REPORT

Of the results of the work of the external expert commission to assess compliance with the requirements of the specialized accreditation standards for educational programs
6B04106 "Accounting and Audit", 6B04107 "Finance",
6B11102 "Tourism"
Central Asian Innovative University
from November 18 to 20, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
The Accreditation Council of IAAR

«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ
НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»
INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

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6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism"

Central Asian Innovative University

from November 18 to 20, 2024

Shymkent   "20" November 2024

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(I) LIST OF ABBREVIATIONS AND ACRONYMS

IAAR – Independent Accreditation and Rating Agency
VÉK – External Expert Commission
EP – Educational Program
CED – Catalog of Elective Disciplines
RI – Research Institute
SC – Academic Council
UMS – Educational and Methodological Council
FS – Faculty Staff
AUP – Administrative and Management Personnel
MOP – Modular Educational Program
CMP – Center for International Programs
IRW – Research Work
CMS – Content Management System
PD – Regulations
UMO – Educational and Methodological Union
ITO – Information and Technical Department
MOOC – Massive Open Online Course
RP – Rules
IC – International Cooperation
TIC – Tourist Information Center
SD – Regulation on the Division
AIS – Automated Information System
KP – Process Map
DP – Documented Procedure
OMQMSA – Department of Monitoring, Quality Management Systems, and Accreditation
QMS – Quality Management System
GOSE – State Obligatory Educational Standard
PBA – Professional Association of Accountants
SROP – Independent Student Work with the Teacher
SW – Independent Student Work
IUP – Individualized Study Plan

(II) INTRODUCTION

In accordance with Order No. 155-24-OD dated 09/24/2024 of the Independent Agency for Accreditation and Rating, from November 18 to November 20, 2024, an external expert commission assessed the compliance of educational programs 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" of the Central Asian Innovation University (Shymkent) with specialized accreditation standards (dated June 16, 2020, No. 57-20-OD, sixth edition (as amended by Order No. 189-23-OD dated 12/04/2023).

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

The composition of the IAAR IEC:

Chairman of the WEC – Gulvira Sovetbekovna Akybayeva, Candidate of Economic Sciences, Astana IT University (Astana); Offline participation

IAAR foreign expert – Alimnazar Khujamuratovich Islamkulov, Doctor of Economics, Professor, Tashkent State University of Economics (Tashkent, Republic of Uzbekistan); Offline participation

IAAR expert – Sultanova Zamzagul Khamitovna, Candidate of Economic Sciences, Zhangir Khan West Kazakhstan Agrarian Technical University (Uralsk); Offline participation

IAAR expert – Zakirova Dilnara Ikramkhanova, PhD, Research Professor, Turan University (Almaty); Offline participation

IAAR expert – Abdikaeva Aigul Kaldybekovna, Candidate of Technical Sciences, Associate Professor, Almaty Technological University (Almaty); Offline participation

IAAR expert – Aisulu Abzhapparovna Ismailova, PhD, Associate Professor of the Kazakh Agrotechnical Research University named after S. Seifullin (Astana); Off-line participation

IAAR expert – Danila Vladimirovich Tatarinov, PhD in Law, Al-Farabi Kazakh National University (Almaty); Offline participation

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

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

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

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

IAAR IEC Coordinator – Dinara Kairbekovna Bekenova, IAAR Project Manager (Astana); Off-line participation.

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Central Asian Innovation University was established through the merger of the International Humanitarian and Technical University and the M. Saparbayev Institute in March 2021.

The University operates under license No. KZ16LAA00025036 dated 03/02/2021.

The university structure includes the Faculty of Business and Law, the Faculty of Pedagogy and Languages, the Faculty of Natural Sciences and the Faculty of Creativity, which include 10 departments that train personnel in 15 bachelor's and 5 master's degrees.

The total area of the university is 32 thousand square meters. There are 4 academic buildings, 1 dormitory with 274 beds, 2 indoor gyms, 3 outdoor sports grounds, as well as an indoor swimming pool and a gym.

Currently, the number of students is 13069, including 12214 for bachelor's degree and 855 for Master's degree. The educational process is carried out by 467 teachers. The average employment rate for graduates in 2022 is 62%, in 2023 – 65.1%, and in 2024 – 65.8%.

Personnel training in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" is carried out by the Department of Business and Tourism. The head of the department is PhD in Economics, Shadieva A.A. In the 2024-2025 academic year, 43 teaching staff work at the department, including: 1 PhD in Economics, professor; 16 PhD in Economics, including 4 associate professors; 6 senior teachers; 22 masters. Settling down in the following areas is: business and management – 41.2%; services – 38.5%.

The student body in the 2024-2025 academic year is:

- according to OP 6B04106 "Accounting and audit" – 323 people, including 307 in the state language;
- according to OP 6B04107 "Finance" – 304 people, including 257 in the state language;
- according to OP 6B11102 "Tourism" – 134 people, including 133 in the official language.

Graduate employment rates:

- according to OP 6B04106 "Accounting and audit": in 2022 - 75%, in 2023 - 68.4%, in 2024 - 74.6%;
- according to OP 6B04107 "Finance": in 2022 - 71%, in 2023 – 75.4%, in 2024 - 88.2%;
- according to OP 6B11102 "Tourism": in 2022 - 92%, in 2024 - 100%.

OP passed the international specialized accreditation in 2021 in IAAR for a period of 3 years: 6B04106 "Accounting and Audit" (Certificate no.AB 3673 dated December 23, 2021), 6B04107 "Finance" (Certificate no.AB 3674 dated December 23, 2021), 6B11102 "Tourism" (Certificate No.AB 3694 dated December 22, 2021).

Research projects funded from the state budget are not carried out in the context of the cluster's core business. Contractual projects are underway: "Designing and implementing a management system and financial and economic planning of an enterprise in the context of Kazakh and international legislation based on electronic document management with the implementation of a trilingual business environment" (No.409-051 dated 08/31/2022) in the amount of 2,500,000 tenge for MAS&Company LLP; "Economic assessment, research, development and implementation of a financial planning system in TZHS Turkestan ZHOLSERVICE (No. 0409-029 dated 04.04.2022) in the amount of 700,000 tenge for TZHS Turkestan ZHOLSERVICE; "Management in sports, functioning in market conditions through the rational use of material, labor and information systems" (No. 409-086 dated 06/04/2024) in the amount of 1,040,000 tenge for IP MarS.

(IV) A DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

In accordance with Order No. 113-21-OD dated 09/01/2021 of the Independent Agency for Accreditation and Rating, from October 12 to October 14, 2021, an external expert commission assessed the compliance of educational programs 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" of the Central Asian Innovation University (Shymkent) with the standards of primary specialized accreditation. (EX-ANTE) (approved and put into effect by Order No. 68-18/1-OD dated May 25, 2018, first edition).

Composition of the previous WEC (2021):

1. Chairman of the Higher School of Economics – Timur Arsenovich Tabishev, PhD, Associate Professor, Head of the admission Committee of Kabardino-Balkarian State University named after Kh.M. Berbekov, federal expert of Rosobrnadzor and the Guild of Experts of the Russian Federation, expert on the quality of higher education according to international ESG standards (Nalchik, Russian Federation).

2. IAAR expert – Davron Dadodzhanovich Babajanov, Doctor of Economics, Professor, Vice-Rector for International Relations, Tajik State University of Business, Law and Politics (Khujant, Republic of Tajikistan).

3. IAAR expert – Belykh Yuri Eduardovich, Ph.D., Associate Professor, Vice-rector for Academic Affairs of Grodno State University. Yanka Kupala (Grodno, Republic of Belarus).

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

5. IAAR expert – Bibigul Seilovna Abenova, Candidate of Historical Sciences, Associate Professor of K. Zhubanov Aktobe Regional University (Aktobe, Republic of Kazakhstan).

6. IAAR expert – Marat Turymovich Bodeev, PhD, Associate Professor at Karaganda University. academician E.A.Buketov (Karaganda, Republic of Kazakhstan).

7. IAAR expert – Saule Burbekova, PhD, Associate Professor, Astana IT University (Nur-Sultan, Republic of Kazakhstan).

8. IAAR expert – Zakirov Dilnara Ikramkhanova, PhD, Professor at Turan University (Almaty, Republic of Kazakhstan).

9. IAAR expert – Kamkin Viktor Aleksandrovich, PhD, Associate Professor at the University of Toraigyrov (Pavlodar, Republic of Kazakhstan).

10. IAAR expert – Gulmira Sarsemkhanovna Karimova, PhD, senior lecturer at the Kazakh National Pedagogical University named after Abai (Almaty, Republic of Kazakhstan).

11. IAAR expert – Kudabayeva Aigul Kaldybekovna, Candidate of Technical Sciences, Associate Professor of M.H. Dulati Taraz University (Taraz, Republic of Kazakhstan).

12. IAAR expert – Kaynbaeva Zhamila Sovetovna, PhD, senior lecturer at the West Kazakhstan University named after M. Utemisov, member of the Eurasian Union of Designers (Uralsk, Republic of Kazaskhatan).

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

14. IAAR expert – Kulakhmetova Mergul Sabitovna, PhD, Associate Professor of Pavlodar Pedagogical University (Pavlodar, Republic of Kazakhstan).

15. IAAR expert – Lebedeva Larisa Anatolyevna, PhD, Associate Professor at the Kazakh National Pedagogical University named after Abai (Almaty, Republic of Kazakhstan).

16. IAAR expert – Mamyrkhanova Zhamilya Temirgalievna, PhD, Associate Professor at Taraz University. Dulati (Taraz, Republic of Kazakhstan).

17. IAAR expert – Gulbakhyt Menlibekova, PhD, Professor at L.N. Gumilyov Eurasian National University (Nur-Sultan, Republic of Kazakhstan).

18. IAAR expert – Mirzoeva Leyla Yurievna, Doctor of Philology, Professor at the University of Suleiman Demirel (Almaty, Republic of Kazakhstan).

19. IAAR expert – Rakisheva Aigul Kuanyshbaevna, PhD in Economics, Head of the Center for the Study of the Family Institute of the Kazakhstan Institute of Social Development "Rukhani Zhangyru" (Nur-Sultan, Republic of Kazakhstan).

20. IAAR expert – Safarov Ruslan Zairovich, PhD, Associate Professor at L.N. Gumilyov Eurasian National University (Nur-Sultan, Republic of Kazakhstan).

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

22. IAAR expert – Turtkarayeva Gulnara Bayanovna, PhD, Associate Professor of Kokshetau University named after Sh. Ualikhanov (Kokshetau, Republic of Kazakhstan).

23. IAAR expert – Urmashev Baydaulet Amantayevich, PhD, Associate Professor at Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan).

24. IAAR expert – Larisa Arnoldovna Shkutina, PhD, Professor at Karaganda State University. academician E.A. Buketov (Karaganda, Republic of Kazakhstan).

25. IAAR expert – Irina Yurievna Chidunchi, PhD, Associate Professor at the University of Toraigyrov (Pavlodar, Republic of Kazakhstan).

26. IAAR expert – Yuri A. Pilipenko, President of the Association of Manufacturers of Goods and Services "Expobest" (Almaty, Republic of Kazakhstan).

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

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

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

30. IAAR expert, student – Egizbayeva Asylzat Yerkinkyzy, 1st year student of the educational program 7M06149 Information systems of the Kyzylorda University named after Korkyt Ata (Kyzylorda, Republic of Kazakhstan).

31. IAAR expert, Sarabek Nazerke Yerikzy student, a 3rd–year student specializing in primary school teacher at Aktobe College of the Humanities (Aktobe, Republic of Kazakhstan).

32. IAAR expert, student – Kadirzhan Daurenbek Zhanatuly, 4th year student of the educational program 6B01401 Physical culture and Sports of the Arkalyk Pedagogical Institute named after Y.Altynsarina (Arkalyk, Republic of Kazakhstan).

33. IAAR expert, student – Kusherbayev Rakhymzhan Nurbolovich, 4th year student of the educational program 5B030100 Jurisprudence of the Kainar Academy (Almaty, Republic of Kazakhstan).

34. IAAR expert, student – Maksatbekkyzy Nazerke, 3rd year student of the educational program 6B01503 Physics and Computer Science, Minister of the Student Government of the University named after Suleiman Demirel (Kaskelen, Republic of Kazakhstan).

IAAR coordinator – Guliyash Balkenovna Niyazova, head of the project on institutional and specialized accreditation of universities (Nur-Sultan, Republic of Kazakhstan).

Recommendations to the university under the previous accreditation procedure for educational programs 6B04106 "Accounting and Audit", 6B04107 "Finance" (2021):

- On an ongoing basis, involve students of evaluated 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 evaluated 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 OP.

- The management of the educational institution should systematically harmonize educational programs with those of universities in the Republic of Kazakhstan and foreign universities, including providing for the possibility of implementing joint educational programs.

- 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.

- To develop an intra-university system for managing possible risks to which implemented ops are exposed, monitoring criteria and ways to prevent such risks.

- Develop a plan to implement the results of external evaluations into the work on improving the assessed OP, with the subsequent reflection of such work in the self-assessment report.

- To 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.

- To develop an action plan for the implementation and implementation of innovative activities within the framework of the OP, including the analysis and implementation of innovative proposals, including from the teaching staff implementing the evaluated OP.

- To emphasize the signs of individuality and uniqueness of accredited educational institutions, including taking into account the coordination of the educational Institution's development plan with the University's development strategy.

- Develop a program to identify, predict and manage risks based on the analysis of information about the needs of the labor market.

- To 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.

- Update the university's website, make it information-filled about the activities of departments implementing the assessed OP, the development of OP and other information related to the educational process.

- To develop the competitive advantages and uniqueness of the OP 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 OP, to develop and implement joint OP with foreign educational organizations.

- To 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.

- To develop a scale for assessing the degree of influence of the disciplines studied by students, as well as the professional practices completed, on the formation of learning outcomes in the assessed subjects.

- 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.

- 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, as well as expand the list of online modular disciplines.

- 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.

- Review the requirements for reviewers of the OP, followed by their consolidation in the Regulations on the examination of the OP, in order to avoid overlap between the persons acting as developers and reviewers of the MP/QED/OP Development Plan.

- To 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.

- To expand the subject composition of persons involved as stakeholders for the review of the assessed OP from among the scientific staff of the Research Institute and representatives of government agencies.

- To develop a clear mechanism for the participation of students, employers and other stakeholders in the revision of the OP, taking into account changes in the labor market, the Atlas of New Professions 2022, new requirements of employers and the social demand of society.

- To develop and approve a Plan for conducting an external Assessment of the quality of teaching disciplines according to accredited standards 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.

- To introduce a culture of own research in the field of teaching methods of educational disciplines of the educational system, to conduct internal monitoring of the use of various forms and methods of teaching and learning.

- To hold a training seminar for the heads of educational institutions and teaching staff on student-centered learning, which involves shifting the emphasis in the educational process from teaching to learning as an active educational activity of the student.

- To develop and approve criteria for evaluating the effectiveness of training, indicating the minimum required to obtain a specific assessment on the proposed scale of assessment of students' knowledge.

- To 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.

- To 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.

- Develop an action plan to take measures to improve the effectiveness of the Alumni Association.

- To develop and approve at the university level a Regulation on the recognition of previous results of additional and non-formal education.

- To 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.

- Publish visual information on the professional growth of graduates of the program of all accredited educational institutions on the website.

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

- To attract 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 based on the They are a discipline with the introduction of the results into the transcript.

- Select international leaders, international scientific leaders, undergraduates and teaching staff, integrate with international research teams, form scientific clusters that will raise the status of the region accredited by the OP.

- 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 the accredited OP.

- Increase the number of teachers who speak English.

- Strengthen the department's cooperation with the Bolashak CMP, motivate teachers to go on internships at the best universities in accredited educational institutions.

- To form a new competence model of a teacher-researcher, to revise towards reducing academic hours and increasing research hours in order to strengthen the reputation of the teaching staff of the OP.

- To develop and approve a regulation 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.

- To develop a mechanism for technological support of students and teaching staff in accordance with the OP, to use the digital footprint of students, teaching staff, to replenish the digital base of new author's OP.

- Ensure high-quality and uninterrupted operation of the Wi-Fi wireless network and enhance the bandwidth of the Wi-Fi network.

- Purchase a license to use the Zoom program.

- 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.).

- 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.

- To develop, implement, and publish a clear mechanism for reflecting information on the web resource in the context of the implemented programs, indicating the expected learning outcomes, assessment procedures, and interactions with academic and network partners.

- Carry out 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).

- To post adequate and objective information about the staff of the OP in the context of personalities.

- Post information related to the audited financial statements, including in the context of the OP.

- To 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 OP.

- 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. Recommendations to the university under the previous accreditation procedure for the educational program 6B11102 "Tourism" (2021):

- Review the placement of quality policies and objectives on the university's official website, ensuring their accessibility to all interested parties.

- At the institutional level, develop a document defining the procedure for developing development plans for the OP, taking into account:

- specific indicative indicators, indicating the timing of implementation, for the main types of OP 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 OP development plan within the framework of the actual positioning of the university;

- procedures for external examination of the OP development plan;

- a mechanism for monitoring the implementation of the OP development plan and evaluating the achievement of learning objectives;

- regular review of the OP development plan in connection with possible changes in the industry, regulatory documentation, labor market demands, etc.

- To identify the uniqueness and individuality of accredited professional development plans, ensuring their consistency with national priorities and demands of the modern labor market.

- Ensure that the development plans of the OP 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, specific measures to achieve them, and deadlines that enable monitoring of the implementation of the plan.

- To ensure an unambiguous definition of responsibility in all areas of implementation of the OP and related job responsibilities.

- Develop an action plan to reduce the impact of risks associated with the design and implementation of the OP (including staffing, contingent formation, etc.) on a systematic basis to analyze risk management at the level of structural divisions and OP.

- Develop an analysis methodology and identify mechanisms to ensure the implementation of innovative proposals within the framework of the OP.

- Provide students and teaching staff with corporate e-mail.

- To ensure transparency and accessibility of information on the formation and dynamics of the student body in the context of the OP.

- To determine the criteria for the competitiveness of educational institutions, their uniqueness and positioning in the educational services market; to bring the results to the attention of all interested parties.

- Determine the list of disciplines, the content of which is aimed at preparing students for professional certification, and make appropriate adjustments to the content of the curriculum and academic disciplines.

- Ensure the transparency of the design, broad involvement and real participation of stakeholders in the development of the OP.

- Implement a mechanism for timely informing all stakeholders about organizational decisions taken or planned actions regarding the OP, including based on the results of monitoring and reviewing the content of the OP.

- To ensure the development of educational and methodological documentation in the state and Russian languages.

- To monitor the use of innovative learning technologies.

- 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.

- Develop a marketing plan to promote the OP.

- To develop and start implementing an action plan to expand the external and internal mobility of students of the educational institution, including through grant financing (or to introduce appropriate measures into the existing educational development plans with specific indicators, deadlines and responsible persons).

- The development plans of the joint-stock company should provide for measures and measures to develop 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.

- Ensure the design, implementation and documentation of the teacher's changing role in connection with the transition to student-centered learning.

- 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.

- To activate the use of information and communication technologies by teaching staff, new and innovative forms and methods of presenting educational material, reflected in syllabuses.

- To 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 to introduce appropriate measures into the existing plans for the development of teaching staff, indicating specific indicators, deadlines and responsible ones).

- Ensure the functioning of the Wi-Fi network at a sufficient level for the smooth implementation of all basic and supporting processes.

- Ensure that only licensed software products are used in the educational process.

- 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;

- about the expected learning outcomes of the OP;

- information about the changes that the OP is undergoing;

- information about passing grades and educational opportunities provided to students;

- approaches to teaching, learning and assessment;

- information about graduate employment opportunities, etc.

- Provide the management of the educational institution with complete objective information on the university's website about the 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.

- Provide information on the university's official website in three languages.

At the meeting of the IAAR Accreditation Council on December 23, 2021, a decision was made on the international specialized accreditation of educational programs 6B04106 "Accounting and Auditing", 6B04107 "Finance", 6B11102 "Tourism" for a period of 3 years.

To implement the recommendations, the university has developed an action plan, approved on November 30, 2021. The results of the planned activities are reflected in the interim reports of the Central Asian Innovation University.

Post-monitoring control to assess the implementation of the IAAR IEC recommendations, formed based on the results of specialized accreditation of OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" by the IAAR expert group was conducted at the Central Asian Innovation University on April 17, 2023. Post-accreditation monitoring of the activities of the Central Asian Innovation University was carried out as part of the action plan for the implementation of recommendations of the WEC and was carried out in accordance with the requirements of the regulations on post-accreditation monitoring.

The results of post-credit monitoring for OP 6B04106 "Accounting and Audit", 6B04107 "Finance" demonstrated the following:

The university has established a system of student self-government, which includes: the Youth Affairs Committee, which participates in the organization and improvement of the educational process at the university (OP "Accounting and Audit" - Urazova G.B.), as well as the student administration, whose purpose is to interact with higher authorities of the university and youth organizations on practical issues. solutions to current students' problems. The Academic Committee "Business and Law" (Order No. 03-10/01 dated 01/18/2023) includes representatives of employers and students from all educational institutions in the cluster.

During the analyzed period, agreements were concluded with Azerbaijan Technological University (UTES), Jalal-Abad State University, Kuwait International University (Bishkek), International University of Kyrgyzstan, Nukus State Pedagogical Institute, Tajik Pedagogical Institute, Tambov State University named after G.R. Derzhavin. All agreements involve the implementation of joint educational projects and the development of academic mobility.

Risk management at the University is carried out in accordance with the Regulation "Risk Management" (approved by the Academic Council of the University on 26.03.2021, Protocol No. 1). Risk management plans have been developed for all OPS in the cluster (approved by the Dean on January 24, 2022), but their content is absolutely identical and does not reflect the specifics of OPS.

Plans for the implementation of the results of external assessments and expert assessments of the OP, as well as reports on their implementation are not provided. Separate measures are being taken to eliminate the comments and implement the recommendations of stakeholders.

The links between scientific research, teaching and learning are reflected in the Provisions of PD 24-21 "Research work" and PD 41-21 "Research work of students". The departments implement initiative scientific topics, the results of which are implemented in the educational process.

Plans of applied information and communication technologies and innovative methods in the educational process for the 2022-2023 academic year are presented by departments. The plans do not reflect specific measures aimed at activating and introducing innovation activities within the framework of the OP. Reports on the implementation of plans and the results of monitoring innovation activities are not presented.

The uniqueness and individuality of all cluster members is reflected in the Development Plans (approved by the Academic Council of the University on 31.01.2022, Protocol No. 6), taking into account the strategic directions of the university's development.

Risk management at the University is carried out in accordance with the Provisions of "Risk Management" and "Risk Assessment". Risk management plans have been developed for all OPS in the cluster (approved by the Dean on January 24, 2022), but their content is absolutely identical and does not reflect the specifics of OPS.

The University has developed Regulation PD-57-22 "Conflict Resolution Policy" (approved by the Academic Council of the University on 08/31/2022, Protocol No. 1), the objectives of which are to strengthen the principles of self-organization and self-government through the provision and

legal consolidation of intra-university rights and freedoms; solving problems of legal regulation of relations between students, teachers (other university staff), university administration.

The departments' pages contain information in the unified sections "Head of the Department", "General information", "Implemented OP", "Department documents", "Personal page", "Science", "Life of the department", "Awards and achievements", "Educational work", "Cooperation", "Our graduates", "Practice and employment", which contains sufficient information on the implementation of the OP.

Agreement on dual training in OP 6B04106 "Accounting and Audit" - with BASHPAY LLP, in OP 6B04107 "Finance" - with Zhenis Astana-2007 LLP, Shymkent. Information on the implementation of specific measures is not provided.

The presented syllabus samples have a unified scale for evaluating students' academic achievements, while not taking into account the specifics of the discipline and teaching methods. Assessment scales for professional practices are not presented.

Course offsets are implemented in accordance with Regulation PD-37-21 "Procedure for offsets and recertification of disciplines". The transfer of academic subjects is carried out by a specially created commission, which includes the head of the department, the head of the registry office, the head of the academic unit and members of the department, within the time limit set by the order for the elimination of the difference in curricula at the personal request of the student. Supporting documents have been submitted.

Catalogs of elective subjects are formed in accordance with the Regulation PD-15-21 "Catalog of elective subjects" and are posted on the university's website. Updating of QED according to OP 6B04106 "Accounting and Audit", 6B04107 "Finance" has not been demonstrated.

The system of encouraging teaching staff for the compilation and implementation of author's syllabuses with unique teaching methods in the educational process is specified in Regulation PD-26-21 "Remuneration and financial incentives (bonuses)".

Paragraph 5 of the Regulation PD-04-21 "Educational program" specifies the requirements for external experts of the OP, and there is also paragraph 15 "It is necessary to avoid the coincidence of persons acting as developers and reviewers (experts) of the OP /CED/OP Development Plan."

The algorithm for informing stakeholders about the implementation of the OP is described in Regulation PD-35-22 "On Public Information" (approved by the Academic Council on 08/31/2022, Protocol No. 1). There is enough information on the progress of the implementation of the OP on the pages of the departments, however, information about any planned actions regarding the OP has not been found.

The Academic Committee "Business and Law" (Order No.03-10/01 dated 01/18/2023), whose task is, among other things, to review the OP, includes representatives of employers and students in all the OP cluster.

The mechanism of participation of students, employers and other stakeholders in the revision of the educational program is carried out on the basis of Regulation PD-04-21 "Educational Program" (approved by the Academic Council on 08/31/2022, Protocol No. 1).

Plans have been developed for all cluster ops to conduct an external assessment of the quality of teaching disciplines (approved by the Vice-rector for Educational and Methodological Work on 02/01/2022). Reviews from practitioners and staff of universities of the Republic of Kazakhstan are presented.

Teaching staff of accredited educational institutions strive to enhance the culture of their own research in the field of teaching methods of academic disciplines, which is reflected in the acts of introducing the results of scientific research and innovative methods into the educational

process. At the beginning of the academic year, departments draw up a plan for the information and communication technologies used and innovative methods in the educational process, as well as for the publication of video lectures. The departments of the UME and ITO attend teachers' classes, draw up a certificate of attendance, which indicates the methods and technologies used by the teacher during the lesson, and also write recommendations. The results of the visits are discussed at the department meeting. In addition, departments submit reports on the implementation of the plan 2 times a year. The issues of the use of educational technologies are considered at the meetings of the department, the Educational and Methodological Council and the Rector's Office (extracts from the minutes are presented).

The principles of student-centered learning and teaching are described in the University's Academic Policy posted on the website. The Educational and Methodological Department and the Innovation and Technical Department regularly hold seminars for teaching staff in order to explain the principles of student-centered learning and teaching innovative teaching methods. During the analyzed period, seminars were held on the following topics: "Student-centered learning", "Organization of massive open online courses (MOOCs)", "New trends in the application of modern methods and technologies", etc.

The presented syllabus samples have a unified scale for evaluating students' academic achievements, while not taking into account the specifics of the discipline and teaching methods.

The university systematically conducts training seminars for teaching staff on modern methods of evaluating learning outcomes. On 2.03.2022, the University's Innovation and Technology Department jointly conducted a training seminar on "Modern methods for evaluating learning outcomes", consisting of two parts: "Modern assessment methods", "Modern services for evaluating learning outcomes". Training seminars and master classes are also held at the department level, information about which is reflected in the plan and report on the educational and methodological work of the department for the academic year.

The procedure for evaluating learning outcomes is described in PR-27-22 "Rules for organizing and conducting ongoing monitoring of academic performance and intermediate certification of students" (approved by the Academic Council of the University on 08/31/2022, Protocol No. 1).

The presented syllabus samples have a unified scale for evaluating students' academic achievements, while not taking into account the specifics of the discipline and teaching methods.

The university's website provides information about the activities of the Alumni Association (https://caiu.edu.kz/av /): the Regulations on the Alumni Association, the Work Plans of the Alumni Association for the 2021-2022, 2022-2023 academic years, the Report on the work done for the 2021-2022 academic year, etc. are posted. Graduates are involved in expanding their practice bases, facilitating employment, and developing and reviewing OP.

At the time of the visit, the University had Regulation PD-38-21 "Recognition of learning outcomes obtained through formal and non-formal education" (approved by the Academic Council of the University on 03/23/2021, Protocol No. 1).

On the university's website, there is a tab "Our graduates" on the pages of the departments, which contains information about the professional growth and achievements of graduates. Also, in order to motivate students, the Alumni Board tab has been added on the website, where the success stories of university graduates are posted (https://caiu.edu.kz/doska-vipusk /).

The University has developed an Action Plan for the implementation and implementation of innovative activities and innovative proposals within the framework of the OP for 2022-2025. (approved by the rector on 01/31/2022), according to which training seminars and educational and methodological seminars for university teaching staff on modern innovative and information and communication technologies are regularly held. During the analyzed period, activities were carried

out: 20.10.2022 "New trends in the application of modern methods and technologies"; 10.01.2023. "Bilim berudegi -Innovatiyalyk technologiyalar"; 12.01.2023. "Son of turgysynan oylau moduli"; 01/13/2023. "Tiimdi okytu men oku", etc.

The University has developed Regulation PD-06-22 "On time standards for planning and accounting for the teaching load of teaching staff and by type of occupation" (approved by the Academic Council of the University on 12/30/2022, Protocol No. 5). The facts of a decrease in academic hours and an increase in research hours due to the participation of teaching staff in grant research projects are demonstrated. However, this procedure is not regulated by the specified provision.

The University has developed Regulation PD-59-22 "Quality control of classes, prevention and prevention of disruptions" (approved by the Academic Council of the University on 31.01.2022, Protocol No. 6).

The University has its own Web portal, which provides access to the unified information and educational environment of the university; the automated information system "Platonus" operates, which allows for comprehensive automation of the processes of the credit system of education. More detailed information and supporting documents are not provided.

The University is negotiating with KaR-Tel LLP to increase the Internet speed to 200 Mbit/s (approbation period), Wi-Fi modems have been purchased to increase the wireless Internet service area (supporting documents are provided).

The Zoom One Pro Annual license has been purchased, and the supporting documents have been submitted.

In accordance with the Regulation PD-30-21 "Verification of works for plagiarism/borrowings", graduation papers, scientific articles of teaching staff and students are subject to verification. The university uses Anti-Plagiarism software to verify uniqueness.UNIVERSITY " and "StikePlagiarism.com " (contracts are presented).

The implementation of this recommendation is based on the following provisions: Regulation PD-51-21 "On the organization of inclusive education", PD-03-21 "Benefits and scholarships for students on a contractual basis", PD-58-22 "Adaptation of students", PD-01-21 "Support and adaptation of foreign students". More detailed information and supporting documents are not provided.

The mechanism for reflecting information on implemented ops is reflected in Regulation PD-35-22 "Informing the public". The rules for the provision of information and the technical requirements for its design are defined in Regulation PD-28-22 "Official Website".

Educational programs are posted on the website, where you can also get acquainted with the expected learning outcomes, additional information about the implementation of the educational program is presented on the pages of the departments.

The internal monitoring of the university's website is carried out by employees of the Innovation and Technical Department in accordance with Regulation PD-28-22 "Official Website". Based on the monitoring results, appropriate decisions are made to improve the site's design, usability, technical characteristics, and content management system (CMS). The monitoring results are reflected in the ITO report twice a year.

A report on the use of innovative technologies in the educational process for the 2021-2022 academic year (dated 30.06.2022) is presented. The results of monitoring the site are not presented.

On the pages of the departments, in the "Personal page" section, information about the teaching staff of the departments is presented in the form of a unified resume form.

An annual balance sheet is published on the university's website (https://caiu.edu.kz/financial-and-economic-department /).

On the pages of the departments there are sections "Awards and achievements", where information about the achievements of students and teaching staff is published; in the section "Our graduates" information about successful graduates of different years is presented. Detailed information about the teaching staff of the departments is provided in their summaries in the "Personal page" section.

The departments have developed Roadmaps for informing graduates of the region in order to attract students to the implemented educational programs. The roadmaps are universal in nature, do not reflect the specifics of the educational program, and do not provide for measures to attract a contingent to master's degree programs.

Thus, according to OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 5 out of 51 recommendations have been fully implemented, 46 are under implementation, of which 12 have been completed by less than 50%. The average degree of implementation of the recommendations of the WEC is 57.1%.

The results of post-accreditation monitoring on OP 6B11102 "Tourism" demonstrated the following:

Quality policies and objectives (approved by the Rector on 03/26/2021) are posted on the main page of the university's official website.

The University has developed an Activity Regulation "Educational Program Development Plan" (approved by the Academic Council of the University on 31.01.2022, Protocol No. 6), which defines the procedure for developing educational development plans. The established form of the OP development plan assumes specific indicative indicators indicating the timing of implementation, according to the main types of OP activities. The document describes the procedure for involving stakeholders in the development and examination of OP development plans, defines the requirements for them, and establishes a mechanism for monitoring and regular review.

The development plans of the University were developed in accordance with the Strategic Development Plan of the University for 2021-2025, taking into account national priorities: the Strategy "Kazakhstan 2050", the State Program for the development of productive employment and Entrepreneurship, the State Program for the development of the tourism industry of the Republic of Kazakhstan until 2025, the State Program "Digital Kazakhstan", etc., the demands of the modern market based on the study of websites employers, Atlas of new professions of the Republic of Kazakhstan. Based on the results of the analysis of the OP for uniqueness, taking into account national priorities and the demands of the labor market, their content in terms of academic disciplines and modules has been updated.

According to the report, the development plans of the Faculty of Economics were revised with the participation of representatives of employers and students (an extract from the minutes of the meeting of the Department of Economics No. 5 dated 12/20/2021 is presented). An extract from the minutes of the meeting of the Council of the Faculty of Humanities No. 14 dated 06/23/2022 on the review of the report on the implementation of the development plans of the Faculty of Economics for the 2021-2022 academic year is also presented.

The submitted plans for the development of OP 6B11102 "Tourism" (approved by the Academic Council of the University on 31.01.2022, Protocol No. 6) contain specific indicators and indicators of their achievement by year, however, measures for their implementation are not specified.

Risk management plans have been developed for OP Tourism (approved by the Dean on January 24, 2022), but their content is absolutely identical and does not reflect the specifics of OP. The minutes of the department and faculty meetings on the discussion of OP risks are presented.

The University has developed Methodological instructions on the mechanism and methodology for analyzing the introduction of innovative proposals into the educational process/production within the framework of educational programs (approved by the Vice-rector for Research and Development on 08/31/2022).

The university has a corporate post office (https://roundcube.hostland.ru), which allows department heads to set deadlines for completing assignments and monitor their execution. Students have the opportunity to use corporate mail, which also allows them to conduct substantive correspondence between themselves and teachers, who also have the opportunity to set and control the deadlines for completing assignments. Thanks to corporate mail, it is now possible to analyze and process communication with colleagues and students.

Information about the dynamics and movement of the contingent in the Tourism program is presented on the department's page on the university's website.

The OP "Tourism" was analyzed for uniqueness and individuality, taking into account national priorities and the demands of the modern labor market. The results of the analysis were reviewed and discussed at a meeting of the department, brought to the attention of all interested parties by posting information on the university's website.

The uniqueness of OP 6B11102 "Tourism" is described in the development plans (approved by the Academic Council of the University on 31.01.2022, Protocol No. 6). The uniqueness of the OP "Tourism" lies in the orientation of the OP to the needs of the region; practice-oriented training due to a larger volume of practical training in the format of practical exercises, the purposeful organization of educational and production practices in Kazakhstani and foreign companies of the tourism and hospitality industry; involvement of leading specialists in the training of tourist personnel (managers and specialists of tourism and hospitality industry enterprises) in the educational process; organization of students' participation in educational, familiarization and professional educational tours and excursions in the Turkestan region, the program of which includes meetings with representatives of the tourism industry, practical classes in the form of master classes, seminars, trainings, etc.; formation of competencies in related industries (public administration, hotel business, sales, etc.); an emphasis on advanced language training.

According to the OP "Tourism", together with the Federation of Sports Tourism of the Republic of Kazakhstan, students annually undergo training in the framework of studying the discipline "Technique and tactics of active types of tourism" with obtaining a certificate of the 1st category in sports hiking and appropriate qualifications. This makes it possible to conduct guided tours, participate in the Championship of the Republic of Kazakhstan in sports hiking.

The transparency of OP design is ensured by involving stakeholders in the development of OP. On 17.01.2022, a meeting was held with stakeholders, at which the criteria for the competitiveness of the OP "Tourism", its uniqueness and positioning in the educational services market were discussed. On 28.02.2022, a meeting was held with employers, students, and teaching staff of the OP "Tourism" on the development and updating of the OP for the 2022-2023 academic year.

In the presented OP "Tourism" (approved by the Academic Council of the University on 03/31/2022, Protocol No. 8), the developers include representatives of teaching staff, employers and students, as well as experts (expert opinions are presented).

The University has developed Regulation PD-35-21 "On Public Information" (approved by the Academic Council on 08/31/2022, Protocol No. 1), which defines the structure, content and responsibility during the public information process.

OPS, development plans, and CEDs by year are posted on the university's website (https://caiu.edu.kz/documentation-by-op /). The university also uses periodicals, reference books, mass media, information banners and brochures, which contain relevant information for a

continuous process of interaction with the general public and interested parties. It was not possible to find information on the results of monitoring and revision of the content of the OP on the university's website.

The university's teaching and methodological documentation is developed in the state and Russian languages. Every year, a plan is developed for the publication of educational and methodological literature on the languages of instruction, methodological guidelines for practice, final certification, internship programs, etc. (supporting documents are provided).

At the beginning of the academic year, the department draws up a plan for the use of information and communication technologies and innovative methods in the educational process, as well as for the publication of video lectures. The departments of the UME and ITO attend teachers' classes, draw up a certificate of attendance, which indicates the methods and technologies used by the teacher during the lesson, and also write recommendations. The results of the visits are discussed at the department meeting. In addition, departments submit reports on the implementation of the plan 2 times a year. The issues of the use of educational technologies are considered at the meetings of the department, the Educational and Methodological Council and the Rector's Office (extracts from the minutes are presented). The monitoring results are not presented.

Planning for the development and implementation of teaching staff's own research in the field of teaching academic subjects in the educational process is reflected in the department's research plan (presented for 2022). During the analyzed period, teaching staff published educational and methodological literature.:

Isakhmetova A. N., Zhazdykbaeva D. P., Abdramanova G. zh.strategic marketing in the hotel industry, 2022; - Isakhmetova A. N., Shadieva A. A., Yazdykbaeva D. P. The Relationship Between Power and business, 2022 G.; - Demeubaeva A. O., Yerkebalaeva V. Z. economics of the social sphere, 2021

No information about the results of their own research was found on the university's website.

In order to increase the number of students, the department annually develops a Career Guidance Plan (the plan for the 2022-2023 academic year is presented). Every year, campaign groups visit schools in Shymkent, travel to the districts of the Turkestan region; an Open Day is held, where applicants are provided with information reflecting the university's positioning in the educational services market; applicants are also attracted through social networks.

The university has a sufficient number of cooperation agreements with Kazakhstani and foreign universities, including academic mobility opportunities. The plans of academic mobility of students for the academic years 2021-2022 and 2022-2023 are presented, which provide for the departure of 3 and 2 students, respectively. Supporting documents are provided for 2 students each.

The development of human resources provided for in the development plans of the OP. The department carried out work to attract teachers and production specialists to the implementation of the OP for the 2022-2023 academic year: Sagindykov B.O. - General Manager of Healy Properties Hotel Canvas LLP.

The principles of student-centered learning and teaching are described in the University's Academic Policy posted on the website.

The Educational and Methodological Department and the Innovation and Technical Department regularly hold seminars for teaching staff in order to explain the principles of student-centered learning and teaching innovative teaching methods. During the analyzed period, seminars were held on the following topics: "Student-centered learning", "Organization of massive open online courses (MOOCs)", "New trends in the use of modern methods and technologies", etc.

The University has developed Regulation PD-27-22 "Assessment of the ranking of the teaching staff and the holding of the competition "The best teacher of the Year" (approved by the

Academic Council on 08/31/2022, Protocol No. 1), which added the item "Development of author's syllabuses, certified teaching methods" to the research section. The final assessment of the rating affects the determination of the category for the relevant position according to the staffing table, approved annually at the beginning of the academic year, and, accordingly, the remuneration for the next academic year after the current one. The tariff schedule for each category is divided into 3 levels, each of which is assigned a corresponding coefficient (Gn-0 high, Gn-1 medium, Gn-2 low). The decision on the category designation is made collectively. Teachers who are leaders of startup projects and subject Olympiads of students who have won prizes also receive financial encouragement.

Regulation PD-33-22 "Educational and methodological complex of the discipline" (approved by the Academic Council of the University on 08/31/2022, Protocol No. 1) establishes the form of the curriculum, which should reflect teaching methods. However, not all syllabuses presented reflect teaching methods, including innovative ones.

Indicators of academic mobility of teaching staff and the involvement of foreign and domestic teachers are provided for in the development plans of the Faculty.

During the analyzed period, the following students were involved in the educational process: Professor N. Mustafa - "Management", "HR Management", Sytky University, Mugla, Turkey; D.D. Karataev - Master of Business in Tourism, graduate of the Swiss Hotel Institute of Montreux University from November 12 to 14, 2022 held seminars "Standards of tourism activity", "Foreign experience in the development of the tourism industry." The information is published on the university's website and on social networks.

The University is negotiating with KaR-Tel LLP to increase the Internet speed to 200 Mbit/s (approbation period), Wi-Fi modems have been purchased to increase the wireless Internet service area (supporting documents are provided).

The University has purchased licensed software (Windows, Msoffice) (supporting documents are provided).

The department's page "Finance, Accounting and Tourism" contains information in the sections "Head of the Department", "General information", "Implemented OP", "Department documents", "Personal page", "Science", "Life of the department", "Awards and achievements", "Educational work", "Cooperation", "Our graduates", "Practice and employment", which reflect sufficient information about the implementation of the OP. The "Personal page" section provides information about the teaching staff of the department in the form of a unified resume form.

An analysis of the university's website, in particular the page of the Department of Finance, Accounting and Tourism, showed that not all information is presented in all the declared languages.

According to OP 6B11102 "Tourism", 3 out of 28 recommendations have been fully implemented, 25 are under implementation, of which 3 have been implemented by less than 50%. The average degree of implementation of the recommendations of the WEC is 64.6%.

(V) DESCRIPTION OF THE VEC VISIT

The work of the WEC was carried out on the basis of the approved Program of the visit of the expert commission on specialized accreditation of educational programs at the Central Asian Innovation University in the period from November 15 to November 16, 2024.

In order to coordinate the work of the WEC, an introductory 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, deans of faculties, heads of departments, teachers, students, graduates, and employers. A total of 142 representatives took part in the meetings (table 1).

Table 1 - Information about participants in meetings with the IAAR CENTURY:

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

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

During the visual inspection, the members of the WEC got acquainted with the state of the material and technical base of the university, which ensures the organization of the educational process in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism": a test center, a library, a reading room, a sports hall, a student canteen, computer classes, laboratories, as well as specialized offices.

Classes were attended during the accreditation period:

- On 11/15/2024, at 10.30 a.m., a lesson by the teacher Zhuman D. in the discipline "Tourism geography" for students of the Turk-23-1 OP 6B11102 "Tourism" group.

The WEC members visited the practice bases:

- TIC "Visit Shymkent";
- JSC SF "Jusan Bank".

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 analyzed the university's 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 the university, developed by the WEC based on the results of the examination, were presented at an online meeting with the leadership on 11/16/2024.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. The standard "Educational Program Management"
☐ The university must demonstrate the development of a goal and strategy for the development of an educational institution 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 institution ensures transparency in the development of an educational development plan based on an analysis of its functioning, the actual positioning of the university and the focus of its activities on meeting the needs of students, the state, employers and other stakeholders.

The management of the Educational institution 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 OP should involve representatives of groups of stakeholders, including employers, students and teaching staff in the formation of a development plan for the OP.

The management of the educational institution 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 OP, the distribution of staff duties, and the differentiation of functions of collegial bodies.

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

The management of the OP 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 OP should carry out risk management.

The management of the educational institution 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 OP, including the analysis and implementation of innovative proposals.

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

The management of the Educational institution confirms the completion of training in educational management programs.

The management of the OP 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.

The evidentiary part

The University's mission is to provide quality education through the development of innovative educational technologies and interaction with employers. Based on this, the Strategic Development Plan of the Central Asian Innovation University for 2024-2029 (Protocol No. 6 of 31.01.2024) sets out the main strategic directions and goals: improving the quality of educational programs and learning processes; improving the quality and effectiveness of scientific research and innovation, commercialization of scientific research; formation of the qualities of intellectual, spiritual, moral and physical development in a specialist as the most important characteristics of human capital; creation of a modern and technologically advanced infrastructure. The Strategic Plan is a fundamental document that sets out the main goals, objectives and mechanism of sustainable development of the university in the medium term (https://drive.google.com/file/d/1e0X04bDWOw9qiWJYm6eEiqMzOBf1D90w/view).

The University has formalized the procedures of the internal quality assurance system, which is based on the following documents: Quality Policy (approved on 03/26/2024, https://drive.google.com/file/d/1_HQanUZYSq4rMgBIanLxKQnc-Hli1ThC/view), quality objectives (approved on 03/26/2024, https://drive.google.com/file/d/1N9VJle9glFjtCwg3fYCKYQGh_C-zK8Nj/view) and a description of the processes set out in a series of internal documents publicly available on the university's website (https://caiu.edu.kz/normativnye-dokumenty /). The responsible structural unit in this area is the Department of Monitoring, QMS and Accreditation (PP-11-21 Regulations on the Department of Monitoring, Quality Management System and Accreditation, https://drive.google.com/file/d/11x-fbFf1pYofzFxmwDQ-yzFeV4d9MR26/view).

The management of educational programs and the development of a quality assurance culture at the university are regulated by documents covering key processes: organizational (https://caiu.edu.kz/normatinye-document-po-org-uchebno-process-ru /), educational (https://caiu.edu.kz/documentation-by-op /), scientific (https://caiu.edu.kz/normativnye-documenty-po-nauchnomu-processu-ru /), educational (https://caiu.edu.kz/normativnye-documenty-po-vospytatelnomu-processu-ru /) and others (https://caiu.edu.kz/normativnye-dokumenty-po-poslevuzov /). These documents ensure the quality and effectiveness of the team's activities, including important regulators such as Academic Policy (https://drive.google.com/file/d/1QBQiZiXC7Rpj8wXZ2cYnanjDdcKAdsO1/view), The Code of Honor of the Faculty and Staff (https://drive.google.com/file/d/10Mm-dPTKK5R_9uffAbBuofme_cERh54J/view), The Student's Code of Honor (https://drive.google.com/file/d/1G6GrThqOR-O1wHEy-rO3y4fsB_hgWAxd/view), Regulations on academic integrity of students, Teaching staff and staff (https://drive.google.com/file/d/1k5R5k90jSKXdtr-nkikj5BLgILU2gO0v/view) and others. The University has also developed a Regulation on the intra-university quality assurance system (PD-23-21, https://drive.google.com/file/d/1GbuM5X4H3f9FmBEXFUHbJlA-uNN1tJl5/view), which serves as the basis for ensuring a standardized approach to the quality of educational activities.

Electronic versions of program, planning, and internal regulatory documents are available to teaching staff, staff, and students.

The university is developing the OP in accordance with the regulatory requirements: PD-51-22 Educational Program Development Plan (https://drive.google.com/file/d/1-L3i4oowvWAdB8u1Bz6NRQphuJC6uTXg/view), DP-05-22 Development of working curricula (https://drive.google.com/file/d/1Rr9g_cwTKfSPkRDadztSuVUplnFnBp-I/view), DP-06-22 Development of a catalog of elective subjects (https://drive.google.com/file/d/1NJC2gEEllw_SDHG7L3AgumgbWgnuFxup/view),

At the university level, the issues of educational development are considered by collegial bodies, among which the key ones are the Academic Council of the University (PP-21-21, Regulations on the Academic Council), the Rector's Office (PP-27-21, Regulations on the Rector's Office), the Educational and Methodological Council (PP-22-21, Regulations on the Educational and Methodological Council), Faculty Councils (PP-05-21, Regulations on the Faculty Council), meetings of departments and other structures. The composition of these bodies includes representatives of employers, teaching staff, students and other stakeholders, which provides a multidimensional approach to discussing and implementing initiatives aimed at the development of educational institutions.

The department has developed Development Plans for OP 6B04106 Accounting and Auditing, 6B04107 Finance and 6B11102 Tourism, which are strategic documents defining the main directions and tactical steps for improving educational programs. Their development is carried out on the basis of the approved regulations set out in the Regulation on PD-51-22 "Educational Program Development Plan" (https://drive.google.com/file/d/1-L3i4oowvWAdB8u1Bz6NRQphuJC6uTXg/view). The development plans of the educational institution are focused on practical training of specialists through professionally oriented courses, the introduction of ICT into the educational process, the creation of a favorable research environment, as well as the systematic improvement of the material, technical and information base. These improvements include modern equipment, specialized classrooms and laboratories, a new university building and dormitories.

Posted on the university's official website (https://caiu.edu.kz/documentation-by-op /), the plans ensure that information about the educational program development strategy is accessible and transparent to all stakeholders, including students, teachers, and employers.

The University pursues a policy of integrating the educational process with scientific research, developing students' professional competencies through scientific activities and the use of their own scientific achievements in educational programs coordinated with employers.

The university has identified risks that significantly affect its activities and implemented mechanisms for their management. The basic principles of risk management are fixed in PD-20-21 "Risk management", PD-21-21 "Assessment of possible risks" (https://caiu.edu.kz/operating-conditions-ru /). These documents regulate policies, procedures, and organizational arrangements aimed at implementing a risk management system at all levels of the university. At the end of the academic year, the process managers prepare risk management reports, which are transmitted to OMSMKiA. Based on these reports, a risk management analysis is carried out, a risk management plan is developed, which, together with a risk map, is reviewed and approved at a meeting of the Academic Council of the University. A risk management plan for 2024-2027 has been developed, which includes a system of measures aimed at reducing the degree of risks threatening the university's activities (https://drive.google.com/file/d/1lqiAa6jFb7lTaXzSAWjJyQsthICNlvu8/view).

The University has developed a "Methodological instruction on the mechanism and methodology for analyzing the implementation of innovative proposals in the educational

process/production within the framework of the educational program" (08/31/2022, https://drive.google.com/file/d/1QadIvul8RO2QOXV-Vf2HHkxXp5tNDpkF/view).

The OP guide is available to students, faculty, employers, and other interested parties. Certain hours are allocated for the reception of staff, students and parents, and on the website (https://caiu.edu.kz/blog-rector-rus /) the rector's blog is available for questions.

The management of the educational institution is systematically trained in educational management programs in accordance with the approved professional development program. Head of the Department of Business and Tourism, Candidate of Economics Shadieva A.A., senior lecturers Kazanbayeva Zh.S. and Turakulova L.R., Candidate of Economics, successfully completed courses in the program "Management in Education" (NMC "ZIAT", Astana, August 14-26, 2023, https://drive.google.com/drive/u/0/folders/1XSAAFDywCQHsZPsej2UYSKQNJj7pyGqn).

The analytical part

During the visit, the Higher School of Economics made sure that the university's management was actively implementing the results achieved: a significant part of the recommendations given under the previous external quality assurance procedure were successfully implemented. Examples of the implementation of specific improvements were demonstrated, such as updating the operating system, improving infrastructure and introducing modern management methods. In addition, the commission noted the cohesiveness of the team, which carefully and coordinated preparations for the visit, which confirms the high level of cooperation and commitment to the common goals of the university's development.

As part of the assessment of the fulfillment of the criterion concerning the demonstration of the individuality and uniqueness of the development plans of the University, as well as their consistency with national development priorities and the university's development strategy, the WEC identified a number of positive and problematic aspects. In particular, it was noted that the development plans of the University were developed in accordance with the mechanism approved at the university. This process included discussions with key stakeholders, which demonstrates the involvement of stakeholders and the consideration of their opinions when shaping program development directions. However, during the analysis, it founds that the development plans of the University were not consistent with the current development strategy of the university. Although the strategy was developed and approved at the beginning of this year, almost a year after its adoption, the development plans of the OP were still not aligned with it. This fact indicates the lack of an effective coordination mechanism and the relationship between strategic management at the university level and the development of plans at the university level. The inconsistency of the university's development plans with the university's strategy creates risks of separation of management decisions and may negatively affect the implementation of the university's long-term goals related to strengthening its position in the national and international educational space. It also contradicts the principles of a systematic approach to management, according to which the development strategy should serve as the basis for the formation of all plans and program documents of the university.

During the visit, including interviews with university representatives and a study of the submitted documentation, the WEC found no evidence of innovation in the university's activities, which raises serious questions about compliance with the stated expectations and requirements. The lack of visible innovation is particularly critical, given the name of the university, which implies a high level of responsibility for the implementation and development of innovative practices. This positioning creates expectations for stakeholders related to advanced educational technologies, teaching methodologies, and modern approaches to managing the educational

process. The discrepancy between the stated status and the actual state of affairs can negatively affect the reputation of the university, as well as the trust of students, partners and the general public. In addition, the lack of systematic innovation management indicates shortcomings in strategic planning, since innovation activities must be integrated into the structure and process of developing and implementing an innovation strategy. This implies the availability of mechanisms for analyzing current trends, attracting scientific and pedagogical developments, introducing digital technologies, as well as active interaction with industry and other stakeholders to generate and implement new ideas. This gap indicates the need for a fundamental revision of approaches to innovation management. A university with a claim to "innovative" status should be a leader in the field of best practices and innovations, demonstrating not only their presence, but also their impact on the quality of education, research and interaction with society.

During the survey, 69.5% of teaching staff (41 people) answered "very well", 27.1% - "good" (16 people), 1.7% (1 person each) - "relatively bad" and "bad" to the question "What attention is paid by the management of the educational institution to the content of the educational program?".

To the question "How is the innovative activity of teaching staff encouraged?" 54.2% (32 people) answered "very well", 42.4% - "well" (25 people), 3.4% - "relatively poorly" (2 people).

The results of the student survey showed high satisfaction with the explanation of the rules and strategies of the educational program (fully satisfied – 85.8% (133 people), partially satisfied – 11.6% (18 people), partially dissatisfied – 1.9% (3 people).

85.8% of students (133 people) are fully satisfied with the level of accessibility and responsiveness of the leadership. partially satisfied – 14.2% (22 people).

Strengths of OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism":

- One of the advantages of the university management and the OP is their focus on progress: the achievements achieved since the last external quality assurance procedure are actively implemented in preparation for the next stages of assessment.

VEC recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- By February 1, 2025, to ensure the revision of the development plans of the University in accordance with the Strategic Development Plan of the Central Asian Innovation University for 2024-2029.

- By the beginning of the 2025-2026 academic year, ensure the development of a clear strategy for innovative development, including the creation of a system for monitoring and evaluating innovation, as well as stepping up work with academic and professional communities to find and test new solutions.

The conclusions of the WEC according to the criteria:

According to the standard "Educational Program Management", OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" have 1 strong, 14 satisfactory positions, 2 criteria require improvement.

6.2. The Information Management and Reporting Standard

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

The OP's management demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system.

The management of the OP demonstrates the existence of a reporting system reflecting the activities of all structural divisions and departments within the OP, 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 security, including identifying those responsible for the accuracy and timeliness of information analysis and data provision.

The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.

The 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 OP.

The information collected and analyzed by the university within the framework of the OP 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 OP 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 OP should help to provide the necessary information in the relevant fields of sciences.

The evidentiary part

The University has developed a procedure for implementing information flows in accordance with PD-31-21 "Information Management Strategy for 2021-2025", PD-35-22 "On Public Information" and PD-28-22 "Official Website", which establishes those responsible for the accuracy, timely analysis and provision of data.

The frequency of informing stakeholders is determined by the university's management and depends on the need for up-to-date information, the public value of information, changes in the development strategy, innovations in the organizational structure, changes in management and the educational process, as well as updating the documentation of the quality system.

The University uses AIS Platonus for information management and reporting (https://caiu.edu.kz/platonus-2 /), which automates the learning process and contributes to the improvement of the internal quality assurance system.

The university's information resources include the official website (https://caiu.edu.kz /#) and social media accounts: WhatsApp (8-705-9777721), VK (caiuedu), Facebook (oaiu.edu), YouTube (oaiu.education), Instagram (oaiu.edu.kz , business_tourizm_oaiu).

The systematic use of processed and relevant information to improve the internal quality assurance system and its continuous improvement is regulated by the University's regulatory documents: KP-01-21 "Strategic planning and operational management", KP-02-21 "Monitoring and analysis of the quality of the management system", DP-01-21 "Management of documented information", DP-02-21 "Conducting internal audit", DP-03-21 "Management of nonconformities and corrective actions". All these documents provide a systematic approach to quality management and are available for review on the university's official website (https://caiu.edu.kz /, https://caiu.edu.kz/documented-procedures /). As part of the implementation of the documented procedures, OMSMKiA annually conducts internal audits of all processes performed in the university's structural divisions. Audits are aimed at identifying inconsistencies and then implementing corrective actions, which helps eliminate deficiencies and continuously improve the internal quality assurance system.

As part of the OP, a regular reporting system has been introduced that covers all levels of the structure and includes an assessment of the effectiveness and efficiency of departments. All departments of the university develop work plans for the academic year, which are approved at meetings of the Academic Council (Minutes No. 1 dated 08/28/2024) or the Educational and Methodological Council (Minutes No. 1 dated 08/28/2024). Based on the results of the activities, semi-annual and annual reports are compiled analyzing the implementation of the plan. The reports are also approved at meetings of the relevant collegial management bodies and allow the management to evaluate the implementation of the development plan of the OP. Departments monitor the implementation of plans for the development of educational institutions based on indicators of completed and unfulfilled work for the current academic year, analyze the reasons for non-fulfillment and offer recommendations for their elimination.

Within the framework of the QMS of the university, the collection, analysis and presentation of accounting information is carried out through paper documentation, questionnaires, personal inquiries, statements, memos, the rector's blog and social networks. The management of the university and educational programs holds meetings with students to discuss emerging issues.

The Innovation and Technology Department (PP-16-21, Regulations on the Innovation and Technology Department) coordinates the informatization of the university, the development of information culture and the introduction of innovative technologies in educational activities.

The protection and safety of information at the university is ensured by a clear distribution of roles and functions in the information systems used, the use of antivirus programs, server system administration, backup system, restriction of access to rooms with servers, as well as the technical equipment of these rooms to ensure security. PD-31-24 Information Management Strategy for 2024-2029 has been developed (https://drive.google.com/file/d/1G_1LRJlDbvLz32xbiZKUsKyOexM8gUCi/view).

The University has developed PR-01-21 "Rules of documentation and documentation Management" (https://drive.google.com/file/d/1AUCUbs5ilberVTtwUSmLgwHoZDKcXFF7/view). Information about the university's activities, including the results of the analysis, is recorded in the annual reports of structural divisions and reports on areas of activity (educational, methodological, research, educational, financial, administrative, international activities and academic mobility, etc.). The individual reports of the teaching staff serve as the basis for the formation of the cathedral reports.

The reports are discussed at meetings of the collegiate governing bodies of the university, such as departments, faculties, the educational and methodological Council, the Academic Council and the rector's office, after which appropriate management decisions are made.

The University has introduced collegial and corporate forms of governance, including the following bodies: the Academic Council (PP-21-21, Regulations on the Academic Council), the Educational and Methodological Council (PP-22-21, Regulations on the Educational and Methodological Council), the Board of Trustees (PP-25-21, Regulations on the Board of Trustees), the Rector's Office (PP-27-21, Regulations on the Rector's Office), the Youth Affairs Committee (PP-23-21, Regulations on the Youth Affairs Committee), the trade union organization (PP-03-21, Regulations on the primary organization of the Public Association "Kazakhstan Branch Professional Union of Education and Science Workers" in the city of Shymkent) and others. Collegial management bodies are actively involved in planning, monitoring and improving the university's educational system.

To assess the effectiveness of the OP's activities, stakeholders are annually involved in a survey on satisfaction with the quality of educational services (PD-19-22 Monitoring the quality of the educational process through questionnaires, https://drive.google.com/file/d/1ujHLW_6o42cMRxH5rK0oGP5o8_p6LzxV/view). The results of the survey are discussed at the meetings of departments and faculty councils, where decisions are made on the implementation of corrective measures. The Department of Monitoring, Quality Management System and Accreditation is responsible for the organization and conduct of surveys.

The University's conflict of interest prevention policy is based on the implementation of preventive measures, including informing teaching staff, staff and students about internal regulatory documents, requirements for the organization of the educational process, activities of structural units and internal regulations. Special attention is paid to the formation of a corporate culture that ensures equality of rights and obligations of all participants, as well as respect for their personal dignity.

To prevent conflict situations, the university has developed and put into effect key documents such as Academic Policy (https://drive.google.com/file/d/1_chV367-Kx-wT1Avkhn5-Dxdldz1l9GL/view), The Code of Honor of the Faculty and Staff (https://drive.google.com/file/d/10Mm-dPTKK5R_9uffAbBuofme_cERh54J/view), The Code of Honor of Students (https://drive.google.com/file/d/1G6GrThqOR-O1wHEy-rO3y4fsB_hgWAxd/view), Regulations on academic integrity of students, Teaching staff and staff (https://drive.google.com/file/d/1k5R5k90jSKXdtr-nkikj5BLgILU2gO0v/view) and others. The work on conflict prevention and resolution is carried out in an organized and planned manner with the active participation of the university administration (rector's office, dean's offices), as well as staff and students.

All interested persons have the opportunity to contact the deans and their deputies, as well as the head of the registrar's office and his deputy at the numbers indicated in the Call Center section on the university's website (https://caiu.edu.kz/call-center /). It is possible to address work issues to the vice-rectors and heads of departments in a working mode without prior appointment. In addition, anyone can contact the rector personally through his blog on the university's website (https://caiu.edu.kz/blog-rector-rus /). There are also contacts of the heads of departments and teaching staff on the university's website, which indicates the openness of the management and its attention to developing feedback from interested parties.

The University collects, processes and protects personal data in accordance with the legislation of the Republic of Kazakhstan "On Personal Data and their protection". Due to the requirements of this law, employees and teaching staff document their consent to the processing of personal data when signing an employment contract. Students document their consent to the processing of personal data when applying for admission to the first year (PD-36-21 Regulations on the collection, Processing, Storage and Protection of personal data of Employees and Students, https://drive.google.com/file/d/1huTuPlziiQcUanuzAPoQTR_1vQFvW1rf/view).

The analytical part

The Commission notes that the university has a multi-level information and reporting management system covering both traditional and digital flows. The university's documents are distributed in electronic and paper formats. The information collected, including statistical data processing, is used to prepare analytical reports and informed decisions. At the same time, the Commission emphasizes the importance of further digitalization of the processes of collecting and monitoring reporting information on OP.

During the study of the university's documents, there were no clearly defined and documented criteria for the effectiveness and effectiveness of the OP. This creates the need for their formulation and fixation, since the lack of key performance indicators can lead to a blurring of priorities, complicate monitoring and making informed management decisions. The annual assessment of the programs based on approved indicators will allow us to quickly identify their strengths and weaknesses, make adjustments to the implementation of programs and improve their compliance with the requirements of students, employers and the labor market.

An analysis of internal regulatory documents, in particular the Rules for competitive filling of vacant positions and others, showed that they still contain an outdated requirement for advanced training once every five years. This fact can mislead teachers and create organizational difficulties in planning their professional development. Moreover, many documents are based on the university's Strategic Development Plan for 2021-2025. To eliminate these risks and ensure compliance of the regulatory framework with current legal requirements, it is necessary to audit internal documents and promptly make changes to them. In addition, the university is recommended to implement a systematic approach to the regular updating of internal regulatory documents in accordance with the ongoing changes in legislation and internal management. This will allow for timely response to changes, eliminating the possibility of inconsistencies, strengthen employee trust and improve the quality of educational process management.

During the online survey of teaching staff, 66.1% of teaching staff (39 people) rated the feedback level of teaching staff with management as "very good", 32.2% - "good" (19 people), 1.7% - "relatively bad" (1 person).

79.7% of teaching staff (47 people), partially satisfied – 13.6% (8 people), dissatisfied – 1.7% (1 person), found it difficult to answer – 5.1% (3 people).

69.5% of teaching staff (41 people) rated the openness and accessibility of the university administration to teachers as "very good" and 30.5% as "good" (18 people).

At the same time, to the question "How does the management and administration of the university perceive criticism of themselves?" 39% of teaching staff (23 people) answered "very well", 55.9% - "good" (33 people), 3.4% - "relatively bad" (2 people), 1.7% - "very bad" (1 person).

An online survey of students showed:

- 81.9% of students (127 people) are fully satisfied with the content and information content of the educational organization's website in general and faculties in particular, 15.5% (24 people) are partially satisfied, 1.3% (2 people) are partially dissatisfied, 0.6% (1 person each) are dissatisfied and found it difficult to answer.);

- 87.7% of students (136 people) are fully satisfied with the speed of responding to feedback from teachers regarding the educational process, 11% (17 people) are partially satisfied, 0.6% (1 person each) are partially satisfied and found it difficult to answer;

– students are fully satisfied with informing students about courses, educational programs and academic degrees. 83.2% of students (129 people), partially satisfied – 14.2% (22 people), partially dissatisfied – 1.9% (3 people), found it difficult to answer – 0.6% (1 person).

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

The recommendations of the WEC for OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism":
- In 2025, define and document the criteria for the effectiveness and effectiveness of OP, annually evaluate OP based on approved indicators.
- By February 1, 2025, to conduct an audit and operational updating of internal regulatory documents regarding the requirements for the frequency of teacher training in accordance with current Qualification requirements. Regularly update internal regulatory documentation in accordance with changes in regulatory legal acts in the field of higher and postgraduate education, as well as the Strategic Development Plan of the university.

Conclusions of the WEC according to the criteria:
According to the Information Management and Reporting standard, OP 6B04106 Accounting and Audit, 6B04107 Finance, and 6B11102 Tourism have 17 satisfactory positions.

6.3. The standard "Development and approval of an educational program"
☐ The university must demonstrate the existence of a documented procedure for the development of an educational program and its approval at the institutional level.

The university must demonstrate the compliance of the developed OP 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 OP must be clearly defined, explained and correspond to a certain level of the NSC, QF-EHEA.

The management of the OP should demonstrate the modular structure of the program based on ECTS, ensure that the structure of the OP 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 OP must demonstrate the conduct of external expertise of the OP.

The management of the OP must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the OP.

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.

The evidentiary part
OP 6B04106 Accounting and Audit, 6B04107 Finance, 6B11102 Tourism were developed on the basis of the Law of the Republic of Kazakhstan "On Education", the State Mandatory Standard of Higher Education dated June 20, 2022 No. 2, Standard Rules of Higher and

Postgraduate Education Organizations dated October 30, 2018 No. 595, as well as other regulatory documents. The programs comply with the requirements of the NRK, Professional Standards, Dublin Descriptors and the European Qualifications Framework. The main document regulating the preparation of the OP is PD-04-24 "Educational program" (05/31/2024).

Academic committees, formed according to the areas of training or groups of educational programs of higher and postgraduate education, are engaged in the development of educational programs. The committees include teachers, employers, and students. The goals, objectives and functions of the committees are defined in PP-43-22 "Academic Committee" (08/31/2022).

The developed modular OPS are being improved taking into account the opinions of all interested parties. The OP is subject to an external examination by the employers. Reviews are presented: on OP 6B11102-Tourism: Kalkabayev A.M. (Head of the Tourism Development Department of the State Institution "Department of Tourism, External Relations and Creative Industry of Shymkent"), Umarov E. (head of the KSU "Tourist Information Center "Visit Shymkent" of the Department of Tourism, External Relations and Creative Industry of Shymkent); on OP 6B04106 Accounting and audit: Ermetov D.G. (Director of Dani-Nan Export LLP), Asanbekova S.N. (POB "Association of Accountants"), according to OP 6B04107-Finance: Kainazarova S.B. (Director of the Collection Agency Nur Collector Kazakhstan LLP), Uzbekov E.M. (Deputy Head of the State Department of the Ministry of Finance of the Republic of Kazakhstan for the city of Shymkent), who ensure the improvement, modernization and updating of the implemented OP

The University develops graduate models, which are presented in the OP structure. The graduate's competence model is developed on the basis of the State Educational Standard of the Republic of Kazakhstan.

The objectives of the OP 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. The content of academic disciplines and the learning outcomes of accredited students correspond to the level of education.

The University has created conditions for internships: programs have been developed, internship agreements have been concluded, etc., in accordance with PR-05-24, the organization and conduct of professional practice (06/28/2024, https://drive.google.com/file/d/1JG95RY3B-35KWJGSOXVT_rzjzwDEOFYz/view?pli=1). The main purpose of professional practices is the formation of practical skills in professional activity. The leading organizations and enterprises of the city and the region have been identified as practice bases: for OP 6B04106, Accounting and auditing are Akzholserviscenter LLP, Velmast LLP, AkarysBekarys LLP, Oil-del LLP, Resonance LLP, Sad-Ai Kurylys LLP, Arlando LLP, South Damu LLP, NurtanBilding LLP, Open consulting. The practice bases for OP 6B11102 Tourism are the Double Tree by Hilton Symkent Hotel, Shymkent LLP, the Department of Tourism, External Relations and Creative Industry of Shymkent City), the Visit Shymkent Tourist Information Center of the Department of Tourism, External Relations and Creative Industry of Shymkent City, Open consulting, LLP Shymkent Tourist, IP OpenConsalting. Practice bases OP 6B04107 Finance – IC Nomadinshurans, MKO KMF, JSC JusanBank, JSC Eurasian Bank, JSC ForteBank, JSC Kazakhstan Halyk Bank, JSC KaspiBank, Collection Company Captain Supervision, Open consulting. An analysis of the list of practice bases showed that the represented enterprises corresponded to the specifics of accredited OPS.

The University prepares students for professional certification through theoretical and practical OP courses. On October 8, 2024, a visiting lecture was held by S.N. Asanbekova, Director of the Association of Accountants, on the topic "Certification of Accountants in the Republic of Kazakhstan", where certification issues were discussed in the disciplines "Financial Accounting

1, 2", "Managerial Accounting 1, 2" and "Financial Analysis" on the basis of the department "Business and Tourism". The 1C-Accounting license program has been installed in classroom 504; students are being recruited for courses, after which a certificate is issued.

The educational process uses mass open online courses (MOOCs), the organization and use of which is regulated by the "Regulations on the organization and use of mass open online courses in the educational process" (approved at the meeting of the Management Committee, Protocol No. 1 dated 03/26/2021). Upon completion of the MOOC, the student receives a university certificate indicating personal data, the name of the course, the final score, the achieved learning outcomes and areas of study within which the learning outcomes can be counted.

The content of the university's curriculum is harmonized with the programs of foreign educational organizations. Within the framework of the cooperation agreement with Jalal-Abad State University named after In 2022, Osmonov developed a joint educational program "Accounting and Financial Analytics". The teaching staff of the department, together with foreign partners, actively participates in educational, methodological and scientific work aimed at improving the educational process. Special attention is paid to the introduction of interactive teaching methods and the implementation of the principles of international distributed learning.

The analytical part

During the visit, the experts analyzed the OPS and the educational and methodological support for their implementation. The documentation has been developed in accordance with the university guidelines and regulatory requirements of the Republic of Kazakhstan. At the institutional level, the procedures for developing and documenting the OP are clearly defined and performed with high quality. The University demonstrated the participation of teaching staff, students and employers in the working groups on the development of the OP, which is reflected in the structure of each program.

The content of the OPS and the sequence of their implementation correspond to the current demands of the labor market. The results of training in disciplines and professional practices are consistent with the overall learning outcomes provided by the OP.

Based on the analysis, experts note a high level of documentation and compliance of the OP with regulatory requirements and labor market demands. However, in order to further enhance the competitiveness and uniqueness of educational institutions, it is important to focus on their positioning in the educational market.

The practice of universities shows that the lack of a clear strategy for positioning OP at the regional, national and international levels limits its promotion and reduces its attractiveness to the target audience. Defining criteria for the competitiveness and uniqueness of the OP will allow us to focus on its strengths, which contributes to a more effective attraction of applicants, strengthening the image of the program and increasing its demand among students, employers and partners. In addition, bringing the results of the analysis and the developed strategy to the attention of stakeholders - students, teachers and partners - will ensure their involvement and support, as well as an understanding of the unique benefits of the program. This approach will contribute to the formation of a strong brand of the educational institution and its successful integration into the educational space at all levels.

An online survey of teaching staff conducted during the IAAR IEC visit demonstrated that the content of the educational program meets the needs of 55.9% of the surveyed teaching staff "very well" (33 people), 42.4% (25 people) "well", 1.7% (1 person) "relatively poorly"

(69.5% of teaching staff (41 people) believe that the attention of the educational institution's management to the content of the educational program is "very good", 27.1% - "good" (16 people), 1.7% - "relatively bad" and "bad" (1 person each).

55.9% of teaching staff (33 people) rated the support of the university and its management for the development of new educational programs as "very good", 42.4% - "good" (25 people), 1.7% - "relatively bad" (1 person).

A survey of students showed that 84.5% were fully satisfied with the quality of educational programs (131 people), 13.5% of students (21 people) are partially satisfied, 0.6% (1 person each) are partially dissatisfied, not satisfied, found it difficult to answer.

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

VEC recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- In the 2025-2026 academic year, the management of the Educational institution should develop and implement a strategy for positioning educational institutions in the regional, national and international educational markets, focusing on their unique features, competitive advantages and relevant marketing initiatives.

Conclusions of the WEC according to the criteria:
According to the standard "Development and approval of educational programs", OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" have 12 satisfactory positions.

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

☐The university should ensure a review 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 in order to achieve the goal of the OP and continuous improvement of the OP.

- Monitoring and periodic evaluation of the OP 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 OP.

The management of the OP should publish information about the changes in the OP, inform interested parties about any planned or undertaken actions within the framework of the OP.

Support services should identify the needs of different groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, and mastering the OP in general.

The evidentiary part

Monitoring and periodic evaluation of educational standards is carried out within the framework of the quality management system based on internal regulatory documents, including PD-22-21 "Monitoring the quality of education" (https://drive.google.com/file/d/11b70WkggMXvWDrN7Kk-ZeTOqrsECH_2D/view). The document regulates various types of monitoring, such as analysis of current academic performance, assessment of the quality of graduate training, organization of the educational process, teaching disciplines, satisfaction of participants in the educational process, professional development of the teaching staff and other aspects.

The University regularly carries out internal control of the educational process aimed at identifying the strengths and weaknesses of the departments within the framework of the implementation of the Educational program. The main purpose of monitoring is to develop recommendations on how to eliminate shortcomings and disseminate successful experiences.

The effectiveness of the educational process is assessed on the basis of indicators determined by the criteria of departmental regulatory documents and university resources, including the scientific potential of teaching staff, educational and laboratory facilities, library fund and other resources.

To provide feedback, departments provide reports on corrective actions, which allows them to monitor the implementation of the plan to eliminate identified deficiencies and maintain the quality of the educational process at a high level.

The university has implemented a learning outcomes assessment system based on regulatory legal acts and internal documents. All academic achievements of students are recorded and stored in the AIS "Platonus", which allows you to keep records of achievements, generate transcripts and automatically calculate GPA.

Issues of the effectiveness of the OP and the quality of students' knowledge are regularly reviewed at meetings of collegiate bodies such as the department, the faculty Council and the Academic Council.

Monitoring of students' academic achievements is carried out through current, milestone and final performance monitoring using a point-rating knowledge assessment system. The students' progress is analyzed based on the results of the examination sessions, which are recorded in the examination sheets and transcripts. The procedure for conducting current, boundary and final control is regulated by PR-02-23 "Rules for organizing and conducting final certification of undergraduate students" (https://drive.google.com/file/d/1MNviq_WR58AGTW9tpl9wKB8BIO4Q39VW/view).

In order to assess the satisfaction of internal needs, the university has organized a regular survey of students, teachers and employers, which is conducted by the Department of Monitoring, Quality Management System and Accreditation. The survey conducted each academic period evaluates the degree of satisfaction of students and graduates with the quality of the educational process, and employers with the quality of graduate training in specialties, areas of training and forms of study. This activity is regulated by PD-19-22 "Regulation on monitoring the quality of the educational process by interviewing students, Graduates and Employers" (https://drive.google.com/file/d/1ujHLW_6o42cMRxH5rK0oGP5o8_p6LzxV/view).

To ensure high-quality classes, classrooms and classrooms of the university are equipped with computers and modern technical training facilities. Syllabuses, lecture abstracts, methodological recommendations and instructions for conducting seminars and practical classes, SROP and SRO have been developed for all disciplines of educational programs.

The functioning of the university library creates the necessary conditions for students' self-education. The library is equipped with educational and methodical literature of domestic and foreign authors, regulatory legal acts of the Republic of Kazakhstan, as well as a constantly

updated database of electronic materials, which is especially important in the context of the transition to distance learning.

The OP is regularly reviewed taking into account changes in the labor market, the needs of employers, scientific achievements and social demands of society.

The external quality control system for the implementation of the OP includes university accreditation procedures and participation in the OP ratings conducted by various independent organizations, which helps to ensure their compliance with modern requirements and increase competitiveness.

The analytical part

As a result of the analysis of the self-assessment report, the materials of the official website and online conversations with university staff, the WEC notes that the university is taking measures to regulate the monitoring and evaluation process of the OP. The monitoring mechanisms are clearly described and implemented within the framework of the current quality management system.

The submitted documents show that all activities carried out on the basis of monitoring are reflected in the university's documentation: in the decisions of the Academic Council, the Rector's Office, in the documents of the departments, as well as in measures developed based on the results of internal and external audits, an analysis of the functioning of the QMS and corrective actions related to identified or potential inconsistencies.

The monitoring and evaluation of students' academic achievements is carried out in accordance with the principles of academic integrity and the academic policy of the university.

The analysis of educational and methodological documentation has shown that the assessment systems used by teachers do not always demonstrate sufficient effectiveness and compliance with modern requirements of the educational process. This can lead to inconsistencies in assessment methods with the set educational goals and reduce students' motivation to learn. Regular and systematic monitoring of the effectiveness of assessment systems will make it possible to identify their strengths and weaknesses, assess the degree of compliance with the requirements of curricula and the demands of the labor market. The results of such monitoring will help develop recommendations for teachers aimed at introducing more objective, transparent and effective assessment methods, which will ultimately contribute to improving the quality of the educational process and the level of graduate training.

According to the results of a survey of teaching staff, 42.4% (25 people) believe that the students' knowledge acquired at this university corresponds "very well" to the realities of the modern labor market, 54.2% rate it "good" (32 people), 3.4% - "relatively bad" (2 people).

42.4% of teaching staff (25 people) believe that university curricula form students' ability to analyze situations and make forecasts "very well", 55.9% - "well" (33 people), 1.7% - "relatively poorly" (1 person).

83.9% of students (130 people) are fully satisfied with academic the workload and requirements for the student, 14.2% - partially satisfied (22 people), 0.6% (1 person each) - partially dissatisfied, not satisfied, found it difficult to answer.

82.6% of students (128 people) expressed full agreement that the material proposed by the teacher is relevant and reflects the latest achievements of science and practice, agree – 12.9% (20 people), partially agree – 3.9% (6 people), completely disagree - 0.6% (1 person).

The objectivity and fairness of teachers 85.8% (133 people) are fully satisfied, 11.6% (18 people) are partially satisfied, and 1.9% (3 people) are partially dissatisfied.

80.6% (125 people) fully agree that the assessment criteria used by the teacher are clear, 13.5% (21 people) agree, 4.5% (7 people) partially agree, 0.6% (1 person each) disagree and completely disagree.

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

VEC recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- The university management should annually monitor the effectiveness of assessment systems used by teachers in the framework of academic disciplines; the results of monitoring should be discussed at meetings of collegial management bodies.

Conclusions of the WEC according to the criteria:

According to the standard "Continuous monitoring and periodic evaluation of educational programs", OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" have 9 satisfactory positions, 1 criterion requires improvement.

6.5. The 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, ensuring 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 OP should determine the mechanisms for distributing the educational load of students between theory and practice within the framework of the OP, ensuring that each graduate learns the content and achieves the goals of the OP.

An important factor is the availability of own research in the field of teaching methods of OP 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.

The evidentiary part

The implementation of the goals and objectives of the OP is based on respect and attention to various groups of students. This is in line with the university's mission to provide quality

education through the development of innovative educational technologies. The educational process implemented at the university and at the department is based on a personality-oriented model, where the key factor is the personality of the student and its uniqueness. Such an educational environment promotes the development of each student, regardless of their initial capabilities, emphasizing the importance of individuality.

The university has created conditions to ensure accessibility and support for students with different needs. Students with disabilities have access to an electronic library and online educational information databases containing educational and methodological complexes of disciplines. These measures are regulated by PD-61-23 "Organization of inclusive education" (https://drive.google.com/file/d/1e1u0yLVJFmi1Y-7Q0-74qAhBve7MLNI7/view), which confirms the university's commitment to the principles of inclusive learning.

Systematic social support work covers financial assistance to orphaned students, children left without parental care, as well as students from low-income and socially vulnerable families. Places in student dormitories are provided for nonresident and international students, and talented young people receive additional support to develop their abilities.

For the successful adaptation of first-year students to the conditions of the credit system of education, the university provides a reference guide (https://drive.google.com/file/d/1hgsTec0nSDQdrdYU1U3NP9zPgKhGRly3/view), which includes information about internal regulations, the work of services, tuition fees, and generalized assessment criteria.

International students receive comprehensive adaptation support both within the framework of academic activities and during extracurricular activities. This contributes to the development of their speech and socio-cultural competence, helping them to successfully integrate into the educational and social environment of the university.

The autonomy of students at the university is supported in accordance with the requirements of the credit technology of education. The key role in this process is played by the adviser, whose activities are regulated by PD-10-21 "Activities of advisors" (https://drive.google.com/file/d/16ot0nGER5yUZwNtWbyhEobjw-etMm_Es/view). It is assumed that the advisor represents the academic interests of students, provides them with the necessary information about the organization of the educational process and assists in the preparation and adjustment of the IEP.

The procedure for registration for elective subjects and the formation of an individual curriculum is regulated by PR-03-22 "Rules for registration of students for disciplines" (https://drive.google.com/file/d/1JX6NMQ4uTLt2LaLAU7plQt-Ga1WAaMsO/view).

To build an individual learning trajectory at the university, a systematic catalog of elective subjects is updated and developed annually. Catalogs are created taking into account the interests of students, the needs of the labor market and the demands of employers. They are available on the university's website (https://caiu.edu.kz/documentation-by-op /).

During the examination sessions, the University organizes appeals commissions to ensure openness and transparency of work. At the meetings of departments and Faculty Councils, the results of intermediate and final attestations of students are regularly discussed, as well as work is carried out with students experiencing difficulties in meeting academic requirements. These processes are regulated by PR-07-22 "Rules for the organization and conduct of ongoing monitoring of academic performance and intermediate certification of students" (https://drive.google.com/file/d/1YieRNQ8QQxIOhQGtGzIxC32d18qmgS2D/view).

For convenience and transparency, all students receive individual logins and passwords to access the Platonus AIS, where they can view study materials, schedules, and academic results.

The university has established a system for responding to students' appeals and complaints, which operates on a one-stop-shop basis. For the convenience of students, various communication channels are available: a Student Service Center, a call center, online complaints, the rector's blog, and trust boxes. This ensures efficiency and transparency in resolving emerging issues.

The issues of the application and effectiveness of active and innovative teaching methods are regularly discussed at the level of departments, educational and methodological commissions and bureaus of faculties, as well as the educational and methodological council of the university. To share their experience, teachers organize mutual visits to classes, conduct open classes and actively share practices in using modern approaches to learning. These measures contribute to improving the quality of the educational process and stimulate the introduction of innovative teaching methods.

The analytical part

The analysis showed that, despite the formal existence of a procedure for choosing elective subjects, students do not have a real opportunity to influence the formation of their educational trajectory. The subjects defined by the administration are taught without taking into account the requests and preferences of the students. Moreover, students are not informed about their rights to choose subjects and the procedure for implementing this procedure. This situation undermines the basic principles of a student-centered approach, reduces students' motivation and satisfaction with the educational process. The lack of transparency in the choice of disciplines and feedback mechanisms makes the process insensitive to student requests, which reduces the quality of educational services and their compliance with modern requirements. The revision of the elective subjects selection procedure and its updating in accordance with the principles of student-centered learning are necessary to restore students' confidence in the process. Providing access to complete information about disciplines and explanatory work will allow students to consciously shape their educational trajectories.

In the modern educational space, teaching requires the integration of world science achievements, modern teaching and assessment methods, as well as the introduction of the results of their own research into the learning process. The analysis revealed that currently teachers do not always apply modern approaches to teaching, limiting themselves to traditional methods, which reduces the attractiveness of teaching methods for students and their compliance with international standards. The development and implementation of a training plan for teaching staff will create conditions for the development of advanced technologies and teaching methods. This will allow teachers to update their approaches to organizing classes, make them more interactive and aimed at developing students' key competencies. The inclusion of new knowledge and methods in the content of the subjects taught will ensure the updating of the teaching methods and their adaptation to modern requirements. The introduction of a feedback system will make it possible to evaluate the effectiveness of the implemented changes, identify the strengths and weaknesses of the updated approaches and make the necessary adjustments.

The next stage should be the preparation of a plan for the development and implementation of teaching staff's own research in the field of teaching methods, which will be an important step to strengthen the scientific component of the educational process. This approach will allow the university not only to adapt its research facilities to modern challenges, but also to enhance their uniqueness by integrating the results of internal scientific research. Regular dissemination of information about the results of such research on the university's website will ensure transparency and openness of educational activities, strengthen the trust of students, partners and society. In addition, it will create opportunities for the exchange of experience with other educational

institutions and the scientific community, which will contribute to the professional growth of teaching staff and improve the image of the university.

The analysis of syllabuses has shown that the existing procedures for evaluating learning outcomes do not always correspond to the stated planned results and goals of the OP. In some cases, assessment criteria and methods do not provide transparency and consistency, and in some cases they are completely absent, which limits students' ability to prepare for assignments in accordance with established requirements. Such a situation can reduce the objectivity of the assessment, undermine students' trust in the educational process and negatively affect the motivation of students. Bringing assessment procedures in line with the objectives of the OP, developing a transparent and consistent mechanism, as well as publishing evaluation criteria and methods in advance will not only increase the objectivity and transparency of the process, but also improve the quality of the educational process as a whole. It will also provide students with a better understanding of the expected learning outcomes and increase their involvement in the educational process.

61% of teaching staff (36 people) believe that teachers can use their own learning strategies "very well", 37.3% - "well" (22 people), 1.7% - "relatively poorly" (1 person).

64.4% of teaching staff (38 people) can use their own teaching methods "very well", 33.9% (20 people) can do "well", 1.7% can do "relatively poorly" (1 person).

53.9% of teaching staff (35 people) assess the possibilities of using innovations in the learning process "very well", 39% - "good" (23 people), 1.7% - "relatively bad" (1 person).

54.2% of teaching staff (32 people) rated the level of stimulation and involvement of young professionals in the educational process "very good", 44.1% - "good" (26 people) and only 1.7% - "bad" (1 person).

89% of students (138 people) are completely satisfied with the quality of teaching, 10.3% (16 people) are partially satisfied, 0.6% (1 person) are partially dissatisfied.

83.9% of students (130 people) fully agree that equal opportunities are provided to all students at the university, 12.3% (19 people) agree.), partially agree – 3.2% (5 people), completely disagree – 0.6% (1 person).

84.5% (131 people) fully agree with the fact that the teacher uses effective teaching methods, agree – 12.3% (19 people), partially agree – 2.6% (4 people), 0.6% (1 person) completely disagree.

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

VEC recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":
- Before the beginning of the formation of students' IEP for the 2025-2026 academic year:
- to review and update the elective subjects selection procedure, ensuring its compliance with the principles of student-centered learning;
- to explain to students their rights and the procedure for making a choice;
- ensure transparency of the process through access to information about disciplines;
- strengthen the role of advisors in advising students for an informed choice of disciplines;
- to develop a mechanism for monitoring the implementation of the procedure and monitoring the compliance of teaching with student requirements;
- create a feedback system to promptly identify and eliminate violations.
- In the 2025-2026 academic year, develop and ensure the implementation of a plan of training activities for teaching staff in the field of teaching based on modern achievements of world science and practice, the use of various modern teaching and assessment methods, the development

and implementation of their own research in the field of teaching methods in the educational process; by the beginning of the 2026-2027 academic year, reflect the results obtained in the content of the taught to provide feedback on the effectiveness of their use by the end of the 2026-2027 academic year.

- By the end of the 2024-2025 academic year, 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.

- To ensure the objectivity of the assessment of learning outcomes within individual disciplines, by the beginning of the spring semester of the 2024-2025 academic year, the management of the educational institution should organize work on reviewing syllabuses of academic disciplines for the availability of criteria and methods for assessing student achievements, as well as their compliance with the planned results and goals of the educational institution.

The WEC's conclusions on the criteria:
According to the standard "Student-centered learning, teaching and assessment of academic performance", OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" have 5 satisfactory positions, 5 criteria require improvement.

6.6. The "Students" standard

 The university must demonstrate the 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 OP 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.

The evidentiary part

The WEC experts note that the policy of forming a contingent of students at the university is implemented in accordance with regulatory documents, such as the Standard Rules for Admission to Educational Organizations that implement educational programs of higher education, and the Rules for awarding an educational grant to pay for higher education.

The formation of a contingent of students is carried out through the placement of a state educational order for the training of scientific personnel, as well as through tuition fees from citizens' own funds and other sources. Admission of students to the OP is conducted on a competitive basis in accordance with the requirements of the Ministry of Education and Science of the Republic of Kazakhstan, based on the results of passing the UNT or CT, which is regulated by PR-06-23 "Rules for admission of applicants" (https://drive.google.com/file/d/1VGXCwxFp_gv_2c-UQDtN53VBhFp9q6Hj/view).

Information about the university's list of OP, admission rules, and required package of documents is available on the university's official website (https://caiu.edu.kz /) in the section "Applicants", on the information stands of the admissions committee, as well as in advertising booklets. University departments, in preparation for the admission campaign, develop plans and schedules for career guidance, including events with the participation of faculty members of departments, organization of Open Days and meetings with students of schools and colleges, which is regulated by PD-32-21 "Career guidance" (https://drive.google.com/file/d/1R7nz3bf-iZuNHI75Vf3dJGfj9k-4aunb/view).

Department	Course	language	6B04106 Accounting and audit	6B04107 Finance	6B11102 Tourism
full-time	1 course	Kazakh	57	34	54
		Russian			1
	2 course	Kazakh	41	63	27
		Russian		20	
	3 course	Kazakh	35	38	14
		Russian		9	
	4 course	Kazakh	37	58	18
		Russian	16	18	
full-time abbreviated (based on Type)	1 course	Kazakh	30	6	9
		Russian			
	2 course	Kazakh	53	18	8
		Russian			

	3 course	Kazakh	20	10	1
		Russian			
full-time shortened (based on higher education)	1 course	Kazakh	20	15	1
		Russian			
	2 course	Kazakh	14	15	1
		Russian			
		Всего	**323**	**304**	**134**

The University implements a set of measures aimed at forming a student body and strengthening its image in the region and the republic. This work is reflected in the strategic development plan of the University and is based on constant monitoring of the quality of educational and educational processes, which is regulated by KP-05-21 "Organization of social and educational work" (https://drive.google.com/file/d/1vtQTu0JonTs4AmxkmWJEZu1cE41Oqq0p/view).

Reference materials have been developed for applicants and first-year students, including a guidebook that contains information about the specialties and professional opportunities of graduates (https://caiu.edu.kz/putevoditel-ru /). The University has also developed and is implementing PD 58-22 "Student Adaptation" (https://drive.google.com/file/d/1c4l8nhl5XNQUfz1asJHUtiKU5gOJytXx/view), as well as PG-01-22 "Program for the support and adaptation of international students" (https://drive.google.com/file/d/1TPk4Rq689bMQUEeK6Je7nEVZsTCuRiIf/view), providing comfortable conditions for their integration into the educational and social environment of the university.

The issues of organizing admission, forming a contingent, as well as the results of admission are considered at meetings of departments, deans, rectorates and the Academic Council. The formed contingent of students according to the forms of education is approved by the rector. Currently, the number of students enrolled in OP 6B04106 Accounting and Auditing, 6B04107 Finance, 6B11102 Tourism is 761 people (Table 2).

Table 2 - The number of students enrolled in accredited educational institutions

PR-04-22 Rules for Transfer, reinstatement and Expulsion of students have also been developed (https://drive.google.com/file/d/1MjYcsYarDky67JUShcF9FHv_Vhqg5BNi/view).

The University cooperates on the recognition of qualifications with the Center for the Bologna Process and Academic Mobility of the Ministry of Education and Science of the Republic of Kazakhstan, which is part of the ENIC-NARIC information network. The university has developed a mechanism for recognizing learning outcomes obtained during academic mobility, additional, formal and non-formal education (PD-37-22 "Procedure for the transfer and recertification of disciplines", https://drive.google.com/file/d/1V2I7T1eCOZw0MA9XN-v4GUPa7xvmyYzk/view; PD-38-22 "Recognition of the results of additional formal and non-formal education", https://drive.google.com/file/d/1PFq-x5rM_EOzkH5Ok7KDj22JTNI4CuNu/view). The basis for the transfer of previously mastered disciplines of the same name are the submitted documents (academic certificate, transcript).

The development of academic mobility of students is one of the priority areas of the university's activities, which is regulated by PD-11-23 "Academic mobility of students"

(https://drive.google.com/file/d/1_lc0yxrL-ICYPthWdiXBsFBo4PUoJ1IC/view). As part of the implementation of academic mobility programs, the university has concluded agreements with a number of foreign and Kazakhstani universities, including Tambov State University named after G.R. Derzhavin University, Jalal-Abad State University, International University of Tourism and Hospitality, Miras University, Shymkent University and others. These agreements open up opportunities for students to participate in exchange programs, internships, and studies at partner universities, which helps expand their academic and professional experience.

All types of practice at the university are provided with the necessary teaching materials, and their completion is documented in the form of reports. Contracts are concluded annually with leading enterprises of the city and the region for the organization of professional practice of students, which is regulated by PR-05-24 "Rules for the organization and conduct of professional practice" (https://drive.google.com/file/d/1JG95RY3B-35KWJGSOXVT_rzjzwDEOFYz/view).

University graduates are given a diploma supplement (transcript) along with their diploma, which indicates the grades for each academic discipline in a point-rating letter system indicating the amount of the discipline in credits. At the request of the students, a European diploma supplement is additionally issued.

Students of accredited educational institutions actively participate in all cultural events at the city, regional and republican levels. They make a significant contribution to the cultural life of the region, improve their performing skills and delight with their achievements. The social and educational work of the University is organized in accordance with KP-05-21 "Organization of social and educational work" (https://drive.google.com/file/d/1vtQTu0JonTs4AmxkmWJEZu1cE41Oqq0p/view).

The University has a Youth Affairs Committee, whose activities are regulated by PP-23-21 "Regulations on the Youth Affairs Committee" (https://drive.google.com/file/d/1yZREVob8iCW5_y5hPbHOuWG_PcJe4ljY/view). The main purpose of the Committee is to create conditions for the spiritual, cultural, educational and physical development of young people, the disclosure of their creative potential, the implementation of socially significant initiatives, as well as the education of socially active citizens who are able to contribute to the development of society.

The University carries out systematic monitoring of graduate employment, analyzing the results by education levels and educational programs, which is regulated by PD-18-21 "Graduate Employment" (https://drive.google.com/file/d/1O7WiUWiDaAwqAW-QXeYNfVp3vbrV1KW7/view). To strengthen ties with graduates and form a stable system of interaction, an Alumni Association has been established, whose activities are regulated by PP-24-21 "Regulations on the Alumni Association" (https://drive.google.com/file/d/1eZue9HIMgzNoFLeEAt8xp3bZhJ4H-xOp/view). The main goals of the Association include the development of corporate spirit, bringing together students and graduates of different generations, supporting their social and professional self-realization, as well as promoting graduates at the regional, national and international levels.

The analytical part

The members of the Higher School of Economics confirm that the university implements a transparent and regulated student body policy that covers the full life cycle of the educational process and is based on national regulations and internal documents of the university. Experts also note that the university provides graduates with documents confirming their qualifications. These documents reflect the achieved learning outcomes, the status and content of the education received, which meets the established requirements and contributes to the recognition of graduates' qualifications.

The university has developed a regulation on the recognition of the results of additional formal and non-formal education, but in practice its application remains insufficiently effective. Today, university students actively participate in various courses, internships, including international programs that contribute to the development of their professional and personal competencies. However, the results of these educational activities are often not reflected in the individual educational trajectories of students and are not officially recognized. This fact reduces the potential of non-formal education in the context of professional development and increasing the competitiveness of graduates in the labor market. The development of an effective mechanism for recognizing the results of non-formal education based on the existing situation will integrate the acquired knowledge and skills into the educational process, provide students with the opportunity to take these achievements into account when forming an educational trajectory, and also increase the awareness of students and teaching staff about the importance and possibilities of such a learning format. Regular clarification of these aspects will contribute to a more active involvement of students in educational initiatives and increase the overall level of their professional training.

The results of the student survey showed that:

- 83.2% (129 people) are fully satisfied with the availability of academic counseling, 12.9% (20 people) are partially satisfied, 1.3% (2 people) are partially dissatisfied, 0.6% (1 person) are not satisfied, 1.9% (3 people) are undecided.;

- 82.6% (128 people) are fully satisfied with the availability of health services, 13.5% (21 people) are partially satisfied, 2.6% (4 people) are partially dissatisfied, 1.3% (2 people) are not satisfied;

– 83.9% (130 people) are fully satisfied with the availability of library resources, partially satisfied – 13.5% (21 people), partially dissatisfied and dissatisfied – 0.6% (1 person each), found it difficult to answer – 1.3% (2 people);

- 88.4% (137 people) are fully satisfied with the existing educational resources, 9% (14 people) are partially satisfied, 1.3% (2 people) are partially dissatisfied, 0.6% (1 person each) are dissatisfied and found it difficult to answer; – the

relationship between student and teacher is completely satisfied – 83.9% (130 people), partially satisfied – 14.2% (22 people), partially dissatisfied – 0.6% (1 person), dissatisfied – 1.3% (2 people).

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

WEC recommendations for OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism":

- In the 2025-2026 academic year, develop an effective mechanism for recognizing the results of non-formal education. Regularly conduct awareness-raising activities among students and teaching staff about the possibilities and necessity of non-formal education.

Conclusions of the WEC according to the criteria:

According to the "Students" standard, OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" have 11 satisfactory positions, 1 criterion requires improvement.

6.7. The "Teaching Staff" Standard

The university should have an objective and transparent HR policy in the context of the OP, 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 OP 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 in the educational process (for example, on-line learning, e-portfolio, MOSS, etc.).

□ The university should demonstrate the focus 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.

The evidentiary part

The Commission got acquainted with the qualitative and quantitative composition of teaching staff of accredited educational institutions, the principles of teaching staff management: planning the workload of teaching staff, monitoring the implementation of the individual teaching staff plan, methods for assessing the satisfaction of teaching staff and students, the policy of forming the staff of teaching staff.

The recruitment and evaluation of the university's teaching staff are regulated by regulatory documents. PD-34-21 "Personnel" has been developed to manage the personnel management process in the quality management system (https://drive.google.com/file/d/1FNOIU-vEYYMjwPpd0nQaWRFDniY4T9JL/view), PD-56-22 "Personnel policy" (https://drive.google.com/file/d/1jy-A5ziGQUzxPLDabVj4sQILqoRf2vk7/view), PD-50-21 "Job qualification characteristics of scientific and pedagogical staff", which determine the sequence of actions necessary to ensure the quality of education.

In addition, the MD-01-21 "Teaching Staff Competence Model" operates at the University (https://drive.google.com/file/d/1gSGJ4Kzi7b_qe-cnIAmpjGirkTUBKuf8/view) and PR-09-21 "Rules of competitive replacement of positions of teaching staff and researchers" (https://drive.google.com/file/d/1P-m0oHcE9XIqfWm6-mmypwXzFj4E_JXa/view), which regulate the procedure for competitive selection and appointment to positions, which ensures transparency and objectivity of the university's personnel policy.

The main regulatory act regulating labor relations at the university is PD-01-21 "Regulations on Internal Regulations" (https://drive.google.com/file/d/11VA9Zq8uhqbfKpCdAe_V-Tec7OnwsoEp/view). This document defines the procedure for hiring and firing employees, the legal status of the parties to an employment contract, the working hours, rest periods, as well as incentive and penalty measures applied to employees, and other aspects of the employment relationship. The current professional activities of the teaching staff are regulated by job descriptions, which clearly define the duties and powers of employees within their professional activities.

The University ensures the completeness and adequacy of individual planning of the work of teaching staff in all types of activities, as well as monitors the effectiveness and effectiveness of the implementation of individual plans. The calculation of the labor intensity of the educational load is carried out on the basis of working curricula of educational programs in accordance with the Rules of the educational process organization on credit technology of education. To regulate this activity, PD-06-22 "Regulations on time standards for planning and accounting for teaching staff and types of academic work" has been developed (https://drive.google.com/file/d/1kT4mScNPOi2H6dHBG0rPvx4xdikFiNjA/view), which sets out the requirements for planning the work of teaching staff, defines the types of work and standards of teaching load.

According to the staffing table, accredited OPS are staffed with teaching staff as follows:

Table 3 – Quantitative and qualitative composition of teaching staff in the 2024-2025 academic year

Indicator	6B04106 "Accounting and audit"	6B04107 "Finance"	6B1102 "Tourism"
Total teaching staff, person	52	51	27
Including full-time teaching staff	44	44	25
from them:			
With a PhD degree	-	3	-
With a candidate degree	22	20	10
With a master's degree	20	23	12
Settling down	42	52	37

The University creates conditions for the development of academic mobility of the teaching staff, which is regulated by PD-25-23 "Regulations on Academic Mobility of the teaching staff" (https://drive.google.com/file/d/1uIunU4VCk3M5ITnwVWtmcDww28Lc3vCu/view), providing opportunities for the exchange of experience and professional growth.

To monitor the competence of the university staff, the rector's office, the personnel department and the heads of structural divisions periodically assess the compliance of employees with the established requirements of job descriptions. This is done through attending "open" classes, mutual visits, student questionnaires, and other methods. The competence of employees is also determined within the framework of certification, which is a comprehensive assessment that takes into account the professional potential and contribution of the employee over a certain period of time.

The University has a staff rating system aimed at stimulating the professional and personal development of the teaching staff. This system is regulated by PD-27-22 "Assessment of the ranking of the teaching staff and the holding of the competition "The Best teacher of the Year" (https://drive.google.com/file/d/1pAtINX3goDQBh7MP75B7EKIpPhv_P3e9/view). The rating of teachers is determined on the basis of a point system developed by the university, and is

expressed as a percentage salary supplement, which is regulated by PD-26-21 "Regulations on Remuneration and financial incentives (bonuses)" (https://drive.google.com/file/d/1s3zrEB0QISXc6dS4ZFlP1GcKpMoXK3DT/view). Such a system allows employees to be rewarded for their achievements and contributes to improving the quality of the educational process.

The department performs contractual research work: "Designing and implementing a management system and financial and economic planning of an enterprise in the context of Kazakh and international legislation based on electronic document management with the implementation of a trilingual business environment" (No.409-051 dated 08/31/2022) in the amount of 2,500,000 tenge for MAS&Company LLP; "Economic assessment, research, development and implementation of the system financial planning in "TZHS Turkestan ZHOLSERVICE" (No. 0409-029 dated 04.04.2022) in the amount of 700,000 tenge. for "TZHS Turkestan ZHOLSERVICE"; "Management in sports, functioning in market conditions through the rational use of material, labor and information systems" (No. 409-086 dated 06/04/2024) in the amount of 1,040,000 tenge for IP Ida

The University is aware of its responsibility for employees and strives to create the most favorable conditions for their work. The moral and psychological climate at the departments is characterized by stability, mutual respect and a creative approach to fulfilling professional duties. Labor and performance discipline are maintained at a high level. Teachers actively participate in the social life of the city and the Republic, making a significant contribution to the development of society.

The analytical part

The members of the IAAR IEC confirm that the university's personnel policy is implemented in accordance with the development strategy and is aimed at meeting the university's needs for professional labor resources. All procedures of the university's personnel policy are transparent and accessible, strictly documented and meet the requirements of current legislation.

The university's HR staff meets the established requirements, and teachers regularly undergo advanced training. However, the results of interviews with structural divisions showed that the university lacks a responsible link coordinating the professional development of the teaching staff. This leads to insufficient systematization of work in this area and limits the possibilities of long-term career planning for teaching staff. The creation of a specialized structural unit and the development of a comprehensive professional development program will help solve this problem by providing a systematic approach to professional development, career growth and maintaining the professional competence of the entire staff.

The commission also noted that academic mobility of teaching staff is not sufficiently developed. Increasing academic mobility of teachers and attracting leading scientists to the educational process is an important condition for the university's integration into the global educational space. In the context of globalization and rapidly growing competition among universities, academic mobility is becoming an integral part of the professional development of teaching staff, allowing them to share experiences, master advanced educational technologies and implement the best international practices in the learning process. Despite the presence of individual cases of teachers traveling abroad, their number is insufficient, taking into account the total number of teaching staff of the department. This indicates the need for more active work to create conditions for employees to participate in international conferences, exchange programs, internships and other forms of professional mobility.

In addition, the involvement of leading domestic and foreign scientists in the educational process makes it possible to enrich educational institutions with modern approaches, increase their

competitiveness and create a unique educational environment that will contribute to the professional and personal development of students. The development and implementation of systemic measures in this direction will allow the university to achieve significant success in the process of integration into the global educational space.

According to the results of a survey of teaching staff conducted by IAAR experts, it was found that:

- the university provides opportunities for teaching staff to use their own innovations in teaching – "very good" and "good" – 59.3% (35 people) and 39% (23 people);

- Teaching staff rate the support of the university and its management of research activities "very good" - 57.6% (34 people), "good" - 39% (23 people), "relatively bad" - 3.4% (2 people);

- 44.1% of teaching staff (26 people) rate the organization of work on academic mobility "very well", "good" - 52.5% (31 people), 3.4% - "relatively bad" (2 people);

- the ability of teaching staff to combine teaching with scientific research is "very good" - 44.1% (26 people), "good" - 52.5% (31 people), 3.4% - "relatively poor" (2 people);

- 81.4% of teaching staff (48 people) are fully satisfied with the terms of remuneration, partially satisfied – 11.9% (7 people), dissatisfied – 1.7% (1 person), undecided – 5.1% (3 people);

- working conditions, list and quality of services provided at the university, fully satisfied 84.7% (50 people), partially satisfied 10.2% (6 people), found it difficult to answer – 5.1% (3 people);

- 71.2% of teaching staff (42 people) are fully satisfied with the provision of a social package: rest, sanatorium treatment, etc., 13.6% (8 people) are partially satisfied, 10.2% are not satisfied (6 people), 5.1% are undecided (3 people).

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

VEC recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- By the end of the 2024-2025 academic year, the university management will determine the structural unit responsible for the professional development of teaching staff; develop and implement a comprehensive professional development program for teachers, ensure its implementation, including professional development, career development planning and maintaining the professional competence of the entire staff.

- By the beginning of the 2025-2026 academic year, develop and begin implementing an action plan to expand the external and internal mobility of teaching staff in the context of secondary education and attract foreign and domestic teachers.

Conclusions of the WEC according to the criteria:
According to the "Teaching staff" standard, OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" have 8 satisfactory positions, 2 criteria require improvement.

6.8. The 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 OP must demonstrate the sufficiency of classrooms, laboratories, and other facilities equipped with modern equipment to achieve the goals of the OP.

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.

The evidentiary part

University students are provided with access to a variety of socio-cultural and sports facilities. The students have at their disposal a dormitory with an area of 3,600 m2 with 274 seats, three dining rooms with 300 seats, a modern sports complex with an area of 2,388 m2, including a swimming pool (462.1 m2), a gym (751.8 m2) and a fitness room (261 m2), equipped with the necessary equipment. There is also a sports hall with an area of 268.2 m2 in building "B".

Two medical centers in different buildings with a total area of 45.5 m2, two libraries with reading rooms (total area 270.9 m2), a testing center (204.2 m2), a stadium (2400 m2) and a tennis court (641.2 m2) are organized for students.

The OPS are equipped with the necessary material base, including a classroom fund, educational laboratories, five computer classrooms with 72 computers and a testing center equipped with 75 computers. Students have access to computers connected to the Internet, including during extracurricular hours.

Medical care for students is provided through attachment to the city student polyclinic, as well as under an agreement with Dr. Orynbayev Medical Center LLP.

An assembly hall with an area of 1,695 m2 is used for cultural events, which allows organizing various events and celebrations.

For an effective and regular analysis of the sufficiency of resources and student support systems, sociological research is conducted at the university. These studies identify the degree of student satisfaction with the educational process, the level of teaching and social conditions, as well as their wishes. This work is carried out in accordance with PD-19-22 "Regulation on monitoring the quality of the educational process by interviewing students, graduates and employers" (https://drive.google.com/file/d/1ujHLW_6o42cMRxH5rK0oGP5o8_p6LzxV/view).

The University has developed regulatory documentation regulating the organization and educational and methodological support of the educational process, as well as research and educational work. This documentation is available to students in the library, departments, and on

the university's official website. In addition, PD-61-23 "Organization of inclusive Education" has been developed to support equal access to education (https://drive.google.com/file/d/1e1u0yLVJFmi1Y-7Q0-74qAhBve7MLNI7/view), on the basis of which the university has created conditions for the implementation of inclusive education.

The student has the opportunity to contact the curator of his group for support at any time (PD-02-21 "Regulations on the curator of academic groups", https://drive.google.com/file/d/1xa816tBK9o2aOCLQCe3H9595i_pJRDYA/view), to the adviser (PD-10-21 "Regulations on the activities of advisors", https://drive.google.com/file/d/16ot0nGER5yUZwNtWbyhEobjw-etMm_Es/view), to the head of the graduating department, to the dean's office of the faculty or the student office (PP-13-21 "Regulations on the Student Office", https://drive.google.com/file/d/1eSJVcrG4JVKWJJ2CTzEy15_4q-oB6Dy_/view). The response to the student's request is provided, depending on its nature, either directly on the spot or by submitting an application and then receiving a response within the time limits set by regulatory documents.

The university has a student support service, the Student Service Center (PP-18-21 "Regulations on the Student Service Center", https://drive.google.com/file/d/1XpofS6tjRMuNW1j1Uc40v_PYjSs5Y_oI/view), which provides all categories of students with the opportunity to familiarize themselves with the requirements for the educational process, financial discipline and behavior. The Center also organizes consultations, promotes the formation of an individual educational trajectory, supports independent work, provides after-school access to reading rooms and computer classes, and also encourages students to participate in the activities of public associations and university management processes.

Student scientific circles are actively functioning at the university (PP-15-24 "Regulations on the Student Scientific Circle", https://drive.google.com/file/d/1VNBVXSGAk3-GtgI9KtWhdiigu3kCU3ep/view) and clubs, including "Sanaly Urpaq" (PP-12-21 "Regulations on the SANALY URPAQ Student Club", https://drive.google.com/file/d/1EPYy7DxntCLvcl8pzcdnJbi4-DzYLET5/view). The Council of Young Scientists is also working to promote the scientific development of students (PP-34-24 "Council of Young Scientists", https://drive.google.com/file/d/1iU2vdhXXzt1lvGibMKj8BCKELnISRoRE/view).

Students actively participate in Olympiads, competitions and other scientific events held on the basis of PD-41-24 "Student Research work" (https://drive.google.com/file/d/1A35fbmDn-o-cc-AZBbUtLh4YOdipywgM/view). For active participation in the life of the university and achievements in various activities, various types of incentives are provided for students studying on a contractual basis, which is regulated by PD-03-21 "Regulation on Benefits and Scholarships" (https://drive.google.com/file/d/1aRF5g8e-Eb8YlIFPsPwpTnzWtUcy4rGC/view).

Access to educational, methodological and administrative information necessary for students is provided through the university's official website, which contains pages with links to AIS Platonus, an automated information system designed to manage the educational process.

Teachers and students of the departments actively use the educational resources available at the university. Among them is the library, which is part of the Republican Interuniversity Electronic Library (RMEB) and operates on the basis of PP-17-21 "Regulations on the Library" (https://drive.google.com/file/d/1sF97TBP_xVYQ93Upbjb_BJANEjGZGH3d/view), computer labs, as well as a testing center operating in accordance with PP-09-21 "Test Center" (https://drive.google.com/file/d/1lydbYprIaDrAzlRnJhzUnwpRJulpU48M/view), and others resources that support the educational process.

The provision of educational, methodological and scientific literature is presented in Table 4.

Table 4 - Provision of educational, methodical and scientific literature

Type of resource	Number of		
	kz	rus	total
OP 6B04106 "Accounting and audit", 6B04107 "Finance"			
Educational, methodical and scientific literature on OOD	126	71	197
Educational, methodical and scientific literature on databases and PD	403	202	605
total	529	273	802
OP 6B1102 "Tourism"			
Educational, methodical and scientific literature on OOD	125	69	194
Educational, methodical and scientific literature on databases and PD	191	95	286
total	316	164	480

The university checks research and graduate papers for plagiarism in accordance with the requirements of PD-30-21 "Verification of works for uniqueness" (https://drive.google.com/file/d/1PZ5roFEbdjC37Ee4AfckWbEoBJ-CDFbx/view). To implement this procedure, the university has concluded agreements with organizations providing access to the automated Anti-Plagiarism system. Detailed requirements for the verification and registration of theses (projects) are set out in PD-13-23 "Thesis (project)" (https://drive.google.com/file/d/1x9Kj02tTg-3O54Vkw62mHl1m0sQJ5b6G/view).

Software tools used to provide OP, for example, the 1C Accounting program (contract No. 58 for the provision of a range of services to support 1C software products:Enterprise 8 dated 04/29/2024) are completely identical to the software used in domestic enterprises.

The university's educational programs are focused on the needs of potential employers. The key task in this direction is to establish effective interaction between the university and employers, create stable feedback channels and actively involve employers in the educational process.

The analytical part

In general, educational resources and student support systems meet the qualification requirements: there are necessary classrooms, computer labs equipped with educational equipment. The existing classroom fund of the educational institution as a whole provides the need for educational facilities for students, which ensures the organization of training sessions.

An analysis of existing resources has shown that the fund of educational, methodological and scientific literature, as well as access to scientific databases, in some cases do not fully meet the requirements of modern educational standards and the needs of students, teachers and employers. This is especially true in specialized disciplines, where the availability of relevant

literature and access to cutting-edge research are critically important for the training of competent specialists. In addition, many students and teachers face restrictions in accessing the necessary electronic resources, which affects the quality of the educational and scientific process. Regular analysis and updating of information resources will not only eliminate these problems, but also create conditions for the university's integration into the international educational and scientific space. The development and implementation of a plan to update the library's collection, expand subscriptions to scientific databases and introduce new electronic resources will contribute to the development of students' professional competencies, increase the level of scientific research and strengthen the university's position in the educational services market.

VEK IAAR, having analyzed the submitted documentation, conducted interviews with students, teaching staff, revealed insufficient implementation of the principles of student-centered learning. The Commission notes that students are not informed about the possibility of choosing an educational path, and are not involved in the formation of an individual learning path. Previously, the university had already been given a recommendation on the design and implementation of changes related to the transition to student-centered learning, but the implementation of this recommendation requires further strengthening. The development of an internal regulatory document will make it possible to systematize approaches to student-centered learning and ensure their consistency at the OP level. The organization of staff and faculty training will ensure that they understand their role in supporting students, and explanatory work and consulting support will create conditions for the active involvement of students in the process of managing their studies. These measures are aimed at improving the quality of education and meeting the modern requirements of the educational process.

66.1% of teaching staff (39 people) are fully satisfied with the organization and quality of meals at the university, 18.6% (11 people) are partially satisfied, 10.2% (6 people) are not satisfied, 5.1% (3 people) are undecided.

71.2% of teaching staff (42 people) are fully satisfied with the organization and quality of medical care., partially satisfied – 15.3% (9 people), dissatisfied and found it difficult to answer – 6.8% (4 people each).

57.6% of teaching staff (34 people) rate the sufficiency and accessibility of necessary scientific and educational literature in the library "very well", 39% - "good" (23 people), 1.7% - "relatively bad" and "bad" (1 person each).

According to the results of the student survey:

- 81.9% of students (127 people) are "fully satisfied" with classrooms and classrooms for large groups, 14.8% (23 people) are "partially satisfied", 1.9% (3 people) are "partially dissatisfied", 1.3% (2 people) are "not satisfied".;

- 81.3% (126 people) are "fully satisfied" with the rest rooms for students, 14.2% (22 people) are "partially satisfied", 2.6% (4 people) are "partially dissatisfied", 0.6% (1 person) are "not satisfied", 1.3% are undecided (2

83.9% (130 people) are "fully satisfied" with the available computer classes, 12.9% (20 people) are "partially satisfied", 1.3% (2 people) are "partially dissatisfied", 1.9% (3 people) were undecided.;

- 82.6% (128 people) are "fully satisfied" with the provision of the hostel, 14.2% (22 people) are "partially satisfied", 0.6% (1 person) are "partially dissatisfied", 2.6% are undecided (4 people).

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

VEC recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- By the end of the 2024-2025 academic year, conduct a comprehensive analysis of the compliance of information resources with the needs of the educational system, including library collections and access to scientific databases; based on it, develop a plan for their updating and expansion, ensuring the relevance of educational, methodological and scientific literature in all disciplines, as well as access to advanced scientific and educational electronic resources.

- By the beginning of the 2025-2026 academic year, to develop an internal regulatory document regulating the implementation of student-centered learning, including mechanisms for ensuring the choice of educational trajectory by students; to train staff and teaching staff on its application; to organize explanatory work and consulting support for student involvement.

Conclusions of the WEC according to the criteria:

According to the standard "Educational resources and student support systems", OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" have 11 satisfactory positions, 2 criteria require improvement.

6.9. The "Informing the Public" Standard

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 OP, 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 OP 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.

The evidentiary part

The university uses a wide range of methods to inform the general public and stakeholders. These include appearances in the media, including publications in national and regional print media, as well as stories on regional and city television devoted to public life and the educational

process. Information about the university is posted on the official website (https://caiu.edu.kz /#), which provides information about the institution's history, mission, strategy, teaching staff, divisions, international relations, admission rules, educational process, educational scholarships, news, events, and contact information. Printed materials, presentations, and videos are used to visually present information, as well as information stands, posters, and banners. The University distributes information booklets on specialties and actively organizes events such as the "Open Day", "Job Fair", as well as meetings with representatives of various economic organizations, which allows for interaction with potential students and partners.

The image of the university and the dissemination of information about its activities play a key role. The department is interested in informing the public, the main tool of which is the official website of the university - https://caiu.edu.kz /. The website's activity is regulated by PD-28-22 "Official Website" (https://drive.google.com/file/d/1npR0ylEICOe3c3lZqEBYJGQLOve7XBpH/view). The website's functionality includes the rector's blog and the admissions committee's blog, which provide an opportunity for user feedback.

PD-35-22 "Public information" has been developed at the University (https://drive.google.com/file/d/1VNEI_FycdTf3ymIEsOeej4MeRmetgiwx/view), which defines the structure, content and responsibility of the public information process, as well as PD-31-24 "Information Management Strategy for 2024-2029" (https://drive.google.com/file/d/1G_1LRJlDbvLz32xbiZKUsKyOexM8gUCi/view).

The University provides open publication of complete and reliable information about its activities, including the rules for admission of applicants, the list of educational programs, terms and forms of study, contact information, as well as other useful information for applicants, students and all interested parties. Teachers of the departments actively participate in events aimed at informing a wide audience about the offered educational opportunities, achievements and learning prospects.

Information about the OP is available not only on the official website, but also on information stands, booklets and other printed materials, which allows you to reach a wider range of interested parties. To assess satisfaction with the quality of the information provided and the level of awareness about the activities of departments, the work of teaching staff, as well as the specifics and implementation of the OP, questionnaires, surveys, and feedback from students, applicants, and other participants in the educational process are conducted annually. This allows us to take into account opinions and suggestions for further improvement of the university's information policy.

Information about qualifications awarded after graduation is available for viewing on the university's official website. Information about the assessment procedures is posted in the student's personal account at AIS Platonus (https://caiu.edu.kz/information-and-educational-portal-ru /). In their personal account, students can view their academic achievements, individual curriculum, teaching materials uploaded by teachers, class schedules and exam sessions, as well as access announcements and other important information.

On the university's page (https://caiu.edu.kz/naar-ru /) the results of external evaluation procedures, data on the university's participation in national and international OP ratings are presented. In addition, information about partnership agreements and cooperation with various organizations, including cooperation in educational programs, is posted (https://caiu.edu.kz/contracts /).

The analytical part

Having conducted conversations with the rector, vice-rectors, deans, heads of departments, heads and employees of structural divisions, students, faculty, representatives of employers' organizations, IAAR notes that each focus group referred to the university's website in one way or another during the interview. This confirms the fact that the official website is the main source of information.

At the same time, the analysis of the website showed that the published information is not always provided in a timely manner, and its content could be more complete and detailed. The university's website does not fully disclose the competitive advantages of the university and accredited educational institutions in the educational services market. In particular, coverage of the educational process, scientific achievements, and interaction with partners is fragmented and insufficiently broad, which limits the ability of the target audience to form a holistic view of the educational process. In this regard, it is recommended to ensure the regular publication of up-to-date and detailed information that reflects key aspects of the OP's activities. This practice will increase information openness, strengthen trust in the university and improve the perception of the OP by potential applicants, students and partners.

Earlier, during the previous accreditation period, the management of the Faculty received a recommendation to provide complete objective information about the teaching staff on the university's website and update it at the beginning of each semester. The members of the WEC, having studied the university's website, revealed that the information about the teaching staff was last updated in 2021. It follows that the recommendation is not being fully implemented. In this regard, it is strongly recommended to update the information about the teaching staff before the beginning of the spring semester of the 2024-2025 academic year and to establish a process of their systematic updating in order to meet the requirements of information openness, ensure the reliability of data and strengthen the image of the faculty.

A survey of students conducted during an online visit to IAAR showed that students express satisfaction with the content and information content of the university's website in general and faculties in particular (81.9% - 127 people); informing the requirements in order to successfully graduate from this specialty (84.5% - 131 people); informing students about courses, educational programs, and academic degrees (83.2% - 129 people).

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

VEC recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":
- Ensure that the management of the Educational Institution regularly publishes information that reflects the educational process, scientific achievements, interaction with partners and other key aspects important for forming a holistic view of the educational institution.
- Before the start of the spring semester of the 2024-2025 academic year, the management of the faculty is recommended to update the information about the teaching staff on the university's website and ensure that it is regularly updated at the beginning of each semester.

Conclusions of the WEC according to the criteria:
According to the "Public Information" standard, OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" have 12 satisfactory positions.
(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD

According to the standard "Educational program Management":

Strengths of OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism":

- One of the advantages of the university management and the OP is their focus on progress: the achievements achieved since the last external quality assurance procedure are actively implemented in preparation for the next stages of assessment.

According to the Information Management and Reporting standard:

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

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

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

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

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

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

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

According to the "Students" standard:

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

According to the "Teaching staff" standard,

there are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

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

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

According to the standard "Informing the public":

There are no strengths in OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism".

According to the standard "Standards in the context of individual specialties":

There are no strengths in OP 6B04106 "Accounting and Auditing", 6B04107 "Finance", 6B11102 "Tourism".

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

According to the standard "Educational program Management"

Recommendations for OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism":

- By February 1, 2025, to ensure the revision of the development plans of the University in accordance with the Strategic Development Plan of the Central Asian Innovation University for 2024-2029.

- By the beginning of the 2025-2026 academic year, ensure the development of a clear strategy for innovative development, including the creation of a system for monitoring and evaluating innovation, as well as stepping up work with academic and professional communities to find and test new solutions.

According to the Information Management and Reporting standard

Recommendations for OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism":

- In 2025, define and document the criteria for the effectiveness and effectiveness of the OP, annually evaluate the OP based on approved indicators.

- By February 1, 2025, to conduct an audit and operational updating of internal regulatory documents regarding the requirements for the frequency of teacher training in accordance with current Qualification requirements. Regularly update internal regulatory documentation in accordance with changes in regulatory legal acts in the field of higher and postgraduate education, as well as the Strategic Development Plan of the university.

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

Recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- In the 2025-2026 academic year, the management of the Educational institution should develop and implement a strategy for positioning educational institutions in the regional, national and international educational markets, focusing on their unique features, competitive advantages and relevant marketing initiatives.

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

Recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- The university management should annually monitor the effectiveness of assessment systems used by teachers in the framework of academic disciplines; the results of monitoring should be discussed at meetings of collegial management bodies.

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

Recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- Before the beginning of the formation of students' IEP for the 2025-2026 academic year:

- to review and update the elective subjects selection procedure, ensuring its compliance with the principles of student-centered learning;

- to explain to students their rights and the procedure for making a choice;

- ensure transparency of the process through access to information about disciplines;

- strengthen the role of advisors in advising students for an informed choice of disciplines;

- to develop a mechanism for monitoring the implementation of the procedure and monitoring the compliance of teaching with student requirements;

- create a feedback system to promptly identify and eliminate violations.

- In the 2025-2026 academic year, develop and ensure the implementation of a plan of training activities for teaching staff in the field of teaching based on modern achievements of world science and practice, the use of various modern teaching and assessment methods, the development and implementation of their own research in the field of teaching methods in the educational process; by the beginning of the 2026-2027 academic year, reflect the results obtained in the content of the taught to provide feedback on the effectiveness of their use by the end of the 2026-2027 academic year.

- By the end of the 2024-2025 academic year, 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.

- To ensure the objectivity of the assessment of learning outcomes within individual disciplines, by the beginning of the spring semester of the 2024-2025 academic year, the management of the educational institution should organize work on reviewing syllabuses of academic disciplines for the availability of criteria and methods for assessing student achievements, as well as their compliance with the planned results and goals of the educational institution.

According to the "Students" standard

Recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- In the 2025-2026 academic year, develop an effective mechanism for recognizing the results of non-formal education. Regularly conduct awareness-raising activities among students and teaching staff about the possibilities and necessity of non-formal education.

According to the "Teaching staff" standard

Recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- By the end of the 2024-2025 academic year, the university management will determine the structural unit responsible for the professional development of teaching staff; develop and implement a comprehensive professional development program for teachers, ensure its implementation, including professional development, career development planning and maintaining the professional competence of the entire staff.

- By the beginning of the 2025-2026 academic year, develop and begin implementing an action plan to expand the external and internal mobility of teaching staff in the context of secondary education and attract foreign and domestic teachers.

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

Recommendations for OP 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism":

- By the end of the 2024-2025 academic year, conduct a comprehensive analysis of the compliance of information resources with the needs of the educational system, including library

collections and access to scientific databases; based on it, develop a plan for their updating and expansion, ensuring the relevance of educational, methodological and scientific literature in all disciplines, as well as access to advanced scientific and educational electronic resources.

- By the beginning of the 2025-2026 academic year, to develop an internal regulatory document regulating the implementation of student-centered learning, including mechanisms for ensuring the choice of educational trajectory by students; to train staff and teaching staff on its application; to organize explanatory work and consulting support for the involvement of students.

According to the "Informing the Public" standard

Recommendations for OP 6B04106 "Accounting and audit", 6B04107 "Finance", 6B11102 "Tourism":

- Ensure that the management of the Educational Institution regularly publishes information that reflects the educational process, scientific achievements, interaction with partners and other key aspects important for forming a holistic view of the educational institution.

- Before the start of the spring semester of the 2024-2025 academic year, the management of the faculty is recommended to update the information about the teaching staff on the university's website and ensure that it is regularly updated at the beginning of each semester.

(IX) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The external Expert Commission made a unanimous decision to recommend to the Accreditation Council to accredit the educational programs 6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism" of the Central Asian Innovation University for a period of 5 (five) years.

Appendix 1. Evaluation Table "Conclusion of the External Expert Commission"
6B04106 "Accounting and Audit", 6B04107 "Finance", 6B11102 "Tourism"
of the Central Asian Innovation University

№ 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			+	

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		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.	+			
		Итого по стандарту	**1**	**14**	**2**	**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**	**12**	**0**	**0**
Standard "Development and Approval of the Educational Program"						
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 "Ongoing Monitoring and Periodic Evaluation of						

		Educational Programs"				
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**	**5**	**5**	**0**
Standard "Student-Centered Learning, Teaching, and Assessment"						
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"						

№	№	Criteria				
79	1.	The university must have an objective and transparent personnel policy for the educational program, including hiring (including invited faculty), professional growth, and staff development, ensuring the professional competence of the entire staff.			+	
80	2.	The university must demonstrate that the quality of its faculty meets established qualification requirements, aligns with the university's strategy, and supports the objectives of the educational program.		+		
81	3.	The leadership of the educational program must demonstrate the changing role of the instructor in connection with the shift to student-centered learning and teaching.		+		
82	4.	The university must provide career growth and professional development opportunities for faculty, including young instructors.		+		
83	5.	The university must engage industry specialists with professional competencies that meet the requirements of the educational program in teaching.		+		
84	6.	The university must demonstrate the existence of a mechanism for motivating the professional and personal development of faculty.		+		
85	7.	The university must demonstrate the extensive use of information and communication technologies and software tools by faculty in the educational process (e.g., online learning, e-portfolios, MOOCs, etc.).		+		
86	8.	The university must demonstrate a focus on promoting academic mobility and attracting top foreign and domestic instructors.			+	
87	9.	The university must demonstrate the involvement of each instructor in promoting a culture of quality and academic integrity within the institution, and define the contributions of faculty, including invited instructors, in achieving the objectives of the educational program.		+		
88	10.	An important factor is the involvement of the faculty in the development of the economy, education, science, and culture of the region and the country.		+		
		Overall Summary for the standard	**0**	**8**	**2**	**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.			+		
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	99	13	0