics", "7M04101-Economics" for compliance with the requirements of the standard "Development and approval of educational programs" showed their compliance with the specified goals, the presence of a graduate model, and the passage of internal and external examination procedures.

The Commission can confirm that representatives of employers of the Turkestan region are directly involved in the development and implementation of accredited EP (office of Akim of the Yenbekshinsky district of Shymkent, "Zhenis Astana-2007" LLP, "BASHPAY" LLP, "Southwest Scientific Research Institute of Animal Husbandry and Crop Production" LLP), which makes these programs practice-oriented and enhances the chances of graduates to find employment after graduation. In addition, an expert examination of the OP was conducted by specialists and heads of enterprises and educational organizations of the Turkestan region (Miras University, "Shym City" LLP, "Standart Story S" LLP, "Kainar Stroy Service" LLP). The

Commission can confirm the placement of all educational materials on accredited educational institutions on the university's website.

The experts of the Higher Attestation Commission of the Russian Academy of Sciences note that no evidence of students preparing for professional certification in recognized international and national certification centers has been found at all three EP of the cluster.

Familiarization with the working documents on the reaccredited EP and conversations with the management, teaching staff and students showed that there are no joint or double-degree ops that have begun to be implemented on these EP.

Strengths/best practices of the EP "6B04132-State and local government", "6B04105-Economics", "7M04101-Economics":

not identified.

Recommendations for the EP "6B04132-State and local government", "6B04105-Economics", "7M04101-Economics":

- The university's management will analyze professional certification programs in the current academic year and determine the university's capabilities to prepare students for professional certification by the end of the 2024-2025 academic year, and develop an action plan on this issue by September 1, 2025.

- The academic services of the university should monitor the educational program to determine the possibility of implementing joint or double-degree educational programs, and develop a roadmap for the preparation and implementation of joint or double-degree programs at the institutional level by September 1, 2025.

Conclusions of the EEC according to the criteria:

According to the standard "Development and approval of the educational program", the educational programs "6B04132-State and Local Government", "6B04105-Economics", "7M04101-Economics" have 10 satisfactory positions and 2 require improvement.

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

- ✓ *The university should ensure the revision of the structure and content of the educational program, taking into account changes in the labor market, the requirements of employers and the social demand of society.*
- ✓ *The university must demonstrate the existence of a documented procedure for monitoring and periodic evaluation to achieve the objectives of the EP and continuous improvement of the*

EP.

- ✓ *Monitoring and periodic evaluation of the EP should consider:*
- ✓ *the content of the program in the context of the latest achievements of science and technology in a particular discipline;*
- ✓ *changes in the needs of society and the professional environment;*
- ✓ *students' workload, academic performance, and graduation;*
- ✓ *The effectiveness of student assessment procedures;*
- ✓ *the needs and degree of satisfaction of students;*
- ✓ *The compliance of the educational environment and the activities of support services with the goals of the EP.*
- ✓ *The management of the EP should publish information about the changes in the EP, inform interested parties about any planned or undertaken actions within the framework of the EP.*
- ✓ *Support services should identify the needs of various groups of students and their degree of satisfaction with the organization of training, teaching, assessment, and mastering the EP in general.*

Evidentiary part

The monitoring and periodic evaluation of the EP by the management of the EP is carried out on the basis of PD-22-21 "Monitoring the quality of education". The management of the EP carries out a systematic review of the content and structure of the EP, taking into account trends in the development of the labor market.

The management of the Educational institution carries out systematic monitoring, evaluation of effectiveness, and revision of the policy in the field of quality assurance of the educational program based on information management, depending on changing conditions and the environment (labor market, partners). Due to the changing socio-economic integration, information and intellectual demands, a systematic assessment of the effectiveness of the goals and objectives of the educational program is carried out throughout the entire period of students' studies.

Students' academic achievements are monitored in accordance with the requirements of regulatory documents in the Platonus system. Given

AIS allows you to keep records of students' academic achievements, generate a transcript, and automatically calculate the average GPA. Monitoring of students' academic achievements is carried out through current, milestone and final monitoring of student's academic performance using a point-rating system for assessing knowledge. The issues of the effectiveness of the EP and the quality of students' knowledge are considered

at meetings of collegial bodies - a meeting of the department, faculty, Academic Council.

To assess the satisfaction of internal needs, each academic

During this period, students, teachers and employers of the university are surveyed, which assesses the content of the subjects studied; teaching methods; teaching strategy and study of subjects; equipment used, information technology and resources; educational literature; knowledge assessment processes; class schedule; availability of library and other teaching aids. The internal evaluation of the effectiveness and efficiency of the EP is carried out by the dean's offices and the department.

Also, on the basis of PD-59-22 "Quality control of classes, prevention and prevention of disruptions", ongoing quality control of training sessions is regularly implemented, for example, visits to teaching staff classes are organized in order to check quality, conduct classroom classes on accredited educational programs, evaluate the teacher's activities and professional development. The results in the context of teachers are compiled in the form of reports for discussion at department meetings.

The university has support services (Student Service Center, academic advisors) that

ensure the identification and satisfaction of the needs of various groups of students, which was also confirmed by interviewing students.

Analytical part

The analysis makes it possible to conclude that the management of the EP ensures a review of the structure and content of the EP, including taking into account changes in the labor market and with the participation of employers. There is documentary evidence confirming the annual updating of the UP, CED. In the course of updating the EP, the management generally takes into account the changing requirements of the professional environment, current scientific achievements in the advisory fields, the dynamics of academic achievements and the degree of student satisfaction.

In the organization of monitoring and evaluation of the implementation of the EP of this cluster, the use of a systematic approach is noted, which assumes the complexity and consistency of the analysis and adjustment of the content of the courses, their continuity and consistency. From these positions, the activities of the Quality Assurance Commission are based, which annually reviews, updates and makes adjustments to the guidelines at the end of the academic year, makes recommendations on adjusting the Quality Management System, etc.

The management of the Educational institution has done a good job of organizing monitoring of students' satisfaction with the quality of the educational institution, and posting the monitoring results on the official website of the university.

At the same time, it was not possible to find complete information on all planned or undertaken actions within the framework of the EP on the university's website.

Familiarization with the syllabuses of academic disciplines showed that a criterion-based assessment system for learning outcomes is not applied at the accredited educational institutions, interviews with teaching staff and familiarization with the university's website showed the absence of uniform criteria for evaluating learning outcomes and uniform approaches to organizing the evaluation procedure for learning outcomes.

A survey of students during the visit of the IEC NAAR revealed high satisfaction of students with the speed of responding to feedback from teachers regarding the educational process: 87.7% (136 people) were completely satisfied with it, 11% (17 people) were partially satisfied, 0.6% (1 person) were partially dissatisfied and 0.6% (1 person) found it difficult reply. 85.8% (133 people) are fully satisfied with the objectivity of the assessment of knowledge, skills and other educational achievements, 11.6% (18 people) are partially satisfied, 1.9% (3 people) are partially dissatisfied, and 0.6% of respondents (1 person) found it difficult to answer.

**Strengths/best practices of the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":
not identified.**

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":- Руководству вуза до конца

-2024 to develop and implement a mechanism for timely informing stakeholders about the organizational decisions taken and planned actions regarding the EP using the official website of the university.

- By the end of the 2024-2025 academic year, make changes to PD-33-22 "Educational and methodological complex of the discipline" in terms of including descriptions of the criterion system for assessing students' knowledge in syllabuses.

Conclusions of the EEC according to the criteria:

According to the standard "Continuous monitoring and periodic evaluation of the educational program", the educational programs "6B04132-State and Local

Administration", "6B04105-Economics", "7M04101-Economics" have 9 satisfactory positions and 1 requires improvement.

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

- ✓ *The management of the educational institution should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.*
- ✓ *The management of the educational institution should ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern teaching methods and assessment of learning outcomes that ensure the achievement of the goals of the educational institution, including competencies and skills to perform scientific work at the required level.*
- ✓ *The management of the EP should determine the mechanisms for distributing the educational load of students between theory and practice within the framework of the EP, ensuring that each graduate learns the content and achieves the goals of the EP.*
- ✓ *An important factor is the availability of own research in the field of teaching methods of EP disciplines.*
- ✓ *The university must ensure that the procedures for evaluating learning outcomes are consistent with the planned results and objectives of the educational program.*
- ✓ *The university should ensure the consistency, transparency and objectivity of the evaluation mechanism for learning outcomes, publication of evaluation criteria and methods in advance.*
- ✓ *Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly upgrade their skills in this area.*
- ✓ *The management of the educational institution should demonstrate the existence of a feedback system on the use of various teaching methods and assessment of learning outcomes.*
- ✓ *The management of the educational institution should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.*
- ✓ *The management of the educational institution must demonstrate the existence of a procedure for responding to student complaints.*

Evidentiary part

The university's academic policy is aimed at meeting the needs of various categories of students. Work on the support and adaptation of foreign students is carried out in accordance with the PG-01-22 of the same name dated August 31, 2022.

As shown by the study of the content of the EP and QED, the provision of a flexible learning path is implemented by providing students with the opportunity to choose a discipline from two proposed alternatives. Thus, according to EP 6B04132-State and local Administration, students have the opportunity to choose in 13 basic disciplines and 3 core subjects, according to EP 6B04105 -Economics – in 14 basic and 3 core subjects, according to EP 7M04101-Economics - in 3 basic and 4 core disciplines.

The main assistant of the student is the supervisor. The curator represents the academic interests of the students and participates in the preparation of all necessary information materials on the organization of the educational process, provides them to the student and assists him in drafting and correcting the IEP.

The individual educational trajectory is reflected in educational programs, work curricula and individual curricula, where, along with general education, basic subjects of the compulsory component, there are elective courses and various types of practices aimed at providing professional competencies. To build an individual learning trajectory, a catalog of elective subjects is being developed and updated annually. Catalogs of elective subjects are developed

taking into account the interests of students and are updated every year taking into account the needs of the labor market and specific requests from employers.

Appeal commissions are organized during the session to ensure openness and transparency. At the meetings of the department, discussions are held on the results of intermediate and final attestations of students, and appropriate work is carried out with students who cannot cope with academic requirements.

All students receive an individual login and password and have the opportunity to freely access the website and AIS Platonus.

The university has organized a procedure for responding to student complaints, reviewing student appeals and appeals, including through the rector's blog and trust boxes.

Current monitoring of students' academic performance is carried out according to the approved schedule of training sessions. The discipline's curriculum defines various types of ongoing monitoring of students' academic performance: oral questioning, written control, combined control, homework presentation, discussions, trainings, round tables, case studies, tests, etc.

The university has organized systematic work on social support - financial support for orphaned students and children left without parental care, financial support for students from low-income and socially vulnerable families, provision of places for nonresident and international students to stay in student dormitories. Talented youth are supported through trips to participate in debates and other events at the expense of the university.

Analytical part

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

The University and the management of the educational institution demonstrate a targeted policy for the implementation of measures to take into account the needs and individual characteristics of students in both academic and extracurricular activities. Students of the Faculty of Economics participate in the activities of the circles functioning at the graduate department. Students are given the right to choose from two module disciplines by the management of the EP, but there is no opportunity to choose a course teacher. During the interview, the students demonstrated poor awareness of the possibility of forming an individual learning trajectory and did not confirm the electability of the discipline in the 1-3 bachelor's degree courses, according to EP 7M04101-Economics, there is no possibility of choosing a practice base.

All accredited educational programs are implemented through the use of various teaching methods to achieve the intended learning outcomes. Based on familiarization with the documents and the results of attending classes, the VEC can confirm that, along with traditional teaching methods in accredited educational programs, innovative teaching technologies are widely used: small group work, presentations, situation modeling, business games, interactive lectures, etc. This, of course, contributes to improving the quality of accredited EP. At the same time, there are no proprietary teaching methods, the authorship of which is confirmed by official documents.

A detailed review of the content of the EP did not allow us to verify the availability and functioning of procedures for evaluating learning outcomes for the planned results and goals of the EP.

As shown by familiarization with the EMCD, teachers are not fully familiar with modern methods of evaluating learning outcomes, which, in particular, is reflected in the lack of a transparent and criteria-based system for evaluating learning outcomes. The criteria and methods for evaluating learning outcomes have not been published or communicated to all students.

During the survey, students of accredited educational institutions assessed their satisfaction with the quality of educational services in general as follows: 84.5% of respondents (131 people) noted the availability of academic counseling fully satisfied, 13.5% (21 people) partially satisfied, 0.6% (1 person) partially dissatisfied, 0.6% (1 person) not dissatisfied and 0.6% (1 person) found it difficult to answer. 85.8% (133 people) are fully satisfied with the

objectivity of the assessment of knowledge, skills and other educational achievements, 11.6% (18 people) are partially satisfied, 1.9% (3 people) are partially dissatisfied and 0.6% (1 person) found it difficult to answer.

**Strengths/best practices of the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":
not identified.**

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- The management of the Educational Institution should include in the development plans of the educational institution measures to improve the skills of teaching staff in the application of modern methods for assessing student achievements until the end of the 2024-2025 academic year.

- The university management should include criteria in the teaching staff motivation system that motivate teachers to develop their own research in the field of teaching methods until the end of the 2024-2025 academic year.

- The university management should conduct methodological seminars on an ongoing basis to discuss objective mechanisms for evaluating learning outcomes. Work plans for methodological seminars should be developed and approved before the beginning of the 2025-2026 academic year.

- The management of the Educational Institution should ensure the publication of criteria and methods for evaluating learning outcomes by the end of the 2024-2025 academic year.

- The management of the Educational institution should ensure that students are informed about the results of their enrollment in elective courses by June 1 of each year.

Conclusions of the EEC according to the criteria:

According to the Educational Program Management standard, the educational programs "6B04132-State and Local Administration", "6B04105-Economics", and "7M04101-Economics" have 6 satisfactory positions and 4 require improvement.

6.6. Standard «Students»

- ✓ *The university must demonstrate a policy of forming a student body and ensure transparency and publication of procedures governing the life cycle of students (from admission to completion).*
- ✓ *The management of the educational institution should provide for special adaptation and support programs for newly enrolled and international students.*
- ✓ *The university must demonstrate compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.*
- ✓ *The university should provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for training.*
- ✓ *The university should encourage students to self-education and development outside the main curriculum (extracurricular activities).*
- ✓ *An important factor is the availability of a support mechanism for gifted students.*
- ✓ *The university should demonstrate cooperation with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications.*
- ✓ *The university should provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, and maintain contact with them.*
- ✓ *The university must demonstrate the procedure for issuing documents to graduates confirming their qualifications, including the achieved learning outcomes.*

- ✓ *The management of the EP should demonstrate that graduates of the program have skills that are in demand in the labor market and that these skills are really relevant.*
- ✓ *The management of the educational institution should demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.*
- ✓ *An important factor is the presence of an active alumni association.*

Evidentiary part

In order to attract applicants to accredited educational institutions of the cluster, potential applicants are systematically informed, including through social networks. On the university's website in the "Applicants" section <https://caiu.edu.kz/ked-na-uchebnyj-god/> information about the university admission procedure is posted. The admission procedure is regulated by PR-06-23 "Admission Rules to the Central Asian Innovation University" dated January 27, 2023.

Foreign citizens are admitted to higher educational institutions and scientific organizations in accordance with the procedure established by the legislation of the Republic of Kazakhstan, as well as international treaties ratified by the Republic of Kazakhstan. Applications for the Master's degree are accepted by the university admissions committee and/or through the information system. The Department of International Relations and Academic Mobility provides assistance in the adaptation of foreign citizens applying to study at a university, in particular, to legalize their stay in the country.

The issues of forming a contingent and the results of admission are considered at meetings of departments, the rector's Office and the Academic Council.

The opportunity for external and internal academic mobility is provided by the management of the Educational Institution within the framework of existing agreements and memoranda with national and foreign universities in accordance with PD 11-23 "Academic mobility of students" and is coordinated by the Department of International Relations and Academic Mobility. There are no students and undergraduates who have participated in academic mobility programs through external grants (EOM, Erasmus+, DAAD, etc.). General provisions on the organization of recognition of the results of formal and informal learning are prescribed in PD-38-22 "Recognition of learning outcomes obtained through formal and informal learning."

Upon completion of the full cycle of study and successful development of credits, the university issues a diploma of its own sample with a transcript in three languages.

The monitoring of graduates' employment is carried out by the teachers of the graduating department through the functioning of chats with graduates and personal communications.

Talented youth are supported on the basis of PD-03-20 "Regulation on benefits and scholarships for students of Mardan Saparbayev University studying on a contractual basis", scholarships are awarded to talented students.

Students of the EP participating in the work of various youth organizations (<https://caiu.edu.kz/clubs-communities-ru/>) universities have the opportunity to develop their soft skills.

Analytical part

As shown by interviews with teaching staff and graduates, employment monitoring is carried out through communication between teachers and graduates. Close contacts with graduates of previous years, including members of the Alumni Association, also contribute to successful employment.

During the visit, the IAAR experts had the opportunity to get acquainted with the documents on the work of the Zhana Kazakhstan student scientific club, which unites 20 students of the EP cluster.

As examples of the support of gifted students by the IAAR experts, the discount practiced by the university management is noted.

Familiarization with PD-38-22 "Recognition of learning outcomes obtained through formal and informal learning" showed that the regulation contains only general approaches to the

organization of this process and does not contain a clear description of the requirements for the results of formal and informal learning, which can be accepted for recalculation.

There is also an insufficient level of participation of students of EP "6B04132-State and Local Administration", "6B04105-Economics", "7M04101-Economics" in academic mobility programs, including through external grants, which necessitates the need to highlight the possibilities of obtaining external grants, including under the Erasmus+ International Credit Mobility program. DAAD, etc.

EP 7M04101-Economics at the time of the visit of the VEK NAAR is provided with only one practice base – the South-Western Scientific Research Institute of Animal Husbandry and Crop Production LLP, the poor availability of undergraduates' practice bases makes it impossible to implement research content

During interviews with students, IAAR IEC experts note the satisfaction of students with the organization of training, the interaction of the university management and the EP with students, which is confirmed by the survey data. For example, 85.8% of respondents (133 people) are fully satisfied with the level of accessibility and responsiveness of the management (university, school, faculty, department) and 14.2% (22 people) are partially satisfied.

Strengths/best practices of the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- not identified.

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- The management of the Educational institution should develop a Roadmap for the development of academic mobility of students by September 1, 2025.

- By September 1, 2025, the management of the Educational Institution should supplement PD-38-22 "Recognition of learning outcomes obtained through formal and informal learning", specifying the description of the mechanism for recognizing the results of informal learning.

Recommendations for the EP "7M04101-Economics":

- By January 1, 2025, the university management will expand the list of research practice bases for undergraduates in the profile of EP 7M04101-Economics.

Conclusions of the EEC according to the criteria:

According to the "Learners" standard, the educational programs "6B04132-State and Local Administration" and "6B04105-Economics" have 11 satisfactory positions and 1 requires improvement.

According to the "Students" standard, the educational program "7M04101-Economics" has 10 satisfactory positions 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 teaching staff), professional growth and staff development, ensuring the professional competence of the entire staff.*
- ✓ *The university must demonstrate that the quality of the teaching staff meets the established qualification requirements, the university's strategy, and the goals of the educational program.*
- ✓ *The leadership of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching.*
- ✓ *The university should provide opportunities for career growth and professional development of teaching staff, including young teachers.*

- ✓ *The university should involve specialists from relevant industries with professional competencies that meet the requirements of the educational standard.*
- ✓ *The university must demonstrate the existence of a mechanism for motivating the professional and personal development of teaching staff.*
- ✓ *The university should demonstrate the widespread use of information and communication technologies and software tools by teaching staff in the educational process (for example, on-line learning, e-portfolio, MOSS, etc.).*
- ✓ *The university should demonstrate the focus of its activities on the development of academic mobility, attracting the best foreign and domestic teachers.*
- ✓ *The university must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, and determine the contribution of teaching staff, including invited ones, to achieving the goals of the educational program.*
- ✓ *An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country.*

Evidentiary part

The University's personnel policy is implemented on the basis of KP-06-22 "Personnel Management" dated August 31, 2022.

The selection of teaching staff for the implementation of the EP is carried out on the basis of PR-09-21 "Rules for competitive filling of positions of teaching staff and researchers" as amended on March 26, 2021. The criteria for hiring teaching staff are work experience, level of training (education, advanced training), competence, special skills, availability of publications, business and moral quality, etc.

The personnel policy is implemented through the possibility of continuous internal training and development of teaching staff (advanced training), which is necessary for the university at the present time and in the future, through the involvement of young employees with different personal characteristics and qualifications in order to ensure the influx of new ideas and the reproduction of personnel.

The teaching staff's workload is based on the Regulation PD-06-21 "Academic workload and teaching work".

The university's personnel procedures are transparent. Information on competitive replacement of teaching staff positions is posted on the university's website.

The main directions of the formation of the personnel reserve and the development of the personnel potential of teaching staff are: scientific internships, advanced training of teaching staff, academic mobility of teaching staff, PhD doctoral studies.

All faculty members adhere to the principles of academic integrity and anti-corruption policy, which is ensured through the implementation of the Regulations on the Council for Combating Corruption and Preventing Offenses, and the functioning of the Ethics Council.

As part of the implementation of the departments' plans, the management of the Faculty is working to organize advanced training for teachers, so, in 2024, 8 teachers studied at various advanced training courses.

Analytical part

During the interview, the teachers of EP 6B04132-State and local Administration, 6B04105-Economics, 7M04101-Economics noted the availability of tools to motivate professional and personal development, in terms of scientific publications in rating scientific publications, the creation of MOOCs, etc. PD-27-22 "Assessment of the ranking of the teaching staff and the holding of the competition "The best teacher of the Year" is successfully functioning

Familiarization with the profiles of the staff of the graduating department <https://caiu.edu.kz/management-and-finance-ru/> showed that the PPP meets the established requirements of the EOM of the Republic of Kazakhstan and the goals of the implemented OPS. At the same time, there is a lag in terms of advanced training in the subjects taught.

During the review of documents and interviews with employers, IAAR experts noted the high level of involvement of specialized practitioners in the implementation of the cluster's EP: A.A. Rizakhodzhaev, Director of "Zhenis Astana-2007" LLP; D.J. Amangeldiev, Deputy Akim of the Yenbekshinsky district of Shymkent; M.J. Talasov, Director of "Eco-Pharm" LLP; M.J. Talasov, Chief Scientist Secretary of the South-Western Scientific Research Institute of Animal Husbandry and Crop Production Azhibekov B.A.

The EP noted a low level of participation of teaching staff in external academic mobility programs, which requires the management of the EP and the university as a whole to work systematically in this direction, in particular, to strengthen the language training of teaching staff, to ensure the participation of teaching staff in the 500 Scientists, Bolashak, etc. programs, and to attract foreign teachers from universities included in the rating, universities of the world QS.

The teaching staff is not actively involved in projects to provide consulting support to enterprises in the region for calculating budgets and project effectiveness.

The Commission can confirm that the university's management is working to expand the use of ICT in the educational process. At the same time, familiarization with syllabuses of academic disciplines showed a low proportion of classes conducted using ICT. On EP 7M04101-Economics, a low proportion of classes conducted using software tools was noted.

Strengths/best practices of the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":
- not identified.

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- By the end of the 2024-2025 academic year, the management of the Educational Institution will develop a Roadmap for advanced training in the subjects taught.

- By the beginning of the 2025-2026 academic year, the management of the Educational Institution should include in the Development Plans of the educational institution a mechanism for motivating teaching staff to use information and communication technologies and software in educational activities and to expand cooperation with enterprises in the region in providing consulting and scientific services.

- By the beginning of the 2025-2026 academic year, the management of the Educational Institution should include in the Development Plans of the Educational Institution points for the development of academic mobility of teaching staff, including strengthening the language training of teaching staff, participation of teaching staff in the 500 Scientists, Bolashak, etc. programs, attracting foreign teachers from universities included in the QS world university ranking.

Recommendations for the EP "7M04101-Economics":

- To increase the share of subjects taught using ICT and software by 15% to the management of EP 7M04101-Economics by the beginning of the 2025-2026 academic year.

Conclusions of the EEC according to the criteria:

According to the "Faculty" standard, the educational programs "6B04132-State and Local Administration", "6B04105-Economics", "7M04101-Economics" have 8 satisfactory positions and 2 require improvement.

According to the "Faculty" standard, the educational program "7M04101-Economics" has 7 satisfactory positions and 3 require improvement.

6.8. Standard «Educational Resources and Student Support Systems»

- ✓ *The university must ensure that the infrastructure and educational resources, including logistical ones, meet the objectives of the educational program.*
- ✓ *The management of the EP must demonstrate the sufficiency of classrooms, laboratories, and other facilities equipped with modern equipment to achieve the goals of the EP.*
- ✓ *The university must demonstrate the compliance of information resources with 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 learning, modeling, databases, data analysis programs);*
 - ✓ *library resources, including the collection of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;*
 - ✓ *examination of research results, graduation papers, dissertations for plagiarism;*
 - ✓ *access to educational Internet resources;*
 - ✓ *the operation of WI-FI on its territory.*
- ✓ *The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of the research work of teaching staff, staff, and students.*
 - ✓ *The university should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy.*
 - ✓ *The management of the educational institution should demonstrate the availability of support procedures for various groups of students, including information and counseling.*
 - ✓ *The management of the educational institution should show the availability of conditions for the student's advancement along an individual educational trajectory.*
 - ✓ *The university should take into account the needs of different groups of students (adults, working people, foreign students, as well as students with special educational needs).*
 - ✓ *The university must ensure that the infrastructure meets the security requirements.*

Evidentiary part

The need for material and technical resources and infrastructure according to EP 6B04132-State and local Administration, 6B04105-Economics, 7M04101-Economics is determined taking into account the forms of education, educational programs, and the student body. To ensure sufficiency, annual monitoring is carried out to determine the need for resources by means of student questionnaires, summarizing applications from departments and departments.

The material and technical base and information resources of the university management and EP 6B04132-State and local Administration, 6B04105-Economics, 7M04101-Economics are formed taking into account the specifics and goals of the EP. The university is equipped with the following facilities: 3 dormitories (2,787 m²) with 360 seats, 8 canteens with 800 seats, 2 sports complexes with a total area of 5,590.2 m² with a swimming pool (462.1 m²), 4 gyms (2,026.1 m²), a fitness room (261 m²) equipped with appropriate equipment. In addition, there are 6 medical centers in different buildings with a total area of 156.6 m², 5 libraries with seven reading rooms (a total area of 803.3 m²), 3 testing centers (673 m²), 4 stadiums (5352.7 m²) in different buildings, a tennis court (641.2 m²), 2 assembly halls with a total area of 427.8 m².

The students are assigned to the city's student polyclinic. There is also an agreement with Temir – Service LLP, Ltd. and Dr. Orynbayev Medical Center LLP for the provision of medical services.

Verification of the results of research and graduation papers to identify the degree of information borrowing is carried out using the StrikePlagiarism license program, the verification procedure is regulated by PD-30-21 "Verification of work for plagiarism/borrowings".

All computers are connected to the INTERNET, students have access to information resources, various databases, collections of digitized documents, websites and web portals.

The electronic library provides students and teachers with the opportunity to use the Kazakh database of the Republican Interuniversity Electronic Library in the preparation process

(RMEB service agreement No. 82 dated 05.01.2016).

The Internet speed at the University is incoming and outgoing: 100/100 Mb/s, frequency - 2.4 GHz. Wi-Fi range: provides the entire University (coverage is 100% of the territory).

All classrooms used in the educational process of the cluster are connected to the global Internet and the university's local network. Classrooms are equipped with projectors and computers, furniture and office equipment.

In general, the resources are sufficient, meet the requirements of each implemented cluster EP, and meet their intended purpose.

Analytical part

The university provides adequate educational resources and student support services to achieve the goals of its educational programs. The entire infrastructure, special classrooms and their operation are aimed at the successful implementation of educational objectives.

The members of the Higher School of Economics were convinced of the availability of material and technical resources and infrastructure intended for various groups of students. Equal opportunities and unhindered access for students with special educational needs are provided, the first floor of the academic building is equipped with a wheelchair. However, due to the lack of students in the EP 6B04132-State and local Administration, 6B04105-Economics, 7M04101-Economics of persons with special needs, the EP leadership is not adequately equipped with material and educational resources for an inclusive environment, in particular, special computers and laptops with keyboards and mice adapted for people with disabilities, devices for computer control using eyes or head movement for people with limited motor skills, video tutorials with sign language and sign language translation for people with hearing impairments, cochlear implants, light indicators and flashing signals for notifications about the start of classes or important information, etc.

Despite the good equipment of the educational department with material and technical means, the teachers of the graduating department did not actively use specialized software products (Project Expert, SPSS, RStudio, etc.) when teaching basic and specialized disciplines. Visual inspection showed poor equipment of the classrooms of the graduating department with computer classes and their insufficient equipment with licensed software (with the exception of 1C: Accounting).

The graduate department does not have enough specialized classrooms and laboratories to implement online learning, economic and mathematical modeling, statistical data analysis, etc.

A visit to the library and familiarization with the availability of educational and methodological literature showed the need to strengthen efforts to improve the availability of modern literature (published over the past 5-10 years), including on electronic media.

During the survey, 83.9% of respondents (130 people) were completely satisfied with the level of accessibility of library resources, 13.5% (21 people) were partially satisfied, 0.6% (1 person) were partially dissatisfied and 1.3% (2 people) found it difficult to answer.

***Strengths/best practices of the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":
not identified.***

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- The university management should increase the number of multimedia tools and software products in the field of EP 6B04132-State and local Administration, 6B04105-Economics, 7M04101-Economics for high-quality support of the educational process by 2 units before the beginning of the 2025-2026 academic year.

- By the end of the 2024-2025 academic year, the management of the Educational Institution should develop a roadmap for increasing the stock of educational, methodological and

scientific literature in general education, basic and profile disciplines on paper and electronic media.

- By the end of the 2024-2025 academic year, the university's management will develop a Roadmap for further improving the university's infrastructure, taking into account the special needs of students.

Conclusions of the EEC according to the criteria:

According to the standard "Educational Resources and Student Support systems", the educational programs "6B04132-State and Local Administration", "6B04105-Economics", "7M04101-Economics" have 11 satisfactory positions and 2 require improvement.

6.9. Standard «Informing the Public»

✓ *The university guarantees that the published information is accurate, objective, relevant and reflects all areas of the university's activities within the framework of the educational program.*

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

✓ *The university management should use a variety of ways to disseminate information (including mass media, web resources, information networks, etc.) to inform the general public and interested parties.*

✓ *Information about the educational program is objective, relevant and should include:*

✓ *the purpose and planned results of the EP, the assigned qualification;*

✓ *information about the assessment system of students' academic achievements;*

✓ *information about academic mobility programs and other forms of cooperation with partner universities and employers;*

✓ *information about the opportunities for the development of personal and professional competencies of students and employment;*

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

✓ *An important factor is the publication on open resources of reliable information about the teaching staff, in terms of personalities.*

✓ *The university must publish its audited financial statements on its own web resource.*

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

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

Evidentiary part

EP 6B04132-State and local Administration, 6B04105-Economics, 7M04101-Economics are implemented in compliance with the principles of transparency, openness, involvement and awareness of all stakeholders in its activities. Basic information about the university's activities and the implementation of the EP is available on the www website. caiu.edu.kz The EP management actively uses social media pages: Instagram – [@caiu.edu.kz](https://www.instagram.com/caiu.edu.kz/) (<https://www.instagram.com/caiu.edu.kz/>), FB- [oaiu.edu](https://www.facebook.com/oaiu.edu) (<https://www.facebook.com/oaiu.edu>), VK- [caiuedu](https://vk.com/caiuedu) (<https://vk.com/caiuedu>).

Information about the EP for subsequent publication is prepared by the management of the EP in the person of the graduating department, goes through the approval procedure with the dean of the faculty and the heads of the relevant structural divisions and is submitted to the Department of Innovative Technologies for publication on the website and on social networks. The purpose of the website is to develop a high-quality information environment of the

university as a resource of educational, scientific networks and a national information resource. The information resource of the website is open and publicly accessible and is aimed at shaping the image of the university for prompt and objective public information about the university's activities.

The university's website systematically updates information about ongoing educational programs - goals, results, qualifications awarded, information about the system for evaluating students' academic achievements, academic mobility programs and other forms of cooperation with partner universities and employers, opportunities for developing students' personal and professional competencies, and information about teaching staff. The site is adapted for users with disabilities (the version for the visually impaired) and is adapted to use the site from personal computers and smartphones. The website actively explains the national development programs of the Republic of Kazakhstan and the system of higher and postgraduate education, in particular, much attention is paid to highlighting activities within the framework of the implementation of the Concept of Higher Education and Science Development in the Republic of Kazakhstan for 2023-2029.

Information on financial activities is published annually on the university's website (reports for previous years <https://caiu.edu.kz/financial-and-economic-department/>). The University participates in an external assessment, including national and ratings, the results of which are reflected on the university's website.

Analytical part

In the course of the work of the WEC, interviews were conducted with the university's management, teachers and students, as a result of which the objectivity and reliability of the published data on the educational program were revealed. The staff can get full information about the program on the official website of the university. It was noted that the provision of information on topical issues is carried out both through the website and through the university's internal networks. An anonymous survey of students showed that the content and information content of the university's website as a whole:

- 81.9% of students (127 people) are completely satisfied.;
- 15.5% (24 people) are partially satisfied;
- 1.3% (2 people) are partially dissatisfied;
- 0.6% (1 person) of the students who participated in the survey are not satisfied;
- 0.6% (1 person) of the students who took part in the survey found it difficult to answer.

According to the requirements of this standard, the information published by the university must be accurate, objective, relevant and reflect the full range of university activities within the framework of the educational program. The VEK notes that, although the published information is accurate and objective, it does not always reflect the full range of university activities within the framework of the implementation of the EP, covering all phases of the program life cycle. For example, the site does not contain EP, EP development plans, or Sneakers for each of the cluster's OPS in three languages.

Despite the good information content of the university's website, information about the positioning of the EP cluster in the regional and national markets of educational services is not always available, for example, about the results of the university's benchmarking.

***Strengths/best practices of the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":
not identified.***

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- The management of the Educational institution should analyze and systematize the fundamental documents on the educational institution on the official website of the university by

September 1, 2025 and ensure that information is presented in the context of educational programs by posting documents on the educational institution on the university's website (the Development Plan of the Educational Institution, the EP, the CED, etc.) in the state, Russian and English languages by October 1, 2025.

- By February 2025, the management of the EP will post the results of benchmarking and information on the positioning of the EP at the regional and national levels on the official website of the university.

Conclusions of the EEC according to the criteria:

According to the standard "Faculty", the educational programs "6B04132-State and Local Administration", "6B04105-Economics", "7M04101-Economics" have 12 satisfactory positions.



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

According to the Educational Program Management standard:

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

According to the Information Management and Reporting standard:

no strengths have been identified in this section.

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

no strengths have been identified in this section.

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

no strengths have been identified in this section.

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

no strengths have been identified in this section.

According to the "Learners" standard:

no strengths have been identified in this section.

According to the "Faculty" standard:

no strengths have been identified in this section.

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

no strengths have been identified in this section.

According to the "Public Awareness" standard:

no strengths have been identified in this section.

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

According to the Educational Program Management standard:

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- By the end of the 2024-2025 academic year, the management of the Educational institution should revise the Educational Development Plans in accordance with the provisions of the Strategic Development Plan of the University for 2024-2029, as well as include in the updated educational development plans references to the results of the analysis "the needs of the educational services market, the role of the university in this market, the preferences of applicants and their parents, employer survey data, Teaching staff and students, an analysis of the contingent and the main characteristics of the contingent of students, an analysis of student satisfaction and teaching staff."

- The university management should develop a mechanism to motivate teaching staff to use innovations and innovative proposals within the framework of the EP by February 1, 2025.

- By the beginning of the 2024-2025 academic year, the management of the Educational Institution should include in the plans of meetings of the Council on Academic Quality issues on the analysis of the use of innovative approaches in the implementation of the educational Institution.

According to the Information Management and Reporting standard:

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- By the end of the 2024-2025 academic year, the university's management should amend the internal regulatory documents of the university in terms of clarifying the criteria for evaluating performance and efficiency in the context of EP and ensure that issues aimed at ensuring regular discussion of achieving these criteria are included in the work plans of collegial management bodies.

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

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- The university's management will analyze professional certification programs in the current academic year and determine the university's capabilities to prepare students for professional certification by the end of the 2024-2025 academic year, and develop an action plan on this issue by September 1, 2025.

- The academic services of the university should monitor the educational program to determine the possibility of implementing joint or double-degree educational programs, and develop a roadmap for the preparation and implementation of joint or double-degree programs at the institutional level by September 1, 2025.

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

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- By the end of 2024, the university's management will develop and implement a mechanism for timely informing stakeholders about the organizational decisions taken and planned actions regarding the EP using the university's official website.

- By the end of the 2024-2025 academic year, make changes to PD-33-22 "Educational and methodological complex of the discipline" in terms of including descriptions of the criterion system for assessing students' knowledge in syllabuses.

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

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- The management of the Educational Institution should include in the development plans of the educational institution measures to improve the skills of teaching staff in the application of modern methods for assessing student achievements until the end of the 2024-2025 academic year.

- The university management should include criteria in the teaching staff motivation system that motivate teachers to develop their own research in the field of teaching methods until the end of the 2024-2025 academic year.

- The university management should conduct methodological seminars on an ongoing basis to discuss objective mechanisms for evaluating learning outcomes. Work plans for methodological seminars should be developed and approved before the beginning of the 2025-2026 academic year.

- The management of the Educational Institution should ensure the publication of criteria and methods for evaluating learning outcomes by the end of the 2024-2025 academic year.

- The management of the Educational institution should ensure that students are informed about the results of their enrollment in elective courses by June 1 of each year.

According to the "Students" standard:

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- The management of the Educational institution should develop a Roadmap for the development of academic mobility of students by September 1, 2025.

- By September 1, 2025, the management of the Educational Institution should supplement PD-38-22 "Recognition of learning outcomes obtained through formal and informal learning", specifying the description of the mechanism for recognizing the results of informal learning.

Recommendations for the EP "7M04101-Economics":

- By January 1, 2025, the university management will expand the list of research practice bases for undergraduates in the profile of EP 7M04101-Economics.

According to the "Teaching staff" standard:

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- By the end of the 2024-2025 academic year, the management of the Educational Institution will develop a Roadmap for advanced training in the subjects taught.

- By the beginning of the 2025-2026 academic year, the management of the Educational Institution should include in the Development Plans of the educational institution a mechanism for motivating teaching staff to use information and communication technologies and software in educational activities and to expand cooperation with enterprises in the region in providing consulting and scientific services.

- By the beginning of the 2025-2026 academic year, the management of the Educational Institution should include in the Development Plans of the Educational Institution points for the development of academic mobility of teaching staff, including strengthening the language training of teaching staff, the participation of teaching staff in the 500 Scientists, Bolashak, etc. programs, attracting foreign teachers from universities included in the QS world university ranking.

Recommendations for the EP "7M04101-Economics":

- To increase the share of subjects taught using ICT and software by 15% to the management of EP 7M04101-Economics by the beginning of the 2025-2026 academic year.

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

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- The university management should increase the number of multimedia tools and software products in the field of EP 6B04132-State and local Administration, 6B04105-Economics, 7M04101-Economics for high-quality support of the educational process by 2 units before the beginning of the 2025-2026 academic year.

- By the end of the 2024-2025 academic year, the management of the Educational Institution should develop a roadmap for increasing the stock of educational, methodological and scientific literature in general education, basic and profile disciplines on paper and electronic media.

- By the end of the 2024-2025 academic year, the university's management will develop a Roadmap for further improving the university's infrastructure, taking into account the special needs of students.

According to the "Informing the Public" standard:

Recommendations for the EP "6B04132-State and local Administration", "6B04105-Economics", "7M04101-Economics":

- The management of the Educational institution should analyze and systematize the fundamental documents on the educational institution on the official website of the university by September 1, 2025 and ensure that information is presented in the context of educational programs by posting documents on the educational institution on the university's website (the Development Plan of the Educational Institution, the EP, the CED, etc.) in the state, Russian and English languages by October 1, 2025.

- By February 2025, the management of the EP will post the results of benchmarking and information on the positioning of the EP at the regional and national levels on the official website of the university.

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE EDUCATIONAL ORGANIZATION

There are no recommendations for the development of the university.

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the WEC came to the unanimous opinion that EP 6B04105 Economics, 6B04132 State and local Administration are recommended for accreditation for a period of 5 years, EP 7M04101 Economics is recommended for accreditation for 3 years.

Appendix 1. Evaluation table "Conclusion of the external expert commission" (for EP 6B04105 Economics, 6B04132 State and Local Administration)

№ 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	13	3	0
Standard "Information Management and Reporting"						
18	1.	The university must ensure the functioning of a system for collecting, analyzing, and managing information based on modern information and communication technologies and software tools.		+		
19	2.	The leadership of the educational program demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20	3.	The leadership of the educational program demonstrates the existence of a reporting system that reflects the activities of all structural units and departments within the program, including an evaluation of their effectiveness.		+		
21	4.	The university must define the periodicity, forms, and methods for evaluating the management of the educational program, the activities of collegial bodies and structural units, and the senior leadership.		+		
22	5.	The university must demonstrate a mechanism for ensuring information protection, including the identification of responsible individuals for the accuracy and timeliness of information analysis and data provision.		+		
23	6.	The university demonstrates the involvement of students, staff, and faculty in the processes of information collection and analysis, as well as in decision-making based on that information.		+		
24	7.	The leadership of the educational program must demonstrate the		+		

		existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.				
25	8.	The university must ensure the measurement of the degree of satisfaction of the needs of faculty, staff, and students within the educational program and demonstrate evidence of addressing identified deficiencies.		+		
26	9.	The university must evaluate the effectiveness and efficiency of its activities, including within the context of the educational program.		+		
The information collected and analyzed by the university within the framework of the educational program should take into account:						
27	10.	Key performance indicators		+		
28	11.	Dynamics of the student body by form and type		+		
29	12.	Level of academic performance, student achievements, and attrition rates		+		
30	13.	Student satisfaction with the implementation of the educational program and the quality of education at the university		+		
31	14.	Accessibility of educational resources and support systems for students		+		
32	15.	Employment and career growth of graduates		+		
33	16.	Documented consent from students, staff, and faculty for the processing of personal data		+		
34	17.	The leadership of the educational program should facilitate the provision of all necessary information in the relevant fields of study.		+		
Overall Summary for the standard			0	17	0	0
Standard "Development and Approval of the Educational Program"						
35	1.	The university must demonstrate the existence of a documented procedure for the development of the educational program and its approval at the institutional level.		+		
36	2.	The university must demonstrate that the developed educational program aligns with the established goals and planned learning outcomes.		+		
37	3.	The leadership of the educational program must determine the impact of courses and professional practices on the formation of learning outcomes.		+		
38	4.	The university can demonstrate the existence of a graduate model for the educational program, describing the learning outcomes and personal qualities.		+		
39	5.	The qualification awarded upon completion of the educational program must be clearly defined, explained, and correspond to the specified level of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).		+		
40	6.	The leadership of the educational program must demonstrate a modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensuring that the program and its modules (in terms of content and structure) align with the established goals and are oriented towards achieving the planned learning outcomes		+		

41	7.	The leadership of the educational program must ensure that the content of the courses and the learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctorate).		+		
42	8.	The leadership of the educational program must demonstrate the conduct of external reviews of the program.		+		
43	9.	The leadership of the educational program must provide evidence of the participation of students, faculty, and other stakeholders in the development and quality assurance of the program.		+		
44	10.	The leadership of the educational program must demonstrate the positioning of the program in the educational market (regional, national, international) and its uniqueness.		+		
45	11.	An important factor is the ability to prepare students for professional certification.			+	
46	12.	An important factor is the existence of dual-degree programs and/or joint programs with foreign universities			+	
Overall summary for the standard			0	10	2	0
Standard "Ongoing Monitoring and Periodic Evaluation of Educational Programs"						
47	1.	The university must ensure the revision of the content and structure of the educational program, taking into account changes in the labor market, employer requirements, and societal demands.		+		
48	2.	The university must demonstrate the existence of a documented procedure for monitoring and periodically evaluating the educational program to achieve its objectives. The results of these procedures should be directed towards the continuous improvement of the program.		+		
Monitoring and periodic evaluation of the educational program should consider:						
49	3.	The content of the programs in the context of the latest advancements in science and technology related to the specific discipline.		+		
50	4.	Changes in societal needs and the professional environment.		+		
51	5.	Student workload, academic performance, and graduation rates.		+		
52	6.	The effectiveness of student assessment procedures.			+	
53	7.	The needs and satisfaction levels of students.		+		
54	8.	The alignment of the educational environment and support services with the goals of the program		+		
55	9.	All stakeholders must be informed of any planned or undertaken actions concerning the educational program. All changes made to the program must be published.		+		
56	10.	Support services should identify the needs of various student groups and their satisfaction with the organization of learning, teaching, assessment, and the overall educational program.		+		
Overall summary for the standard			0	9	1	0
Standard "Student-Centered Learning, Teaching, and Assessment"						
57	1.	The leadership of the educational program must ensure respect and attention to the diverse groups of students and their needs, providing them with flexible learning pathways.			+	
58	2.	The leadership of the educational program must ensure that teaching is based on the latest global advancements in science		+		

		and practice within the field of study. They should utilize various modern teaching methods and assessment techniques that ensure the achievement of the program's objectives, including the development of competencies and skills required for performing scientific work at the requisite level.				
59	3.	The leadership of the educational program must establish mechanisms for distributing students' academic workload between theory and practice within the program, ensuring that each graduate masters the content and achieves the program's objectives.		+		
60	4.	An important factor is the presence of proprietary research in the field of teaching methodologies for the program's disciplines.			+	
61	5.	The university must ensure that the procedures for assessing learning outcomes align with the planned outcomes and objectives of the educational program.			+	
62	6.	The university must ensure the consistency, transparency, and objectivity of the mechanism for assessing the learning outcomes of the educational program. The criteria and methods for evaluating learning outcomes must be published in advance.		+		
63	7.	Assessors must be proficient in modern methods of evaluating learning outcomes and regularly update their qualifications in this area.			+	
64	8.	The leadership of the educational program must demonstrate the existence of a feedback system for the use of various teaching methodologies and assessment techniques.		+		
65	9.	The leadership of the educational program must demonstrate support for student autonomy while providing guidance and assistance from the instructor.		+		
66	10.	The leadership of the educational program must demonstrate the existence of a procedure for responding to student complaints.		+		
Overall summary for the standard			0	6	4	0
Standard "Students"						
67	1.	The university must demonstrate a policy for forming the student body and ensure the transparency of its procedures. Procedures regulating the student lifecycle (from admission to graduation) must be defined, approved, and published.		+		
68	2.	The leadership of the educational program must provide for the implementation of special adaptation and support programs for newly admitted and international students.		+		
69	3.	The university must demonstrate compliance with the Lisbon Recognition Convention, including the existence and application of mechanisms for recognizing the results of students' academic mobility, as well as the outcomes of additional, formal, and non-formal learning.			+	
70	4.	The university must ensure opportunities for both external and internal academic mobility for students, as well as assist them in obtaining external grants for their studies.		+		
71	5.	The university must actively encourage students to pursue self-education and development beyond the main program (extracurricular activities).		+		
72	6.	An important factor is the presence of a support mechanism for		+		

		gifted students.				
73	7.	The university must demonstrate cooperation with other educational organizations and national centers of the "European Network of Information Centers in the European Region/National Academic Recognition Information Centers" (ENIC/NARIC) to ensure comparable recognition of qualifications.		+		
74	8.	The university must provide students with internship opportunities, demonstrate the procedure for assisting graduates with employment, and maintain connections with them.		+		
75	9.	The university must demonstrate the procedure for issuing documents to graduates that confirm the qualification obtained, including the learning outcomes achieved.		+		
76	10.	The leadership of the educational program must demonstrate that graduates possess skills that are in demand in the labor market and that these skills are indeed sought after by employers.		+		
77	11.	The leadership of the educational program must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78	12.	An important factor is the existence of an active alumni association.		+		
Overall summary for the standard			0	11	1	0
Standard "Faculty"						
79	1.	The university must have an objective and transparent personnel policy for the educational program, including hiring (including invited faculty), professional growth, and staff development, ensuring the professional competence of the entire staff.			+	
80	2.	The university must demonstrate that the quality of its faculty meets established qualification requirements, aligns with the university's strategy, and supports the objectives of the educational program.		+		
81	3.	The leadership of the educational program must demonstrate the changing role of the instructor in connection with the shift to student-centered learning and teaching.		+		
82	4.	The university must provide career growth and professional development opportunities for faculty, including young instructors.		+		
83	5.	The university must engage industry specialists with professional competencies that meet the requirements of the educational program in teaching.		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of faculty.		+		
85	7.	The university must demonstrate the extensive use of information and communication technologies and software tools by faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).		+		
86	8.	The university must demonstrate a focus on promoting academic mobility and attracting top foreign and domestic instructors.			+	
87	9.	The university must demonstrate the involvement of each		+		

		instructor in promoting a culture of quality and academic integrity within the institution, and define the contributions of faculty, including invited instructors, in achieving the objectives of the educational program.				
88	10.	An important factor is the involvement of the faculty in the development of the economy, education, science, and culture of the region and the country.		+	p	
Overall summary for the standard			0	8	2	0
Standard "Educational Resources and Student Support Systems"						
89	1.	The university must ensure that educational resources, including material and technical resources, and infrastructure align with the objectives of the educational program.		+		
90	2.	The leadership of the educational program must demonstrate the availability of classrooms, laboratories, and other facilities equipped with modern equipment that ensures the achievement of the program's objectives.		+		
The university must demonstrate that its information resources meet the needs of the institution and the implemented educational programs, including the following areas:						
91	3.	Technological support for students and faculty in accordance with educational programs (e.g., online learning, simulation, databases, data analysis programs).		+		
92	4.	Library resources, including a collection of educational, methodological, and scientific literature on general education, core, and specialized subjects in both print and electronic formats, periodicals, and access to scientific databases.			+	
93	5.	Expertise on the results of research work, final projects, and dissertations for plagiarism.		+		
94	6.	Access to educational internet resources		+		
95	7.	Functioning Wi-Fi on the university premises		+		
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research work by faculty, staff, and students.		+		
97	9.	The university should strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in the corresponding economic sectors.		+		
98	10.	The leadership of the educational program must demonstrate the existence of procedures to support various groups of students, including providing information and counseling.		+		
99	11.	The leadership of the educational program must demonstrate the existence of conditions that allow students to follow individual educational pathways.			+	
100	12.	The university must consider the needs of various groups of students (adults, working students, international students, and students with special educational needs).		+		
101	13.	The university must ensure that its infrastructure meets safety requirements.		+		
Overall summary for the standard			0	11	2	0
Standard "Public Information"						
102	1.	The information published by the university must be accurate,		+		

		objective, up-to-date, and reflect all areas of the university's activities within the framework of the educational program.				
103	2.	Public information efforts should include supporting and explaining national development programs and the higher and postgraduate education system.		+		
104	3.	The university leadership must use various methods of disseminating information (including media, web resources, information networks, etc.) to inform the general public and stakeholders.		+		
The information published by the university about the educational program must be objective and up-to-date, and include:						
105	4.	purpose and planned results of the EP for which the qualification is assigned		+		
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	0
TOTAL			1	97	15	0

Appendix 1. Evaluation table "Conclusion of the external expert commission" (for EP 7M04101 Economics)

№ 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	13	3	0
Standard "Information Management and Reporting"						
18	1.	The university must ensure the functioning of a system for collecting, analyzing, and managing information based on modern information and communication technologies and software tools.		+		
19	2.	The leadership of the educational program demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
20	3.	The leadership of the educational program demonstrates the existence of a reporting system that reflects the activities of all structural units and departments within the program, including an evaluation of their effectiveness.		+		
21	4.	The university must define the periodicity, forms, and methods for evaluating the management of the educational program, the activities of collegial bodies and structural units, and the senior leadership.		+		
22	5.	The university must demonstrate a mechanism for ensuring information protection, including the identification of responsible individuals for the accuracy and timeliness of information analysis and data provision.		+		
23	6.	The university demonstrates the involvement of students, staff, and faculty in the processes of information collection and analysis, as well as in decision-making based on that information.		+		
24	7.	The leadership of the educational program must demonstrate the existence of communication mechanisms with students, staff, and other stakeholders, including conflict resolution.		+		
25	8.	The university must ensure the measurement of the degree of satisfaction of the needs of faculty, staff, and students within the educational program and demonstrate evidence of addressing identified deficiencies.		+		
26	9.	The university must evaluate the effectiveness and efficiency of its activities, including within the context of the educational program.		+		

The information collected and analyzed by the university within the framework of the educational program should take into account:					
27	10.	Key performance indicators		+	
28	11.	Dynamics of the student body by form and type		+	
29	12.	Level of academic performance, student achievements, and attrition rates		+	
30	13.	Student satisfaction with the implementation of the educational program and the quality of education at the university		+	
31	14.	Accessibility of educational resources and support systems for students		+	
32	15.	Employment and career growth of graduates		+	
33	16.	Documented consent from students, staff, and faculty for the processing of personal data		+	
34	17.	The leadership of the educational program should facilitate the provision of all necessary information in the relevant fields of study.		+	
Overall Summary for the standard			0	17	0 0
Standard "Development and Approval of the Educational Program"					
35	1.	The university must demonstrate the existence of a documented procedure for the development of the educational program and its approval at the institutional level.		+	
36	2.	The university must demonstrate that the developed educational program aligns with the established goals and planned learning outcomes.		+	
37	3.	The leadership of the educational program must determine the impact of courses and professional practices on the formation of learning outcomes.		+	
38	4.	The university can demonstrate the existence of a graduate model for the educational program, describing the learning outcomes and personal qualities.		+	
39	5.	The qualification awarded upon completion of the educational program must be clearly defined, explained, and correspond to the specified level of the National Qualifications Framework (NQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).		+	
40	6.	The leadership of the educational program must demonstrate a modular structure of the program based on the European Credit Transfer and Accumulation System (ECTS), ensuring that the program and its modules (in terms of content and structure) align with the established goals and are oriented towards achieving the planned learning outcomes		+	
41	7.	The leadership of the educational program must ensure that the content of the courses and the learning outcomes correspond to each other and to the level of study (bachelor's, master's, doctorate).		+	
42	8.	The leadership of the educational program must demonstrate the conduct of external reviews of the program.		+	
43	9.	The leadership of the educational program must provide evidence of the participation of students, faculty, and other stakeholders in the development and quality assurance of the program.		+	

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

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

75	9.	The university must demonstrate the procedure for issuing documents to graduates that confirm the qualification obtained, including the learning outcomes achieved.		+		
76	10.	The leadership of the educational program must demonstrate that graduates possess skills that are in demand in the labor market and that these skills are indeed sought after by employers.		+		
77	11.	The leadership of the educational program must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates.		+		
78	12.	An important factor is the existence of an active alumni association.		+		
Overall summary for the standard			0	11	1	0
Standard "Faculty"						
79	1.	The university must have an objective and transparent personnel policy for the educational program, including hiring (including invited faculty), professional growth, and staff development, ensuring the professional competence of the entire staff.			+	
80	2.	The university must demonstrate that the quality of its faculty meets established qualification requirements, aligns with the university's strategy, and supports the objectives of the educational program.		+		
81	3.	The leadership of the educational program must demonstrate the changing role of the instructor in connection with the shift to student-centered learning and teaching.		+		
82	4.	The university must provide career growth and professional development opportunities for faculty, including young instructors.		+		
83	5.	The university must engage industry specialists with professional competencies that meet the requirements of the educational program in teaching.		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of faculty.		+		
85	7.	The university must demonstrate the extensive use of information and communication technologies and software tools by faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).		+		
86	8.	The university must demonstrate a focus on promoting academic mobility and attracting top foreign and domestic instructors.			+	
87	9.	The university must demonstrate the involvement of each instructor in promoting a culture of quality and academic integrity within the institution, and define the contributions of faculty, including invited instructors, in achieving the objectives of the educational program.		+		
88	10.	An important factor is the involvement of the faculty in the development of the economy, education, science, and culture of the region and the country.		+	p	
Overall summary for the standard			0	8	2	0
Standard "Educational Resources and Student Support Systems"						
89	1.	The university must ensure that educational resources, including		+		

		material and technical resources, and infrastructure align with the objectives of the educational program.				
90	2.	The leadership of the educational program must demonstrate the availability of classrooms, laboratories, and other facilities equipped with modern equipment that ensures the achievement of the program's objectives.		+		
The university must demonstrate that its information resources meet the needs of the institution and the implemented educational programs, including the following areas:						
91	3.	Technological support for students and faculty in accordance with educational programs (e.g., online learning, simulation, databases, data analysis programs).		+		
92	4.	Library resources, including a collection of educational, methodological, and scientific literature on general education, core, and specialized subjects in both print and electronic formats, periodicals, and access to scientific databases.			+	
93	5.	Expertise on the results of research work, final projects, and dissertations for plagiarism.		+		
94	6.	Access to educational internet resources		+		
95	7.	Functioning Wi-Fi on the university premises		+		
96	8.	The university must demonstrate that it creates conditions for conducting scientific research, integrating science and education, and publishing the results of research work by faculty, staff, and students.		+		
97	9.	The university should strive to ensure that the educational equipment and software used for mastering educational programs are similar to those used in the corresponding economic sectors.		+		
98	10.	The leadership of the educational program must demonstrate the existence of procedures to support various groups of students, including providing information and counseling.		+		
99	11.	The leadership of the educational program must demonstrate the existence of conditions that allow students to follow individual educational pathways.			+	
100	12.	The university must consider the needs of various groups of students (adults, working students, international students, and students with special educational needs).		+		
101	13.	The university must ensure that its infrastructure meets safety requirements.		+		
Overall summary for the standard			0	11	2	0
Standard "Public Information"						
102	1.	The information published by the university must be accurate, objective, up-to-date, and reflect all areas of the university's activities within the framework of the educational program.		+		
103	2.	Public information efforts should include supporting and explaining national development programs and the higher and postgraduate education system.		+		
104	3.	The university leadership must use various methods of disseminating information (including media, web resources, information networks, etc.) to inform the general public and stakeholders.		+		
The information published by the university about the educational program must be objective and up-						

to-date, and include:						
105	4.	purpose and planned results of the EP for which the qualification is assigned		+		
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	0
TOTAL			1	97	15	0