REPORT

on the results of the work of the external expert commission for the evaluation of educational Programmes
6B04132 STATE AND LOCAL GOVERNMENT,
6B11102 TOURISM,
6B01501 TRAINING TEACHERS OF INFORMATICS

«CENTRAL ASIAN INNOVATION UNIVERSITY» LLP
for compliance with the standards of primary specialized accreditation (EX-ANTE) of the educational program of higher and (or) postgraduate education

Date of on-line visit using hybrid model: from "12" to "14" October 2021

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission
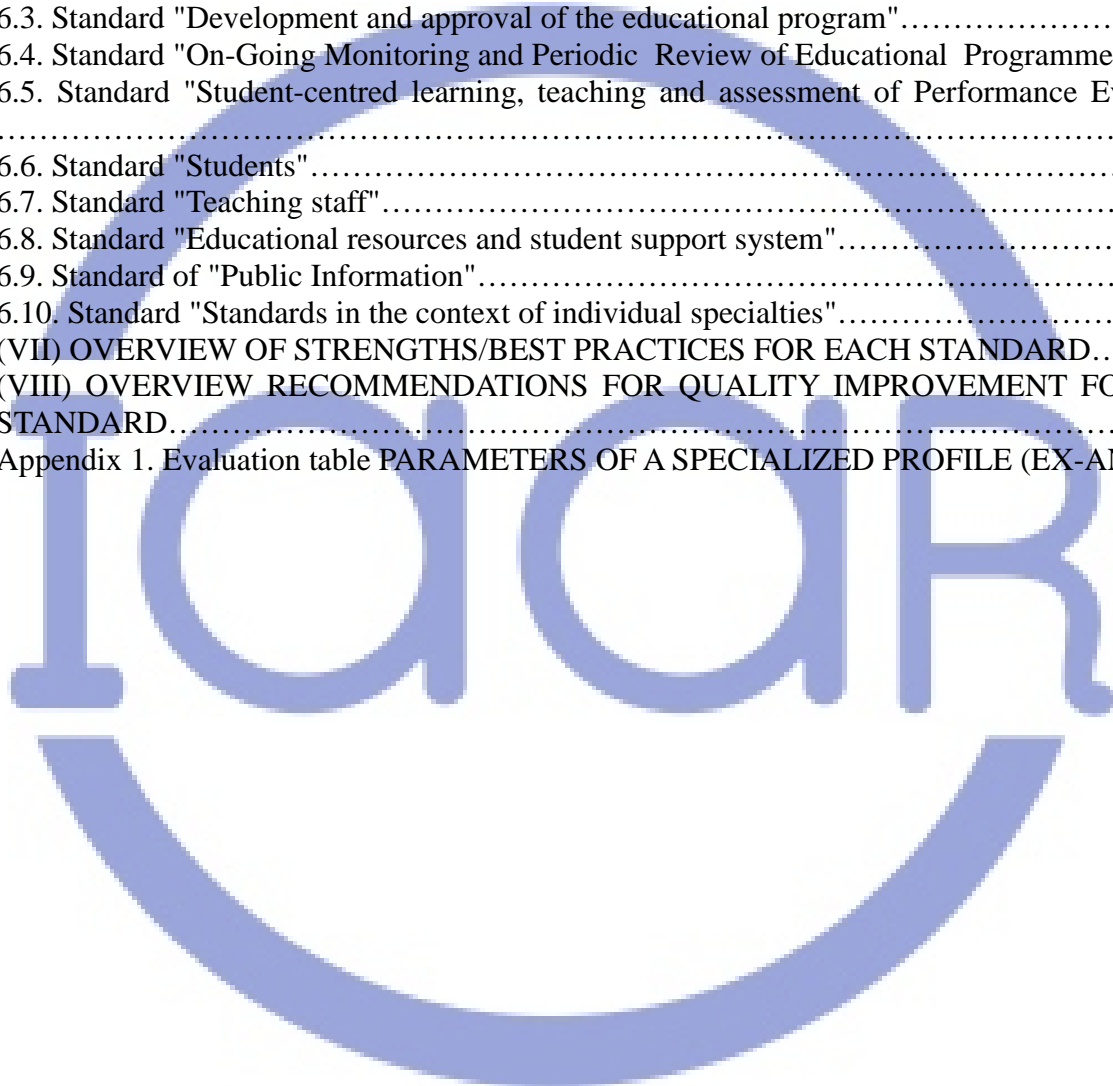
Addressed to the Accreditation
Council of IAAR

Report

on the results of the work of the external expert commission for the evaluation
of educational Programmes
6B04132 STATE AND LOCAL GOVERNMENT,
6B11102 TOURISM,
6B01501 TRAINING TEACHERS OF INFORMATICS
«CENTRAL ASIAN INNOVATION UNIVERSITY» LLP
for compliance with the standards of primary specialized accreditation (EX-ANTE) of the
educational program of higher and (or) postgraduate education

Date of on-line visit using hybrid model: from "12" to "14" October 2021

Shymkent   **"14" October 2021**

Content

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

IAAR - Independent Accreditation and Rating Agency
EEC - External Expert Commission
EP - Educational programme
TS – Teaching staff
MES RK - Ministry of Education and Science of the Republic of Kazakhstan
SS - Secondary School
IT - Information Technology
QMS - Quality Management System
SSC - Student Service Center
SMS RK – The State mandatory standard of education of the Republic of Kazakhstan
EHEA - European Higher Education Area
AIS - Automated information System
TMT - Technical means of training
IWST – Independent work of a student with a teacher
IWS - Independent work of the student
CED - Catalog of elective disciplines
IC – Individual Curriculum
WC - Working Curriculum
EMCD - Educational and methodical complex of the discipline
UNT - Unified National Testing
CT - Comprehensive testing

(II) INTRODUCTION

In accordance with Order No. 113-21-OD of 01.09.2021 of the Independent Accreditation and Rating Agency, from October 12 to 14, 2021, an external expert commission assessed the compliance of educational Programmes 6B04132 "State and Local Administration", 6B11102 "Tourism", 6B01501 "Training teachers of Informatics" 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 of May 25, 2018, first edition) .

The report of the external expert commission (EEC) contains an assessment of the submitted educational Programmes according to the criteria of the IAAR standards, recommendations of the EEC for further improvement of educational Programmes and parameters of the profile of educational Programmes.

The composition of the IAAR EEC:

The Chairman of the EEC is Timur Arsenovich Tabishev, PhD, Associate Professor, Head of the Department for the organization of admission of the Kabardino-Balkarian State University named after H.M. Berbekov, federal expert of Rosobrnadzor and the Guild of Experts of the Russian Federation, expert of the quality of higher education according to international ESG standards (Nalchik, Kabardino-Balkarian Republic of the Russian Federation).

Expert IAAR – Babajanov Davron Dadojanovich, Doctor of Economics, Professor, Vice-Rector for International Relations of the Tajik State University of Business, Law and Politics (Khujant, Republic of Tajikistan). Evaluation of EP 6B04106 Accounting and audit, 6B04107 Finance.

Expert IAAR – Belykh Yuri Eduardovich, Ph.D., Associate Professor, Vice-Rector for Academic Affairs of Grodno State University. Yanka Kupala (Grodno, Republic of Belarus). Evaluation of EP 6B01501 Training teachers of Informatics.

Expert IAAR – Filippov Sergey Konstantinovich, Doctor of Sciences ABO Akademi (Turku, Finland). Evaluation of EP 7M01501 Chemistry (s/p).

Expert IAAR – Abenova Bibigul Seilovna, PhD, Associate Professor of Aktobe Regional University named after K. Zhubanov (Aktobe, Republic of Kazakhstan). Quality assessment for compliance with the standards of institutional accreditation.

Expert IAAR – Budeev Marat Turymovich, PhD, Associate Professor of Karaganda State University. Academician E.A.Buketov (Karaganda, Republic of Kazakhstan). Assessment of EP 6B01401 Training of teachers of primary military training, 6B01404 Physical culture and sports.

Expert IAAR – Berbekova Saule Zhorabekovna, PhD, Associate Professor, Astana IT University (Nursultan, Republic of Kazakhstan). Assessment EP 6B01705 Foreign language: two foreign languages.

Expert IAAR – Zakirova Dilnara Ikramkhanovna, PhD, Professor at Turan University (Almaty, Republic of Kazakhstan). Assessment EP 6B04132 State and local Government, 6B11102 Tourism.

Expert IAAR – Kamkin Viktor Aleksandrovich, PhD, Associate Professor of Toraighyrov University (Pavlodar, Republic of Kazakhstan). Evaluation of EP 7M01502 Biology (s/p).

Expert IAAR – Karimova Gulmira Sarsemkhanovna, PhD, senior lecturer of the Kazakh National Pedagogical University named after Abai (Almaty, Republic of Kazakhstan). Assessment of EP 6B01704 "Kazakh language and literature" (6B01701 Training of teachers of Kazakh language and literature).

Expert IAAR – Kudabayeva Aigul Kaldybekova, Candidate of Technical Sciences, Associate Professor of M.H. Dulati Taraz University (Taraz, Republic of Kazakhstan). Evaluation EP 6B02101 Fashion, interior design and Industrial Design (6B02102 Design).

Expert IAAR – Kaynbaeva Zhamila Sovetovna, PhD, senior lecturer at M. Utemisov West Kazakhstan University, member of the Eurasian Union of Designers (Uralsk, Republic of Kazashatan). Evaluation of EP 7M02102 Design (s/p).

Expert IAAR – Kuzbakova Gulnara Zhanabergenovna, Candidate of Art History, musicologist, Associate Professor of the Kazakh National University of Arts, member of ICTM (International Council of Traditional Music) (Nur-Sultan, Republic of Kazakhstan). Assessment EP 6B01405 Music education.

Expert IAAR – Kulakhmetova Mergul Sabitovna, Candidate of Philology, Associate Professor of Pavlodar Pedagogical University (Pavlodar, Republic of Kazakhstan). Assessment EP 7M01702 Foreign language: two foreign languages (s/p).

Expert IAAR – Lebedeva Larisa Anatolyevna, PhD, Associate Professor of the Kazakh National Pedagogical University named after Abai (Almaty, Republic of Kazakhstan). Assessment of EP 6B01101 Pedagogy and psychology.

Expert IAAR – Mamyrkhanova Jamilya Temirgalievna, PhD, associate professor of Taraz University. Dulati (Taraz, Republic of Kazakhstan). Evaluation of EP 7M01701 Kazakh language and literature (s/p).

Expert IAAR – Gulbakhyt Zholdasbekovna Menlibekova, PhD, Professor of L.N. Gumilyov Eurasian National University (Nur-Sultan, Republic of Kazakhstan). Evaluation of EP 7M01301 Pedagogy and methodology of primary education (n/a).

Expert IAAR – Mirzoeva Leyla Yuryevna, Doctor of Philology, Professor of Suleiman Demirel University (Almaty, Republic of Kazakhstan). Assessment of EP 6B01702 Training of teachers of Russian language and literature.

Expert IAAR – Rakisheva Aigul Kuanyshbaevna, Candidate of 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). Assessment of EP 6B04105 Economics, 7M04101 Economics (n/a).

Expert IAAR – Safarov Ruslan Zairovich, PhD, Associate Professor of the L.N. Gumilyov Eurasian National University (Nursultan, Republic of Kazakhstan). Assessment of EP 6B01502 Chemistry, 6B01503 Biology.

Expert IAAR – Tatarinova Lola Furkatovna, Candidate of Law, Associate Professor of the International University of Business UIB (Almaty, Republic of Kazakhstan). Assessment of EP 6B04201 Law (6B04203 Jurisprudence).

Expert IAAR – Turtkarayeva Gulnara Bayanovna, PhD, associate professor of Kokshetau University named after Sh. Ualikhanov (Kokshetau, Republic of Kazakhstan). Assessment EP 6B01509 Mathematics.

Expert IAAR – Urmashev Baydaulet Amantayevich, Ph.D., Associate Professor of Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan). Evaluation of EP 6B06103 Computer equipment and software.

Expert IAAR – Larisa Arnoldovna Shkutina, PhD, Professor of Karaganda State University. Academician E.A. Buketov (Karaganda, Republic of Kazakhstan). Assessment of EP 6B01301 Pedagogy and methodology of primary education, 6B01201 Preschool education and upbringing.

Expert IAAR – Irina Chidunchi, PhD, Associate Professor of Toraighyrov University (Pavlodar, Republic of Kazakhstan). Assessment of EP 6B07501 Standardization and certification (by industry), 6B05201 Ecology.

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

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

Expert IAAR, student – Aimurzieva Raushan Kanatovna, a 3rd-year student of the educational program 6B02508 Chemistry of the Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan). Evaluation of EP 6B01502 Chemistry.

Expert IAAR, student – Batyrova Akmaral Meyrkhankyzy, a 2nd-year student of the educational program 6B04132 State and local Administration of Aktobe Regional University named after K. Zhubanov (Aktobe, Republic of Kazakhstan).Assessment of EP 6B04132 State and local government.

Expert IAAR, student – Egizbaeva Asylzat Yerkinkyzy, a student of the 1st year of the educational program 7M06149 Information systems of the Korkyt Ata Kyzylorda University (Kyzylorda, Republic of Kazakhstan). Quality assessment for compliance with the standards of institutional accreditation.

Expert IAAR, student – Sarabek Nazerke Yerikkyzy, a 3rd-year student of the specialty primary school teacher of Aktobe Humanitarian College (Aktobe, Republic of Kazakhstan).Assessment of EP 6B01101 Pedagogy and psychology.

Expert IAAR, student – Kadirzhan Daurenbek Zhanatuly, a 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).Assessment of EP 6B01401 Training of teachers of primary military training, 6B01404 Physical culture and sports.

Expert IAAR, student – Kusherbayev Rakhymzhan Nurbolovich, a 4th-year student of the educational program 5B030100 Jurisprudence of the Kainar Academy (Almaty, Republic of Kazakhstan). Assessment of EP 6B04201 Law (6B04203 Jurisprudence).

Expert IAAR, student – Maksatbekkyzy Nazerke, 3rd year student of the educational program 6B01503 Physics-Computer Science, Minister of the Student Government of the University. Suleiman Demirel (Kaskelen, Republic of Kazakhstan).Evaluation of EP 6B01501 Training teachers of Informatics.

Coordinator IAAR – Niyazova Gulyash Balkenovna, project manager for institutional and specialized accreditation of universities (Nur-Sultan, Republic of Kazakhstan).

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

The Central Asian Innovation University was established on March 2, 2021 through the merger of the International Humanitarian and Technical University and the M. Saparbayev Institute.

The University carries out its activities on the basis of license No. KZ16LAA00025036 dated 02.03.2021, issued by the Committee for Quality Assurance in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan. Educational activities are conducted in 36 bachelor's degree Programmes and 7 master's degree Programmes.

The university has 4 faculties: pedagogical, humanitarian, natural-technical, as well as the Faculty of Pedagogy and Business. There are 14 departments in the structure of these faculties: the Department of General Pedagogy and Psychology, the Department of Pedagogy and Educational Technologies, the Department of Languages and Literature, the Department of Philology, the Department of History of Kazakhstan and Jurisprudence, the Department of Chemistry, Biology and Ecology, the Department of Law, the Department of Economics, the Department of Management and Finance, the Department of Technology and Informatization, the Department of Information Technology and Design, the Department of Art, the Department of Initial Military Training and Physical Culture, the Department of Sports.

The contingent of students is only 8623 people, of which: 8038 people in bachelor's degree Programmes, 585 people in master's degree Programmes.

The contingent of students of accredited educational Programmes is:
- Educational program 6B04132 "State and local government" - 72 students, including in the state language – 72;
- Educational program 6B11102 "Tourism" - 13 students, including 13 in the state language;
- Educational program 6B01501 "Training teachers of Informatics" - 15 students, including 15 in the state language.

Qualitative and quantitative composition of teachers of the OP:
- Educational program 6B04132 "State and local government" - 24 teachers, 10 of them with academic degrees (41.7% degree level);
- Educational program 6B11102 "Tourism" – 5 teachers, 2 of them with academic degrees (40% degree level);
- Educational program 6B01501 "Training teachers of Informatics" - 4 teachers, 2 of them with academic degrees (50% degree level).

Scientific research projects funded from the state budget, contractual projects in the context of the cluster OP are not carried out.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational Programmes 6B04132 "State and Local Government", 6B11102 "Tourism", 6B01501 "Training teachers of Informatics" are subject to primary IAAR accreditation.

(V)   DESCRIPTION OF THE EEC VISIT

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission on institutional, specialized and primary specialized accreditation of educational Programmes at the Central Asian Innovation University in the period from October 12 to 14, 2021 in online mode using a hybrid model.

In order to coordinate the work of the EEC on 08.10.2021, an introductory meeting was held, 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 Programmes and the entire infrastructure of the university, to clarify the content of self-assessment reports, online meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, deans of faculties, heads of departments, teachers, students, graduates, employers. A total of 74 representatives took part in the meetings (table 1).

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

Category of participants	Quantity
Rector	1
Vice -Rectors	7
Heads of structural divisions	19
Deans	4
Heads of departments, heads of OP	14
Teachers	29
Total	**74**

At the EEC IAAR online meeting 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 External Expert Commission got acquainted with the state of the material and technical base of the university, which ensures the organization of the educational process in the Educational program 6B04132 "State and local Government", 6B11102 "Tourism", 6B01501 "Training teachers of Informatics": assembly hall, conference hall, Arman training camp, test center, library, reading rooms, gyms, gym, swimming pool, football field, student canteen, dormitory, computer classes, laboratories, as well as specialized offices, including hotel business and computer science.

During the accreditation period, distance classes were attended:

- On 13.10.2021 at 10.50-11.40 for a practical lesson of the teacher Zhabaeva B., stated in the schedule for the discipline "Management" (Conference ID: 204 714 8453 Access code: 5s634e) for students of the GMUk group 20-1 Educational program 6B04132 "State and local government" access was not provided;

- On 13.10.2021, at 14.05-14.55, the practical lesson announced in the schedule by the teacher E. Bekzatova on the discipline "Kasipkerlik dagdylar" (Conference ID: 332 846 4789 Access code: HAa5S2) for students of the GMUk 21-1m OP 6B04132 "State and local Administration" could not be attended due to the fact that an incorrect access code was specified;

- On 13.10.2021, at 16.15-17.05, the practical lesson announced in the schedule by the teacher A. Satybaldieva on the discipline "Economic theory" (Conference ID: 800522 400854 Access code: 7268) for students of the GMUk 21-1m group, the Educational program 6B04132 "State and Local Government" could not be attended due to the fact that an invalid conference ID was specified.

According to the Educational program 6B11102 "Tourism" and 6B01501 "Training teachers of Informatics", only offline classes were announced in the schedule, which the experts who participated in the online format could not attend.

The members of the External Expert Commission viewed video recordings from the practice bases:

- akimat of the Enbekshinsky district of Shymkent;
- CANVAS Hotel.

In accordance with the accreditation procedure, 140 teachers and 134 students were interviewed.

In order to confirm the information presented in the Self-assessment Report, external experts analyzed the documentation of the university. Along with this, the experts studied the

Internet positioning of the university through the official website of the university https://caiu.edu.kz /.

As part of the planned program, recommendations for improving accredited educational Programmes of the university, developed by an External Expert Commission based on the results of the examination, were presented at an online meeting with the management on 14.10.2021.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Management of Educational Programme"

* The organization of higher and (or) postgraduate education must have a published quality assurance policy. The quality assurance policy should reflect the relationship between research, teaching and learning.

* The organization of higher and (or) postgraduate education should demonstrate the development of a culture of quality assurance, including in the context of EP.

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

* The management of the Educational Programme demonstrates readiness to ensure transparency in the development of the Educational Programme development plan based on the analysis of its functioning, the real positioning of the Educational organization and the orientation of its activities to meet the needs of the state, employers, students and other interested persons. The plan should contain the deadlines for the start of the educational Programme.

* The Educational Programme management demonstrates the functioning of mechanisms for the formation and regular revision of the Educational Programme development plan and monitoring of its implementation, evaluation of the achievement of learning goals, proper organization of meeting the needs of students, employers and society, decision-making aimed at continuous improvement of the Educational Programme.

* The management of the Educational Programme should involve representatives of groups of interested persons, including employers, students and professors and teaching staff in the formation of the Educational Programme development plan.

* The Educational Programme management must demonstrate the individuality and uniqueness of the Educational Programme development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education.

* The organization of higher and (or) postgraduate education should demonstrate a clear definition of those responsible for business processes within the framework of the OP, an unambiguous distribution of staff duties, and the differentiation of functions of collegial bodies.

* The Educational Programme management must provide evidence of the transparency of the educational Programme management system.

* The management of the Educational Programme must demonstrate the existence of an internal quality assurance system of the Educational Programme, including its design, management and monitoring, their improvement, and fact-based decision-making.

* The management of the Educational Programme should carry out risk management, including within the framework of the Educational Programme undergoing primary accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.

* The management of the Educational Programme should ensure the participation of representatives of employers, professors and teaching staff, students and other interested persons in the collegial management bodies of the educational Programme, as well as their representativeness in making decisions on the management of the educational Programme.

* A Educational organization must demonstrate innovation management within the framework of an Educational Programme, including the analysis and implementation of innovative proposals.

* The management of the Educational Programme must demonstrate evidence of readiness for openness and accessibility for students, professors and teaching staff, employers and other interested persons.

10

* The management of the educational Programme must be trained in educational management Programmes.

The evidentiary part

The University has formalized the existing procedures within the internal quality assurance system, which includes a Quality Policy (https://drive.google.com/file/d/1pgeGZTMfidDcVKEzGPsd1ubBVX53Se7y/view, 26.03.2021), quality objectives (https://drive.google.com/file/d/1UP7JDrSguWXu-J32JAbREp4deJwcARF5/view, 26.03.2021) and a description of the processes in a series of internal documents of the university developed within the framework of the quality management system (Specification for the quality management system, https://drive.google.com/file/d/1j1P-WcyKj-alLl9cKBIyrPzjRL0V7t-8/view, US Protocol No. 1 of 26.03.2021).

The mission of the university 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 2021-2025 (Minutes of the Academic Council No. 1 of 26.03.2021) formulated the main strategic directions and goals: improving the university management system; developing the university's human resources to create a climate conducive to improving the quality and efficiency of the university; training of competitive personnel with practical skills and leadership qualities, forming the personnel foundation of the developing spheres of the economy of Shymkent and Turkestan region; improving the efficiency of scientific research and integration into the international scientific space; updating and improving the system of educational work; development of international cooperation; development of digital infrastructure and modern material and technical base of the university. 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/1jfrTh3ejSZaJSal0hFUz5dp6oZUNe2s2/view).

Internal documents of the university are drawn up within the framework of the quality management system. The university has developed a set of documented procedures for the main components of the educational process, which is fully posted on the official website of the university (https://caiu.edu.kz/cmk-ru /). 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).

For the management of the Educational Programme in the context of further development of the culture of quality assurance, there are documents regulating the main processes: organizational, educational, scientific, educational, etc. (https://caiu.edu.kz/vnuternnaya-ru /), ensuring the quality and high efficiency of the team's activities, including 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 student's Code of Honor (https://drive.google.com/file/d/1G6GrThqOR-O1wHEy-rO3y4fsB_hgWAxd/view), The Regulation on the academic integrity of students, PROFESSORIAL AND TEACHING STAFF and staff (https://drive.google.com/file/d/1k5R5k90jSKXdtr-nkikj5BLgILU2gO0v/view), etc. The University has developed a Regulation on the intra-university quality assurance system (PD-23-21, https://drive.google.com/file/d/1GbuM5X4H3f9FmBEXFUHbJlA-uNN1tJl5/view).

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

An External Expert Commission confirms that the management of the Educational Programme is carried out in the context of the university's development strategy. The university is developing an educational Programme in its own organization in accordance with regulatory requirements. The educational Programme 6B04132 "State and Local Government" (reg. No.

6B04100591 of 06.06.2020), 6B11102 "Tourism" (reg. No. 6B11100024 of 26.07.2019) are included in the Register of educational Programmes of the Center for the Bologna Process and Academic Mobility as new; Educational Programme 6B01501 "Training teachers of Informatics" (reg. No. 6B01500088 of 17.07.2019) - as valid.

At the university level, collegial bodies considering the development of educational Programmes 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, etc. In which the participation of representatives of employers, PROFESSORS and TEACHING STAFF, students and other interested persons is ensured. The Academic Council for the 2021-2022 academic year includes the Chairman of the Committee on Youth Affairs Akhan D.E., 2nd-year master's student Alim A., 1st-year student Tolep R. (protocol of US No. 1 of 31.08.2021). The Council of the Faculty of Humanities includes teachers and senior curators of departments, as well as faculty activist Jamaladinova Z. (order No. 3 of 01.09.2021). So, at the meeting of the Department of Economics (Protocol No. 7 dated 02/24/2020), the deputy akim of the Abai district Burlibayev S.T., head of the department of Kaspi Bank Ayupova F.R., chief accountant of Baglan LLP Sheraliev E., director of Healy Properties LLP Sagindykov B.O., student of the Educational Programme "State and Local Government" Uteeva B., as well as the entire staff of teachers of the department participated in the discussion of elective disciplines for the 2020-2021 academic year.

The University develops plans for the development of educational institutions (for 2021-2025), which are coordinated with the vice-rectors for academic and research work and approved by the rector (30.04.2021). The basis for the development of plans for the development of the Educational Programme is the Strategic Development Plan of the Central Asian Innovation University for 2021-2025, state Programmes and regulatory documents of the Republic of Kazakhstan. Plans for the development of the Educational Programme are posted on the University's website: 6B04132 "State and local Government" - https://drive.google.com/file/d/1NyLkEykxxrf-D51L_joh1T9BxbY52sO7/view, 6B11102 "Tourism" - https://drive.google.com/file/d/1Sa2yHUDrQokb6-C_QVjzQQun5vAsM_la/view, 6B01501 "Training teachers of Informatics" - https://drive.google.com/file/d/1YKjJ2JqHaxSSVJ3PDzxHPXv1cMVqVTLV/view .

The developers of the strategic plans for the development of the Educational Programme are the departments represented by the professorial and teaching staff and the head of the department, as well as employers and student representatives. So, as part of the developers of the development plan for the Educational Programme 6B04132 "State and local government", there are a student Suttybai A., head of the office of the Akim of the Karatau district Abdramanov O., deputy akim of the Enbekshi district Amangeldiev D.Zh. According to OP 6B11102 "Tourism" - student Taskaraeva B., director of the LLP "Shymkent" Bisekenova L.M., chief manager of the LLP "Healy Properties" Sagindykov B. According to EP 6B01501 "Training teachers of Informatics" - director of secondary school No.135 Mikheev B., director of secondary school No. 67 named after him. Kazygurt Nurseytov E.

The University has developed a regulation on "Risk Management" (PD-20-21, https://drive.google.com/file/d/1oKQHEn6pTxAXOng_SnCpEpqqO0yEAssD/view), "Risk Assessment" (PD-21-21, https://drive.google.com/file/d/1nCxyFbKsndIdfY6GpXhjDru6VCJYRF7d/view).

All the heads of the accredited Educational Programme were trained in educational management Programmes, including the head of the Department of Economics Shadieva A.A. (09-28.11.2020, reg. no.C-02500) and the head of the Department of IT and Design Tenizbaev E.Zh. (08/24/2020, reg.. №001-1/7; 09-28.11.2020 G., reg. no.C-02501), as well as individual teachers: Demeubaeva A.O., Kazanbaeva Zh.S., Mitroshenko T.S., Tarakulova L.R., etc.

During the survey, 84.3% of the professors and teaching staff answered "very well", 15% - "well" to the question "How is the management of the educational institution paying attention to the content of the educational Programme?".

To the question "How are professors and teaching staff encouraged to innovate?" 59.3% gave the answer "very good", 40% - "good".

The results of the survey of students showed high satisfaction of students with the explanation of the rules and strategy of the educational Programme (fully satisfied - 93.3%, partially satisfied - 6.7%).

91.8% of students are fully satisfied with the level of accessibility and responsiveness of the management, 6.7% are partially satisfied.

Analytical part

The External Expert Commission notes that the university demonstrates the management of educational Programmes in the context of the implementation of strategic documents. And also notes the orientation of the mission and vision to meet the needs of the state, society, sectors of the real economy, potential stakeholders.

Experts confirm that the mission, vision, directions of development of the university, as well as the policy and objectives of quality assurance are posted on the university's website (https://caiu.edu.kz/mission-vision-ru /, https://caiu.edu.kz/normatinye-document-po-org-uchebno-process-ru /). However, the placement of quality policies and objectives is illogical and inconvenient for stakeholders.

In the context of the Educational Programme 6B01501 Training teachers of Informatics, a low level of quality assurance culture was revealed, the lack of personal responsibility for ensuring the quality of the Educational Programme, the necessary documents, even at the level of statistical data, etc.

The structure of the development plans of the accredited Educational Programme contains the goals and objectives of the development of the Educational Programme, as well as indicators in the areas defined in the Strategic Development Plan of the University. At the same time, the External Expert Commission considers it necessary to identify specific indicators of achievement for all types of activities by year. Moreover, the analysis of the presented Educational Programme development plans showed that within the department, the Educational Programme development plans do not have significant differences, which confirms the lack of individuality and uniqueness of each Educational Programme. The individuality and uniqueness of the Educational Programme 6B01501 Teacher Training development plan are absent due to the lack of its binding, both to the problems of the Educational Programme and to the context of its implementation.

The development plan of the educational Programme 6B01501 Teacher training does not reflect the specifics and problems of the Educational Programme, there are no indicators of achievement of results, specific measures to achieve them, the proper organization is responsible, cannot provide targeted development of the Educational Programme and quality assurance of activities. It was submitted twice (the first time without the signatures of developers and approval) with the indication of various surnames of representatives of employers, which is not evidence of their real participation, the content of the plan is not available to stakeholders, according to the link provided in the report, it is not available on the university website.

The content of the development plans practically does not provide an opportunity to monitor their implementation, evidence of evaluation of results and improvements were not presented.

The development plans of the accredited Educational Programme include representatives of students and employers as part of the developers. However, in view of the lack of supporting facts, the External Expert Commission considers it necessary to involve employers, students and professors and teaching staff in drawing up an Educational Programme development plan,

discussing and coordinating them at different levels of management of the Educational Programme and specifying the persons involved in this process, by analogy with the Educational Programme (developers of the Educational Programme, experts of the Educational Programme, etc.). Moreover, this fact was not confirmed during online conversations with representatives of employers and students.

Thus, the External Expert Commission came to the conclusion that it is necessary to develop an internal regulatory document regulating all stages, conditions and uniform requirements for the development and implementation of Educational Programme development plans. The report on the self-educational organization price states: "The development plans of the Educational Programme are developed in accordance with the Regulation PD-04-21 "Modular educational Programme" (https://caiu.edu.kz/operating-conditions-ru /)", however, this document does not mention the development plans of the EP.

Job descriptions and regulations on structural divisions are partially absent, the presented ones do not indicate the existence of a clear separation of powers and responsibilities. In the process of conducting interviews with university staff, this often led to confusion and their inability to navigate where whose duties, documents, etc. Moreover, the official website of the university provides information that the Educational Programme 6B04132 "State and Local Government", 6B11102 "Tourism" are implemented at the Department of Management and Finance (https://caiu.edu.kz/management-and-finance-ru /, section "General information"). The page of the Department of Economics also provides information on the training of specialists in the Educational Programme 6B04132 "State and local Government", 6B11102 "Tourism" (https://caiu.edu.kz/economika-ru /). This fact misleads the users of the site, and also indicates the absence of an unambiguous distribution of responsibility in the implementation of the Educational Programme.

The university has identified the risks that affect the development of the Educational Programme, which is reflected in the development plans of the Educational Programme. The Risk Management Plan of the Central Asian Innovation University for 2021-2023 has been developed (Protocol No. 1 of 03/26/2021). Risk management at the university is carried out at the formal level, the risks presented are often not probabilistic in nature, reflect factors that allow full controllability on the part of the university, the proper organization is not responsible for risks. No attention is paid to identifying positive effects, development opportunities. Thus, the External Expert Commission considers it necessary to develop detailed measures in the context of each Educational Programme with the indication of target indicators, deadlines, responsible persons, etc.

As part of the introduction of online learning, the university carries out certain work on the formation and development of new roles and competencies of teachers. It is important to pay attention to innovation management, including in the educational process, as stated in the mission of the university, and what the name of the university obliges. This emphasis was not reflected in the development plans of the Educational Programme. The External Expert Commission considers it necessary to develop a plan for improving the innovation management mechanism, which provides for the introduction of various types of educational and extracurricular activities for the formation of competencies that allow flexible and dynamic response to all innovative processes, products and services in the field of education, public administration, tourism and hospitality.

The strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

Recommendations EXTERNAL EXPERT COMMISSION for Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

14

- by the beginning of 2022, review the placement of the quality policy and goals on the official website of the university, ensuring their availability to all interested parties;

- by the end of the 2021-2022 academic year, at the institutional level, to develop a document defining the procedure for developing development plans for the Educational Programme, taking into account:

- specific indicative indicators, indicating the timing of implementation, by main activities of the Educational Programme;

- involvement of employers, students and PROFESSORS and TEACHING STAFF in the development of the Educational Programme development plan;

- the format of real participation of stakeholders and documentation of this activity;

- determination of the individuality and uniqueness of the Educational Programme development plan within the framework of the real positioning of the university;

- external examination procedures of the development plan Educational Programme;

- a mechanism for monitoring the implementation of the Educational Programme development plan and evaluating the achievement of learning goals;

- regular revision of the Educational Programme development plan in connection with possible changes in the industry, regulatory documentation, labor market requests, etc.;

- by the end of the 2021-2022 academic year to identify the uniqueness and individuality of the development plans of the accredited Educational Programme, ensuring their consistency with national priorities and the demands of the modern labor market;

- by the end of the 2021-2022 academic year, to ensure the revision of the Educational Programme development plans in accordance with their specifics, taking into account the problems identified with the real participation of all stakeholders, indicating the goals and indicators of achievement of results, specific measures to achieve them, deadlines that enable monitoring of the implementation of the plan;

- by the beginning of the 2022-2023 academic year, to ensure an unambiguous definition of responsibility in all areas of the implementation of the Educational Programme and the proper organization of the relevant job responsibilities;

- in the 2022-2023 academic year, to develop an action plan to reduce the impact of risks associated with the design and implementation of the Educational Programme (including staffing, contingent formation, etc.) (or to introduce appropriate measures into the existing Risk Management Plan of the Central Asian Innovation University for 2021-2023, development plans of the accredited Educational Programme with specific indicators, deadlines and responsible); systematically analyze risk management at the level of structural units and the Educational Programme;

- by the beginning of the 2022-2023 academic year, to develop a methodology for analysis and identify mechanisms to ensure the introduction of innovative proposals within the Educational Programme.

Conclusions of External Expert Commission on criteria:

According to the standard "Management of the educational Programme" Educational Programme 6B04132 State and local government, 6B11102 Tourism have 9 satisfactory positions, 6 criteria require improvement.

The educational Programme 6B01501 Training teachers of Informatics has 8 satisfactory positions, 7 criteria suggest improvements.

6.2. Information "Information Management and Reporting" Standard

* A Educational organization must demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software tools and that it uses a variety of methods for

collecting and analyzing information in the context of an Educational Programme.

* The management of the Educational Programme must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.

* The educational Programme management should demonstrate fact-based decision-making.

• Within the framework of the Educational Programme, a system of regular reporting should be provided, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the activities of departments and departments, scientific research.

* A Educational organization should establish the frequency, forms and methods of evaluating the management of the Educational Programme, the activities of collegial bodies and structural units, senior management, and the implementation of scientific projects.

* A Educational organization must demonstrate the definition of the procedure and ensuring the protection of information, including the identification of responsible persons for the reliability and timeliness of the analysis of information and the provision of data.

* An important factor is the availability of mechanisms for involving students, employees, professors and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.

* The management of the educational Programme should demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as conflict resolution mechanisms.

* A Educational organization should demonstrate the existence of mechanisms for measuring the degree of satisfaction of the needs of the professors and teaching staff, staff and students within the Educational Programme.

* A Educational organization should provide for an assessment of the effectiveness and efficiency of its activities, including in the context of an Educational Programme.

* The information intended for collection and analysis within the framework of the Educational Programme should take into account:

* key performance indicators;

* dynamics of the contingent of students in the context of forms and types;

* academic performance, student achievements and expulsion;

* satisfaction of students with the implementation of the Educational Programme and the quality of education at the university;

* availability of educational resources and support systems for students;

* A Educational organization must confirm the implementation of procedures for processing personal data of students, employees and professors and teaching staff on the basis of their documentary consent.

The evidentiary part

The requirements for information management as a set of information about the state of processes occurring inside and outside the university are described in the internal regulatory document PD-31-21 "Information Management Strategy" (https://drive.google.com/file/d/1G_1LRJlDbvLz32xbiZKUsKyOexM8gUCi/view).

The composition of the documented information, the procedure for the development, registration, coordination and approval, accounting and storage of documents is carried out in accordance with the National Organization of the Republic of Kazakhstan ISO 9001 and is regulated by a documented procedure (DP-01-21 Management of documented information, https://drive.google.com/file/d/11avFENJTVa-Vjv2Y8pK2qw3JFg1IMAXW/view). In its own organization, in accordance with DP-02-21, Internal audit (https://drive.google.com/file/d/15ohi9fAOZIliKgBBww9NobdO4MFyw9NK/view), internal audits are regularly conducted, non-social organizational compliance is identified and corrected

(DP-03-21 Management of Non-social Organizational Compliance and Corrective Actions, https://drive.google.com/file/d/16kRDwojmYg2vvJfJ1Y0joDvj51EB09nZ/view).

The university uses the automated information system "Platonus" (https://platonus.caiu.edu.kz /), which provides for the transfer of data to the information system "Unified Higher Education Management System (UES)". The official website is functioning (https://caiu.edu.kz /), whose activities are regulated by PD-28-21 "Regulations on the official website" (https://drive.google.com/file/d/1npR0ylEICOe3c3lZqEBYJGQLOve7XBpH/view). There is also a Student Service Center (https://caiu.edu.kz/%d1%86%d0%be%d1%81 /) in order to implement a unified policy of informatization of the university, university science, the formation of a high information culture, support for informing and servicing students. (PP-18-21 Regulations on the Student Service Center, https://drive.google.com/file/d/1XpofS6tjRMuNW1j1Uc40v_PYjSs5Y_oI/view). A process map KP-09-21 DSP activity has been developed (https://drive.google.com/file/d/1E-IcUCmoPEnpGVmA9b0HpSrISWWFMAEk/view), designed to determine the sequence of actions necessary to manage the process of the student service center in the quality management system.

The collection, analysis and provision of reporting information on activities is described within the processes built into the QMS of the university. Feedback is provided through paper document management, regular questionnaires, personal inquiries, statements, memos, the rector's blog, groups in social networks. The management of the university and educational Programmes holds meetings with students as necessary to clarify the issues that have arisen.

The University has an Innovation and Technical Department (PP-16-21 Regulations on the Innovation and Technical Department, https://drive.google.com/file/d/1hf1WFzCoUNKmf9SAfPMAW7Rp5nAMq7g_/view), the purpose of which is to implement a unified policy of informatization of the university, university science, the formation of a high information culture, support and Educational organization of the use of innovative technologies in educational activities.

The protection and safety of information is ensured by an unambiguous distribution of roles and functions in the information systems used, the availability of antivirus Programmes, system administration of servers, a backup system on servers, restriction of access of individuals to a room with servers, technical equipment of rooms with servers to ensure the safety of work.

The University has developed rules for documenting and managing documented information (PR-01-21 Rules for Documenting and Managing Documentation, https://drive.google.com/file/d/1AUCUbs5ilberVTtwUSmLgwHoZDKcXFF7/view). Information about the university's activities, including the results of its analysis, is reflected in the annual reports of structural divisions, reports on areas of activity (educational, research, educational, financial, administrative, international activities and academic mobility, etc.). Individual reports professorial and teaching staff are the basis for the formation of the cathedral reports. Reports are considered at meetings of collegial governing bodies of the university - meetings of the department, faculty, educational and methodological council, academic council, rector's office, and management decisions are made.

Collegial and corporate forms of management have been introduced at the University: Academic Council (PP-21-21 Regulations on the Academic Council), Educational and Methodological Council (PP-22-21 Regulations on the Educational and Methodological Council), Board of Trustees (PP-25-21 Regulations on the Board of Trustees), Rector's Office (PP-27-21 Regulations on the Rector's Office), Youth Affairs Committee (PP-23-21 Regulations on the Youth Affairs Committee), 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), etc. Collegial management bodies participate in the planning, monitoring and improvement of the educational system of the university.

To assess the effectiveness of the Educational Programme, stakeholders annually participate in a questionnaire on satisfaction with the quality of educational services (PD-19-21 Regulations on monitoring the quality of the educational process by questioning students, graduates and employers, https://drive.google.com/file/d/1ujHLW_6o42cMRxH5rK0oGP5o8_p6LzxV/view). The results of the survey are considered at the meetings of departments, faculty councils, where decisions are made on corrective measures. The responsibility for conducting surveys lies with the Department of Monitoring, Quality Management System and Accreditation.

The management's policy on resolving conflicts of interest is to implement preventive measures and includes: familiarizing the professors and teaching staff, employees and students with the provisions of internal regulatory documentation, requirements for the organization of the educational process, the main areas of work of structural units, internal regulations, etc.; creating a corporate culture based on equality of rights and obligations of employees, teachers and students, respect for their personal dignity. In order to prevent conflict situations at the university, the Academic Policy has been approved and put into effect (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 student's Code of Honor (https://drive.google.com/file/d/1G6GrThqOR-O1wHEy-rO3y4fsB_hgWAxd/view), The Regulation on the academic integrity of students, PROFESSORIAL AND TEACHING STAFF and staff (https://drive.google.com/file/d/1k5R5k90jSKXdtr-nkikj5BLgILU2gO0v/view), etc. Systematic and organized work is being carried out to prevent and eliminate conflict situations in intra-corporate relations, in which both the university administration from the rector's office, deans, and a team of staff and students take part.

All interested persons have the opportunity to contact the deans and their deputies, as well as the head of the office registrar and his deputy at the numbers indicated in the Call Center section on the university's website (https://caiu.edu.kz/call-center /). There is an opportunity to address working questions to the vice-rectors and heads of departments in the working mode without prior appointment. In addition, anyone has the opportunity to contact the rector personally through his blog on the university's website (https://caiu.edu.kz/blog-rector-rus /). Also on the university's website there are contacts of heads of departments and professorial and teaching staff (https://caiu.edu.kz/economika-ru /), which indicates the openness of the management and its attention to the development of feedback with stakeholders.

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 the professors 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).

During the online survey of professors and teaching staff, the level of feedback between professors and teaching staff and management was rated "very good" by 70% of professors and teaching staff, 28.6% - "good", 1.4% - "relatively bad".

89.3% of the faculty and teaching staff are fully satisfied with their participation in managerial decision–making, 9.3% are partially satisfied.

80.7% of professors and teaching staff rated the accessibility of the university's management to teachers "very good" and 18.6% - "good".

at the same time, to the question "how does the management and administration of the university perceive criticism in their address?" 42.1% of the faculty and teaching staff answered "very well", 55.7% - "good", 2.1% - "relatively bad".

Online survey of students showed:

- 91.8% of students are fully satisfied with the content and information content of the website of the educational organization in general and faculties in particular, 8.2% are partially satisfied%;

- 91.8% of students are fully satisfied with the speed of response to feedback from teachers regarding the educational process, 8.2% are partially satisfied%;

- 92.5% of students are fully satisfied with informing students about courses, educational Programmes and the academic degree they receive, 7.5% are partially satisfied.

Analytical part

Analyzing the compliance with the requirements of the Information Management and Reporting standard for the accredited Educational Programme, the commission notes that the university has a multi-level information and reporting management system. Information management includes the management of traditional flows and digital information flows. All documents developed at the university are distributed to all structural divisions using electronic media and in paper form.

The External Expert Commission notes that the information collected within the framework of the university's activities, including through statistical processing of information, reporting, allows you to generate analytical reports and make decisions based on facts. However, he notes the need to continue working on digitalization of the processes of collecting reporting information and tracking it in the context of educational Programmes.

During the accreditation process, significant problems were identified in the use of information, in particular, the data on the personnel of the Department of IT and Design presented in the self-control report, on the university website and in the interview with the head of the department were radically different; in the interview, the head of the department denied the presence of students in one of their two courses, etc. According to the Educational Programme 6B04132 "State and local Government", 6B11102 "Tourism", there were also some doubts about the contingent of students associated with the discrepancy in the information provided in the documents, as well as the fact that the schedule of classes indicates the disciplines expected to be mastered at senior courses.

In order to ensure the protection of information, as well as to improve the image of the university, it is recommended to provide all participants in the educational process with corporate e-mail.

The strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

Recommendations EXTERNAL EXPERT COMMISSION for Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- in the 2022-2023 academic year, to provide students and professors and teaching staff with corporate e-mail;

- by the beginning of the spring semester of the 2021-2022 academic year, to ensure transparency and accessibility of information on the formation and dynamics of the contingent of students in the context of the Educational Programme.

Conclusions of External Expert Commission on criteria:
According to the Information Management and Reporting standard, the Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics have 15 satisfactory positions, 1 criterion suggests improvements.

6.3. Standard "Development and approval of the educational Programme"

A Educational organization should define and document the procedures for developing an Educational Programme and their approval at the institutional level.

The management of the Educational Programme must ensure that the developed Educational Programme meets the established goals, including the expected learning outcomes.

The management of the Educational Programme should ensure that there are developed models of the graduate Educational Programme describing the learning outcomes and personal qualities.

The management of the Educational Programme must demonstrate the conduct of external examinations of the content of the Educational Programme and the planned results of its implementation.

The qualifications obtained upon completion of the Educational Programme should be clearly defined, explained and correspond to a certain level of the NSC.

The management of the educational Programme should determine the impact of disciplines and professional practices on the formation of learning outcomes.

An important factor is the possibility of preparing students for professional certification.

The management of the Educational Programme must provide evidence of the participation of students, professors and other stakeholders in the development of the Educational Programme, ensuring their quality.

Labor intensity The educational Programme should be clearly defined in Kazakhstan credits and ECTS.

The management of the educational Programme should provide the content of academic disciplines and learning outcomes to the level of study (bachelor's, master's, doctoral studies).

• The structure of the Educational Programme should provide for various types of activities corresponding to the learning outcomes.

An important factor is the correspondence of the content of the Educational Programme and the learning outcomes of the Educational Programme implemented by organizations of higher and (or) postgraduate education in the EHEA.

The evidentiary part

The development and approval of educational Programmes at the university is carried out in accordance with the provisions of normative legal acts in the field of higher education, the Strategic Plan of the University, as well as documentation developed by the University: Academic Policy (https://drive.google.com/file/d/1_chV367-Kx-wT1Avkhn5-Dxdldz1l9GL/view), documented procedures DP-04-21 Development of an educational Programme (https://drive.google.com/file/d/1G9LKMlOGw3_SAJxHA7ihjuvt2JKnPjgH/view), DP-06-21 Development of a catalog of elective disciplines (https://drive.google.com/file/d/1NJC2gEEllw_SDHG7L3AgumgbWgnuFxup/view), DP-05-21 Development of working curricula (https://drive.google.com/file/d/1Rr9g_cwTKfSPkRDadztSuVUplnFnBp-I/view), as well as provisions - PD-04-21 Regulations on the educational Programme (https://drive.google.com/file/d/1eg4rkcNtNqsUlKXr72LfYD8pLxjCClGe/view), PD-15-21 Regulations on the catalog of elective disciplines (https://drive.google.com/file/d/1QzhA4f6VYWS4xuuL7sXCtFDyuhyoLd3w/view), PD-33-21 Regulations on the educational and methodological complex of the discipline (https://drive.google.com/file/d/1mvmev4TLXjKt8dTsOs8nba_sjcjwKS4F/view), etc.

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

The objectives of the educational Programme are consistent with the mission of the university, the National Qualification System. When developing an educational Programme, the degree of labor intensity of students' academic load is taken into account for all types of

20

educational activities provided for in the curriculum, credits are clearly defined. The content of the academic disciplines and the learning outcomes of the accredited Educational Programme of their own organization correspond to the level of training.

Accredited Educational Programmes are developed by working groups, which include professors and teaching staff, employers, students. The working group on the Educational Programme 6B04132 "State and local government" includes senior teachers Demeubaeva A.O., Abilgazieva Zh.E., associate professor Isakhmetov A.N., Deputy Akim of the Enbekshi district Amangeldiev D.Zh., head of the akim of the Karatau district Abdramanov O., as well as student Suttibai A. The educational Programme was discussed at a meeting of the Department of Economics (pr. No. 8 dated 03/24/2021), reviewed and approved at the meetings of the Academic Committee (pr. No. 1 dated 03/25/2021), the Educational and Methodological Council (pr. No. 3 dated 30.04.2021) and approved by the decision of the Academic Council of the University (pr. No. 2 dated 30.04.2021).

According to the Educational Programme 6B11102 "Tourism", the developers are senior teachers Demeubaeva A.O., Abilgazieva Zh.E., associate professor Isakhmetova A.N., director of the SOCIAL ORGANIZATION "Shymkent" Bisekenova L.M., general manager of the SOCIAL ORGANIZATION "Healy Properties" Sagyndykov B., as well as student Taskaraeva B. The educational Programme was discussed at a meeting of the Department of Economics (ave. No. 8 of 03/24/2021), reviewed and approved at the meetings of the Academic Committee (pr. No. 1 of 03/25/2021), the Educational and Methodological Council (pr. No. 3 dated 30.04.2021) and approved by the decision of the Academic Council of the University (pr. No. 2 dated 30.04.2021).

According to the educational Programme 6B01501 "Training teachers of Informatics", the developers are the head of the department "Information Technology and Design" Tenizbaev E.Zh., associate professor Zhukova T.A., teacher Mamadieva K.Kh., director of secondary school No. 67 named after. Kazygurt Nurseitov E., as well as student Kalambai G.P. The educational Programme was discussed at a meeting of the department (pr. No. 9 of 16.04.2021), reviewed and approved at meetings of the Academic Committee (pr. No. 1 of 20.04.2021), the Educational and Methodological Council (pr. No. 1 of 20.04.2021) and approved by the decision of the Academic Council of the University (pr. No. 2 of 30.04.2021).

Educational Programmes are available on the university's website: Educational Programme 6B04132 "State and Local Government" - https://drive.google.com/file/d/1eexdoYw-xYCKZUbTSAwMV8nEymn2smS3/view, Educational Programme 6B11102 "Tourism" - https://drive.google.com/file/d/10jlhxdX-d_Xd0UBe4P1p9dn2jrZi4F2O/view, Educational Programme 6B01501 "Training teachers of Informatics" - https://drive.google.com/file/d/1WFGWNd8PoSP2hNrdBL-7IQ0ePaMO7eYK/view .

The educational Programme is subject to external examination by employers. Expert opinions and reviews received from representatives of employers ensure the improvement, modernization and updating of implemented educational concepts. So, according to the Educational Programme 6B04132 "State and local government", the experts were Doctor of Economics, Professor, Director of the SCCP Industrial and Technical College Isakhmetov T.I., Deputy akim of the Abai district Tilesh N.T.; according to the Educational Programme 6B11102 "Tourism" - Head of the Department of Tourism industry development and External Relations of the Department of Tourism and External Relations of Shymkent Kalkabayev A.M., Ph.D., Associate Professor, Dean of the Faculty of Tourism and Sports of the International University of Tourism and Hospitality Asan D.S.; according to the Educational Programme 6B01501 "Training teachers of Informatics" experts were the director of Secondary school No.135 Mikheev B.E., Ph.D., associate professor of the South Kazakhstan University named after M. Auezov Beisenova G.I.

The University has created conditions for practical training: Programmes have been developed, contracts for practical training have been concluded, etc., in accordance with PR-05-

21, the Rules for organizing and conducting professional practice (https://drive.google.com/file/d/1PLXAmeL7bJ0lsvRilkirIDNcmI00y4UO/view). The main purpose of professional practices is the formation of practical skills of professional activity. the leading organizations and enterprises of the city and region were identified as practice bases: akimats of the abai, enbekshi, karatu districts, the health properties Educational organization, the department of tourism and external relations of shymkent, etc. the analysis of the list of practice bases showed the proper organization of the presented enterprises to the specifics of the accredited educational Programme.

online survey professorial and teaching staff, conducted during the visit of the external expert commission of the iaar, demonstrated that the content of the educational Programme "very good" meets the needs of 75% of professorial and teaching staff, "good" - 25%.

84.3% of professorial and teaching staff believe that "very good" focuses on the leadership of the institution to the content of the educational Programme, 15% as "good".

70% of the faculty and teaching staff rated the support of the university and its management for the development of new educational Programmes "very good", 29.3% - "good".

The survey of students showed that 91.8% were fully satisfied with the quality of educational Programmes in general, 8.2% of students were partially satisfied.

Analytical part

During the visit, experts analyzed educational Programmes, educational and methodological support for their implementation. The documentation was developed in accordance with the proper organization in accordance with the intra-university guidelines and regulatory requirements of the Republic of Kazakhstan. At the institutional level, the procedures for developing and documenting the Educational Programme are defined and documented with high quality.

The University demonstrated the participation of professorial and teaching staff, students and employers in the working groups on the development of the Educational Programme. The composition of the working group is indicated in the structure of each Educational Programme. However, during the interviews and analysis of the submitted documents, the External Expert Commission revealed the relatively formal nature of the external examinations of the Educational Programme. Moreover, the information about the involvement of students in the development of the Educational Programme was not confirmed.

The content of the educational Programme 6B04132 "State and local government", 6B11102 "Tourism", the sequence of their implementation by their own organizations meet the regulatory requirements and demands of the labor market. The results of training in each discipline and professional practices of the own organization correspond to the results of training in the educational Programme as a whole.

The educational Programme 6B01501 "Training teachers of Informatics" does not fully meet the established goals and results of training, does not provide psychological and pedagogical training of teachers and does not reflect the content of their professional activities, the educational organization is responsible, does not ensure compliance with the requirements of the Professional Standard "Teacher" (Annex to the order of the Chairman of the Board of the National Chamber of Entrepreneurs of the Republic of Kazakhstan "Atameken" No. 133 dated June 8, 2017), as well as the requirements of the EPO.

The content of the educational Programme 6B01501 "Training teachers of Informatics" does not correspond to the content of this Programme of the Central Asian Innovation University in the Register of educational Programmes of the Center for the Bologna Process and Academic Mobility (http://esuvo.platonus.kz/#/register/education_Programme/application/28596).

The document - the Educational Programme 6B01501 "Training teachers of Informatics" was presented only after repeated reminders, but twice (the first time without signatures and approval), according to the text, Computer Science is presented as the name of the specialty, the content of the Educational Programme also corresponds to this specialty to a greater extent than

the Training teachers of Informatics.

Also, the External Expert Commission notes the need to provide training opportunities for students for professional certification.

Strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:
- procedures for the development and management of the educational Programme are defined and documented at a high level.

Recommendations of External Expert Commission for Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:
- by 2022, to determine the criteria for the competitiveness of the educational Programme, their uniqueness and positioning in the educational services market; to bring the results to the attention of all interested parties;
- by the end of the 2021-2022 academic year, determine the list of disciplines whose content is aimed at preparing students for professional certification; by the beginning of the 2022-2023 academic year, make appropriate adjustments to the content of the educational Programme and academic disciplines;
- by the beginning of the 2022-2023 academic year, ensure the transparency of design, broad involvement and real participation of stakeholders in the development of the educational Programme.

Recommendations of External Expert Commission for the Educational Programme 6B01501 Training teachers of Informatics:
- until 30.01.2022, to ensure the design and implementation of the Educational Programme in accordance with the established goals and with full compliance with the requirements of the Professional Standard "Teacher", as well as the requirements of the EHEA;
- to ensure compliance of the implemented Educational Programme with the content of this Programme of the Central Asian Innovation University in the Register of educational Programmes of the Center of the Bologna Process and Academic Mobility until 30.01.2022.

Conclusions of External Expert Commission on criteria:
According to the standard "Development and approval of educational Programmes", the Educational Programme 6B04132 State and local Government, 6B11102 Tourism have 1 strong, 10 satisfactory positions, 1 criterion requires improvement.
The educational Programme 6B01501 Training teachers of Informatics has 1 strong, 8 satisfactory positions, 3 criteria suggest improvements.

6.4. Standard "On-Going Monitoring and Periodic Review of Educational Programmeme"

* A Educational organization should define mechanisms for monitoring and periodic evaluation of the EP in order to ensure the achievement of the goal and meet the needs of students and society. The results of these processes should be aimed at continuous improvement of the Educational Programme.
* Monitoring and periodic evaluation The educational Programme should include:
* the content of Programmes in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline taught;
* changes in the needs of society and the professional environment;
* workload, academic performance and graduation of students;
* effectiveness of student assessment procedures;

* expectations, needs and satisfaction of students with training in the Educational Programme;

* educational environment and support services and their compliance with the objectives of the Educational Programme.

* The Educational organization, the management of the Educational Programme should determine a mechanism for informing all interested parties about any planned or taken actions in relation to the EP.

• All changes made to the Educational Programme must be published. The management of the Educational Programme should develop a mechanism for reviewing the content and structure of the Educational Programme, taking into account changes in the labor market, the requirements of employers and the social request of society.

The evidentiary part

Monitoring and periodic evaluation The educational Programme is carried out on the basis of internal regulatory documents within the quality management system, including PD-22-21 Regulations on monitoring the quality of education (https://drive.google.com/file/d/11b70WkggMXvWDrN7Kk-ZeTOqrsECH_2D/view), which regulates various types of monitoring: current academic performance, the quality of graduation, the quality of the organization of the educational process, the quality of teaching disciplines, satisfaction of participants in the educational process, professional progress professorial and teaching staff, etc.

Internal control of the educational process is carried out at the university on a regular basis. The purpose of this monitoring is to identify the strengths and weaknesses of the practical activities of the departments within the framework of the Educational Programme management and to develop recommendations for eliminating shortcomings and spreading positive experience. Performance indicators are determined based on the criteria of departmental regulatory documents and university resources (scientific potential of the professors and teaching staff, educational and laboratory facilities, library fund, etc.). Feedback in the form of a report on corrective actions of the department allows you to track the implementation of the plan to eliminate deficiencies.

The University has a system for evaluating learning outcomes based on regulatory legal acts of the Ministry of Education and Science of the Republic of Kazakhstan and internal documents. All educational achievements of students are registered and entered into the database of AIS "Platonus". AIS allows you to keep records of students' academic achievements, form a transcript, and automatically calculate the average GPA score. The issues of the effectiveness of the Educational Programme and the quality of students' knowledge are considered at meetings of collegial bodies - a meeting of the department, the faculty Council, the Academic Council.

Monitoring of students' academic achievements is carried out through the current, milestone and final control of the student's progress using a point-rating system for assessing knowledge. The student's progress is determined based on the results of the examination sessions and is reflected in the examination sheets and transcript. The procedure and rules for organizing and conducting current, boundary and final controls are regulated by PR-02-21 Rules for organizing and Conducting final certification of undergraduate students (https://drive.google.com/file/d/1swMHHE8Dv5EKgOZwkCAaiE17qXE8xe-o/view).

To assess the satisfaction of internal needs, the Department of Monitoring, Quality Management System and Accreditation organizes and conducts surveys of students, teachers and employers of the university every academic period, in which the degree of satisfaction of students and graduates with the quality of the educational process, employers with the quality of graduate training in specialties, training areas and forms of education is assessed (PD-19-21 Regulations on monitoring the quality of the educational process by questioning students, graduates and employers, https://drive.google.com/file/d/1ujHLW_6o42cMRxH5rK0oGP5o8_p6LzxV/view).   Internal

24

evaluation of the effectiveness and efficiency of the Educational Programme is carried out by deans and graduating departments.

Every year, the university conducts a rating assessment of the professorial and teaching staff, departments, faculties. Evaluation of the activity of departments (PD-17-21 Regulations on the evaluation of the activity of the department, https://drive.google.com/file/d/1qZn_-SgmV4puGVl762ZJGV4DAnqIqIyb/view) is an integral part of the monitoring of the quality system of education at the university and is aimed at stimulating departments as the main structural units to increase the effectiveness of activities in the implementation of the mission, vision and policy in the field of education quality, achieving strategic goals of the university development. The results of the rating analysis are used by the university management when making decisions on the extension of contracts, personnel appointments and when determining the amount of salary allowances for professors and teaching staff, heads of departments, deans to their deputies.

In order to conduct high-quality classes, classrooms and classrooms are equipped with computers and other TCO. Syllabuses, lecture abstracts, methodological recommendations and instructions for the implementation of seminars, practical classes, SIW and SIWT, etc. have been developed for the disciplines of the Educational Programme. The functioning of the library within the walls of the university creates the necessary conditions for accessibility to the self-educational organization of students in the OP, equipped with educational, educational and methodological literature of domestic and foreign authors, the current regulatory legal acts of the Republic of Kazakhstan, and the database of electronic materials is constantly updated in connection with the transition to a distance learning format.

On a regular basis, the Educational Programme is reviewed taking into account changes in the labor market, the needs of employers, the latest scientific achievements in specific disciplines and the social demand of society.

The system of external control of the effectiveness of the implementation of the Educational Programme includes university accreditation procedures, participation in the Educational Programme ratings conducted by various independent organizations.

According to the results of the survey professorial and teaching staff of 54.3% believe that the knowledge of students of this University, "very good" Educational organizationsthat the realities of the requirements of the modern labor market, 44.3% of appreciate "good", 1,4% - "relatively bad".

52.9% of the professorial and teaching staff believe that the curriculum of the University form the students ' ability to analyze situations and to make predictions, "very well," was 44.3% - "good", 2,9% - "relatively bad".

92.5% of students are fully satisfied with the academic load and student requirements, 6.7% are partially satisfied.

80.9% of students expressed full agreement that the material proposed by the teacher is relevant and reflects the latest achievements of science and practice, 79.1% agree, 19.4% partially agree, 1.5% partially agree.

93.3% are fully satisfied with the objectivity and fairness of teachers, 5.2% are partially satisfied.

84.3% fully agree that the evaluation criteria used by the teacher are clear, 15.7% agree.

Analytical part

During the analysis of the report on the self-property Organization price, website materials and online conversations with university staff, an EXTERNAL EXPERT COMMISSION noted that the university has taken measures to regulate the process of monitoring and evaluating the Educational Programme. Monitoring mechanisms are described and implemented within the framework of the current quality management system.

The analysis of the submitted documents showed that all the activities carried out according to the results of monitoring are reflected in the documentation in the form of decisions of the Academic Council, the Rector's Office, etc.; decisions taken in departments; measures based on the results of internal audits; measures based on the results of external audits; measures based on the results of the analysis of the functioning of the QMS; corrective measures based on the results of identified and potential non-social organizations. The monitoring and evaluation of students' academic achievements is based on academic integrity and the proper organization corresponds to the academic policy of the university.

Thus, the university has a continuous mechanism for monitoring and periodic evaluation of the quality of the Educational Programme, which is handled by the university services. This process includes: a survey of students, graduates, teachers, employers; analysis of students' academic performance; resource and information support of the educational process; analysis of the student assessment system; assessment of the level of competence of the professorial and teaching staff; the degree of compliance of the educational Programme with the established requirements.

The University has developed PD-35-21 Regulations on Informing the Public (https://drive.google.com/file/d/1VNEI_FycdTf3ymIEsOeej4MeRmetgiwx/view), which defines the subject, procedure, frequency, as well as channels for providing information about the activities of the university. However, during the interview, students and graduates demonstrated ignorance about the changes concerning the Educational Programme. Also, when studying the official website of the university, there was a lack of information related to the revision and updating of the Educational Programme, the results of questionnaires, decisions of collegial bodies on the implementation of the Educational Programme, etc., which complicates the process of informing the main stakeholders, but is an important element of monitoring the Educational Programme being implemented.

Also, during the analysis of the report on the self-educational organization of the price of the materials submitted by the university, the External Expert Commission states that the content of the Educational Programme 6B01501 "Training teachers of Informatics" does not fully reflect the needs of society and the professional environment, since the age of digitalization requires a computer science teacher to have a certain set of professional skills, abilities, possession of specific methodological techniques for their implementation in professional activities.

The strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

Recommendations of External Expert Commission for Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:
- by the beginning of the 2022-2023 academic year, implement a mechanism for timely informing all interested parties about organizational decisions taken or planned actions in relation to the Educational Programme, including, based on the results of monitoring and reviewing the content of the Educational Programme; make appropriate adjustments to PD-35-21 Regulations on Informing the Public.

Recommendations of External Expert Commission for EP 6B01501 Training teachers of Informatics:
- until the end of the 2021-2022 academic year, the Educational Programme development plan provides for activities to study the needs of society and the professional environment;
- to revise the content and structure of the Educational Programme by the end of the 2021-2022 academic year, taking into account changes in the labor market, the requirements of employers and the request of society.

26

Conclusions of External Expert Commission on criteria:

According to the standard "Continuous monitoring and periodic evaluation of educational Programmes" EP 6B04132 State and Local Government, 6B11102 Tourism have 7 satisfactory positions, 2 criteria require improvement.

The educational Programme 6B01501 Training teachers of Informatics has 6 satisfactory positions, 3 criteria suggest improvements.

6.5. The standard "Student-centered learning, teaching and assessment of Performance Evaluation"

* The management of the Educational Programme should ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.

* The Educational Programme management should ensure the use of various forms and methods of teaching and learning.

* An important factor is the availability of own research in the field of teaching methods of academic disciplines of the Educational Programme.

* The management of the educational Programme should demonstrate the existence of a feedback system for the use of various teaching methods and evaluation of learning outcomes.

* The management of the educational Programme should demonstrate support for the autonomy of students with simultaneous guidance and assistance from the teacher.

* The management of the Educational Programme must demonstrate the existence of a procedure for responding to student complaints.

* The Educational organization must ensure consistency, transparency and objectivity of the learning outcomes assessment mechanism for each Educational Programme, including the appeal.

* The Educational organization must ensure that the procedures for evaluating the learning outcomes of students of the Educational Programme correspond to the planned results and goals of the Programme. The evaluation criteria and methods within the Educational Programme should be published in advance.

* In a Educational organization, mechanisms should be defined to ensure that each graduate achieves the Educational Programme of learning outcomes and ensures the completeness of their formation.

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

The evidentiary part

The university provides for taking into account the needs of various categories of students: working youth; students who take an active part in the activities of Educational organizations; students with special educational needs; foreign students. In order to identify the needs of various categories of students, data from a regularly conducted analysis of academic performance in the context of courses, faculties, specialties and students are used; information on the nature of students' appeals to various structural units of the university is used.

Inclusive education at the university is implemented through a distance learning system. Students with disabilities have access to an electronic library, to online educational information bases, which contain educational and methodological complexes of the discipline. The University has developed PD-51-21 Regulations on Inclusive Education (https://drive.google.com/file/d/1dpQym721_o6eAQ3xkKQOkngPoHdIEHrK/view), the proper organization is provided with the appropriate conditions.

The university has organized systematic work on social support - financial support for orphaned students and children left without parental care, financial support for students from

low-income and socially vulnerable families, provision of places for nonresident and foreign students to stay in student dormitories. Talented young people are supported.

For successful adaptation in the conditions of the credit system of training, first-year students are provided with a reference guide for a first-year student (https://drive.google.com/file/d/1VkUYIq3Rya1hrMWq0TIphB9ijTeCyZeW/view) with information about the internal regulations, the mode of operation of all services, the order of payment for training, the requirements for evaluating the results of training and a telephone directory. The process of adaptation of foreign students takes place both within the framework of educational activities and during extracurricular activities, which forms speech and socio-cultural competence.

Students' autonomy is supported on the basis of the requirements of the credit technology of training and the possibility of building an individual learning trajectory. The main assistant of the student is an adviser (PD-10-21 Regulations on the activities of advisors, https://drive.google.com/file/d/16ot0nGER5yUZwNtWbyhEobjw-etMm_Es/view), who represents the academic interests of students and participates in the preparation of all necessary information materials on the organization of the educational process, provides them to the student and assists him in compiling and correcting the IEP.

The individual educational trajectory is reflected in educational Programmes, working curricula and individual curricula, where, along with general education, basic disciplines of the compulsory component, there are elective courses and various types of practices that are aimed at providing professional competencies. The registration procedure for elective disciplines and the formation of an individual curriculum of the student is regulated by PR-03-21 Rules for the registration of students for disciplines, (https://drive.google.com/file/d/1JX6NMQ4uTLt2LaLAU7plQt-Ga1WAaMsO/view).

To build an individual learning trajectory, a systematic list of all elective component disciplines is developed and updated annually – a catalog of elective disciplines. Catalogs of elective disciplines are developed taking into account the interests of students and are updated every year taking into account the needs of the labor market and specific requests of employers. Catalogs of elective disciplines are available on the University's website: OP 6B04132 "State and Local Government" - https://drive.google.com/file/d/1zFfsz_6Po_pBdt0pPb3C79XQCA1mRpCr/view, Educational Programme 6B11102 "Tourism" - https://drive.google.com/file/d/1A16Cml1GQORoosaAnNQ6hmMODkQLxE5p/view, Educational Programme 6B01501 "Training teachers of Informatics" - https://drive.google.com/file/d/1BpSyr8ktovbsstmXQHhzUSzDYd82d7e4/view .

During the session, in order to ensure openness and transparency, appeal commissions are organized. At the meetings of departments and Faculty Councils, discussions are periodically held on the results of intermediate and final attestations of students, proper organizational work is carried out with students who do not cope with academic requirements (PR-07-21 Rules for organizing and conducting ongoing monitoring of academic performance and intermediate attestation of students, https://drive.google.com/file/d/1YieRNQ8QQxIOhQGtGzIxC32d18qmgS2D/view).

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

The University provides a transparent and objective mechanism for evaluating learning outcomes for each educational Programme. The procedure for evaluating the learning outcomes of students corresponds to the planned learning outcomes. Assessment methods and criteria are reflected in syllabuses of academic disciplines. Students will learn grades for all types of control through the personal account of AIS "Platonus". The results of the exams are brought to the attention of students in due time (PR-02-21 Rules for the organization and conduct of final

certification of undergraduate students, https://drive.google.com/file/d/1swMHHE8Dv5EKgOZwkCAaiE17qXE8xe-o/view).

The university has organized a procedure for responding to student complaints, reviewing student appeals and appeals through the Student Service Center on the principle of "one window", call center, online complaint, rector's blog, trust boxes.

Questions about the application and effectiveness of active and innovative teaching methods are regularly discussed at the level of departments, educational and methodological commissions, educational and methodological bureaus of faculties and the educational and methodological council of the university. Teachers exchange experience in the use of active and innovative methods, mutual visits of teaching staff are organized, open classes are held, etc

. 57.1% of the professorial and teaching staff believe that teachers can use their own learning strategies "very well", 42.9% - "well".

72.1% of professors and teaching staff can use their own teaching methods "very well", 27.9% - "well".

69,3% of the professorial and teaching staff "very good" assess your ability to use innovation in the learning process, 30.7% of "good".

60.7% of the professorial and teaching staff rated "very good" level of stimulation and attraction of young specialists for the educational process, 37.9% of "good" and only 1.4% a "relatively bad".

93.3% of students are fully satisfied with the quality of teaching, 37.9% are partially satisfied, 0.7% are partially dissatisfied.

86.6% of students fully agree that equal opportunities are provided to all students at the university, 11.9% agree, 1.5% partially agree.

85.1% fully agree with the fact that the teacher uses effective teaching methods, 12.7% agree, 2.2% partially agree.

Analytical part

During the visit, the experts of The External Expert Commission on this standard came to the following conclusions.

The University and the management of the Educational Programme demonstrates a purposeful policy for the implementation of measures to take into account the needs and individual characteristics of students in both academic and extracurricular activities.

The Educational Programme management strives to provide equal opportunities for students, regardless of the language of instruction, to form an individual educational Programme aimed at the formation of professional competence. The accredited educational Programme is supposed to be taught in the state and Russian languages. In this regard, it is necessary to develop educational and methodological documentation - CED, IEP and WEP, EMCD, work Programmes, syllabuses, tests, exam tickets, etc. - in both languages.

During interviews with the heads of the Educational Programme, the professorial and teaching staff and students, it turned out that there was little use of innovative teaching and learning methods. In modern conditions of the universal forced transition to a distance learning format, it is necessary to pay more attention to the training of professorial and teaching staff and the introduction of various forms and methods of teaching, including using digital technologies. At the same time, the effectiveness of certain technologies can be confirmed not only in the process of conducting questionnaires, surveys, interviews, etc., but, first of all, by conducting teachers' own research in this area. The professorial and teaching staff has some experience in developing their own methods of teaching academic disciplines, but their share in the total volume of academic disciplines and modules of the Educational Programme is insignificant. In this regard, the External Expert Commission considers it necessary for the teaching staff to actively conduct research in the field of innovative methods of teaching disciplines, to study and adopt positive experience of using innovative technologies in the educational process. The

results of our own research and development in the field of teaching methods of academic disciplines should be disseminated and made available to all interested parties.

The strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

Recommendations of External Expert Commission for Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:
- to ensure the development of educational and methodological documentation in the state and Russian languages by the beginning of the 2022-2023 academic year;
- annually monitor the use of innovative learning technologies;
- by the end of the 2021-2022 academic year, to prepare a plan for the development and implementation of their own research in the educational process by the professorial and teaching staff in the field of teaching methods of academic disciplines; regularly ensure the dissemination of information about the results of their own research on the university's website.

Conclusions of External Expert Commission on criteria:
According to the standard "Student-centered learning, teaching and assessment of academic performance", the educational Programme 6B04132 State and local Government, 6B11102 Tourism have 8 satisfactory positions, 2 criteria require improvement.
The educational Programme 6B01501 Training teachers of Informatics has 9 satisfactory positions, 1 criterion suggests improvements.

6.6. The "Students" Standard
* A Educational organization must demonstrate the existence of a policy of forming a contingent of students in the context of the Educational Programme from admission to graduation and ensure transparency of its procedures. The procedures governing the life cycle of students (from admission to completion) must be defined, approved, published.
* The management of the Educational Programme should determine the order of formation of the contingent of students based on:
* minimum requirements for applicants;
* the maximum size of the group during seminars, practical, laboratory and studio classes;
* forecasting the number of state grants;
* analysis of available material and technical, information resources, human resources;
* analysis of potential social conditions for students, including the provision of places in the dormitory.
* The management of the Educational Programme must demonstrate readiness to conduct special adaptation and support Programmes for newly enrolled and foreign students.
* A Educational organization must demonstrate compliance of its actions with the Lisbon Recognition Convention.
* The Educational organization should cooperate 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 management of the Educational Programme should demonstrate the existence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal learning.

* A Educational organization should provide an opportunity for external and internal mobility of students of the Educational Programme, as well as readiness to assist them in obtaining external grants for training.

* The management of the educational Programme should demonstrate readiness to provide students with internship places, promote the employment of graduates, and maintain communication with them.

* A Educational organization should provide for the possibility of providing graduates of the Educational Programme with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content and status of the education received and certificates of its completion.

* An important factor is the availability of mechanisms for monitoring the employment and professional activity of graduates of the Educational Programme.

The evidentiary part

The experts of the External Expert Commission note that the policy of forming a contingent of students is carried out on the basis of the Standard Rules for Admission to educational organizations implementing educational Programmes of higher education (Order of the Ministry of Education of the Republic of Kazakhstan dated October 31, 2018 No. 600), the Rules for awarding an educational grant to pay for higher education (Resolution of the Government of the Republic of Kazakhstan dated January 23, 2008 No. 58), etc. The formation of a contingent of students is carried out by placing a state educational order for the training of scientific personnel, as well as paying for training at the expense of citizens' own funds and other sources. Admission to the Educational Programme is carried out according to the requirements of the Ministry of Education and Science of the Republic of Kazakhstan, on a competitive basis based on the results of passing the UNT or CT (PR-06-21 Rules for admission of applicants, https://drive.google.com/file/d/1Yb28cbLLZ5klkUrWFitbhYdR6MuRa87e/view).

Information about the list of the University's educational Programme, the list of necessary documents, admission rules are posted on the official website of the university (https://caiu.edu.kz /) in the section "Applicants", on the information stands of the admissions committee and in advertising booklets. In the process of preparing for the admission of the company, the university departments develop plans and schedules for career guidance work for professors and teaching staff of departments, various career guidance events with the invitation of students from schools, colleges to the university for an open day, etc. (PD-32-21 Regulations on career guidance, https://drive.google.com/file/d/1R7nz3bf-iZuNHI75Vf3dJGfj9k-4aunb/view).

In order to implement a systematic policy of forming a contingent of students, the university conducts a set of measures that ensure the image of the university in the region and the republic as a whole. The current management system is reflected in the strategic development plan of the university and is based on constant monitoring in order to improve the quality of the educational process (KP-05-21 Organization of social and educational work, https://drive.google.com/file/d/1vtQTu0JonTs4AmxkmWJEZu1cE41Oqq0p/view).

Reference books are being developed for applicants containing information about the features of a particular specialty, as well as future professional activity (a reference guide for a first-year student, https://drive.google.com/file/d/1VkUYIq3Rya1hrMWq0TIphB9ijTeCyZeW/view). PG-01-21 Programme of support and adaptation of foreign students has been developed at the University (https://drive.google.com/file/d/1TPk4Rq689bMQUEeK6Je7nEVZsTCuRiIf/view).

The issues of the organization of admission, the formation of the contingent, as well as the results of admission are considered at the meetings of departments, deans, rectorate and Academic Council. The formed contingent of students according to the forms of training is approved by the rector. Currently, the contingent of students in OP 6B04132 "State and local

31

government", 6B11102 "Tourism", 6B01501 "Training teachers of Informatics" is 100 people (Table 2).

Table 2 - Contingent of students on accredited EP

Name of the EP	Total	full - time			
		1 course		2 course	
		Ka z	Ru s	Ka z	Ru s
6B04132 "State and local government"	72	8	-	64	-
6B11102 «Tourism»	13	13	-	-	-
6B01501 «Training teachers of informatics»	15	15	-	-	-

Also, PR-04-21 Rules for the transfer, restoration and expulsion of students have been developed (https://drive.google.com/file/d/1MjYcsYarDky67JUShcF9FHv_Vhqg5BNi/view).

The University cooperates on the recognition of qualifications with the Center of 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 the learning outcomes obtained during academic mobility, additional, formal and informal training (PD-37-21 Regulations on the procedure for transferring and recertification of disciplines, https://drive.google.com/file/d/1V2I7T1eCOZw0MA9XN-v4GUPa7xvmyYzk/view; PD-38-21 Regulations on the 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 documents provided (academic certificate, transcript).

The development of academic mobility of students is one of the priorities in the work of the university. This work is regulated by PD-11-21 Regulations on Academic Mobility of Students (https://drive.google.com/file/d/1_lc0yxrL-ICYPthWdiXBsFBo4PUoJ1IC/view). Within the framework of academic mobility Programmes for students, the university has contracts with foreign and Kazakh universities: Tambov State University named after G.R. Derzhavin, Jalal-Abad State University, International University of Tourism and Hospitality, Miras University, Shymkent University, etc.

All types of practice are provided with educational and methodological materials, the passage of practice is made out in the form of reports. Contracts are concluded annually with leading enterprises of the city and the region on the organization of professional practice (PR-05-21 Rules for the organization and conduct of professional practice, https://drive.google.com/file/d/1PLXAmeL7bJ0lsvRilkirIDNcmI00y4UO/view).

According to the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 125, the graduate, along with the diploma, is issued an appendix to the diploma (transcript), which contains grades for each academic discipline according to the point-rating letter system, indicating its volume in credits. In addition to the transcript, a European diploma supplement is issued at the request of the student.

Students of the accredited Educational Programme take part in all cultural events on the scale of the city, region and republic, contribute to the cultural life of the region and the city, improve their performing skills and delight with their achievements (KP-05-21 Organization of social and educational work, https://drive.google.com/file/d/1vtQTu0JonTs4AmxkmWJEZu1cE41Oqq0p/view).

The University has a Youth Affairs Committee (PP-23-21 Regulations on the Youth Affairs Committee, https://drive.google.com/file/d/1yZREVob8iCW5_y5hPbHOuWG_PcJe4ljY/view). The Committee was created with the aim of creating organizational conditions for the spiritual, cultural, educational formation and physical development of young people, the disclosure of

their creative potential, the implementation of socially significant youth initiatives, as well as the education of young people as socially active citizens of society.

The University constantly monitors the results of graduates' employment in the context of education levels and educational Programmes (PD-18-21 Regulations on Graduates' Employment, https://drive.google.com/file/d/1O7WiUWiDaAwqAW-QXeYNfVp3vbrV1KW7/view). In order to form a stable system of interaction with graduates, the University has established an Alumni Association (PP-24-21 Regulations on the Alumni Association, https://drive.google.com/file/d/1eZue9HIMgzNoFLeEAt8xp3bZhJ4H-xOp/view). The primary goals of the Association are to strengthen ties and corporate spirit between students and graduates of the University of all generations, cohesion and social promotion of graduates, their self-realization.

The results of the survey of students showed that:

– 89.6% are fully satisfied with the availability of academic counseling, 8.2% are partially satisfied, 0.7% are not satisfied%;

- the availability of health care organization services is fully satisfied - 92.5%, partially satisfied - 6%, partially dissatisfied - 1.5%.

– the availability of library resources is fully satisfied - 94%, partially satisfied - 5.2%, partially dissatisfied - 0.7%;

– the existing educational resources are fully satisfied - 91.8%, partially satisfied - 7.5%, partially dissatisfied - 0.7%;

– the relationship between the student and the teacher is fully satisfied - 92.5%, partially satisfied - 6.7%, 0.7% partially dissatisfied.

Analytical part

The members of the External Expert Commission confirm that the university implements a transparent policy of forming a contingent of students, regulated throughout the full life cycle by the necessary procedures developed on the basis of national regulatory legal acts and internal documents of the university. The analysis of the information provided indicates that the potential for the formation of a contingent of students under accredited educational Programmes is not being implemented enough.

Experts note that the university provides graduates with documents confirming their qualifications, taking into account the achieved learning outcomes, the status and content of the education received.

At the same time, the External Expert Commission notes the need to intensify work on the organization of academic mobility of students and the further transition of this direction into the form of joint and double-degree educational Programmes. Currently, there are sufficient conditions for this in the departments. The university has cooperation agreements with foreign universities, there is some experience of academic mobility. In modern conditions, new opportunities for academic mobility in the online format are opening up. In this regard, the management of the Educational Programme needs to expand the list of partner universities and ensure the participation of more students. It is also necessary to carry out work on a systematic basis to inform students about the possibilities of academic mobility.

The strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

Recommendations of External Expert Commission for Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- by the beginning of the admission campaign of the 2022-2023 academic year, to develop a marketing plan for the promotion of an educational Programme in order to increase the number of students;

- by the beginning of 2022, to develop and begin implementing an action plan to expand the external and internal mobility of students, an educational Programme, including through grant funding (or to introduce appropriate measures into the existing development plans of the Educational Programme with specific indicators, deadlines and responsible persons).

Conclusions of The External Expert Commission according to the criteria:
According to the "Students" standard, the Educational Programme 6B04132 State and local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics have 14 satisfactory positions.

6.7. Standard "Teaching staff"

* A Educational organization should have an objective and transparent personnel policy, including in the context of an Educational Programme that includes hiring, professional growth and development of personnel, ensuring the professional competence of the entire staff.
* A Educational organization must demonstrate that the human resources of the professors and teaching staff correspond to the development strategy of the Educational organization and the specifics of the educational Programme.
* The management of the Educational Programme should demonstrate awareness of responsibility for its employees and ensure favorable working conditions for them.
* The management of the educational Programme should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.
* The Educational organization should determine the contribution of the faculty and teaching staff of the educational Programme to the implementation of the development strategy of the Educational organization, and other strategic documents.
* A Educational organization should provide opportunities for career growth and professional development of professors and teaching staff educational Programme.
* The management of the Educational Programme must demonstrate a willingness to involve practitioners of their own organizations in the relevant industries in teaching.
* A Educational organization must demonstrate motivation for the professional and personal development of teachers Educational Programme, including a social organization responsible for the integration of scientific activity and education, the use of innovative teaching methods.
* An important factor is the readiness to develop academic mobility within the framework of the Educational Programme, to attract the best foreign and domestic teachers.

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

Recruitment and evaluation of the teaching staff is carried out on the basis of regulatory documents. The University has developed a process map KP-06-21 Staffing (https://drive.google.com/file/d/1h61kP5TUh27g34cYgchZgDcnFkXyikzw/view), which is designed to determine the sequence of actions necessary to manage the process of providing

personnel in the quality management system and ensuring the quality of training in a proper organization in accordance with the State Mandatory Standard of Higher Education. There are also PD-34-21 Staff Regulations (https://drive.google.com/file/d/1FNOIU-vEYYMjwPpd0nQaWRFDniY4T9JL/view), PR-09-21 Rules of competitive replacement of positions of professors and teaching staff and researchers (https://drive.google.com/file/d/1P-m0oHcE9XIqfWm6-mmypwXzFj4E_JXa/view).

The main normative act defining the procedure for hiring and dismissing employees, the legal status of the parties to the employment contract, working hours, rest time, measures applied to employees, social organization and penalties, as well as other issues of labor relations, is PD-01-21 Regulations on Internal Regulations (https://drive.google.com/file/d/11VA9Zq8uhqbfKpCdAe_V-Tec7OnwsoEp/view). The current professional activity of the professors and teaching staff is regulated by the job descriptions of the staff and the teaching staff.

The University ensures the completeness and adequacy of individual work planning by the professors and teaching staff in all types of activities, monitoring the effectiveness and effectiveness of individual plans. The calculation of the labor intensity of the training load is based on the working curricula of the Educational Programme, according to the Rules of the organization of the educational process on credit technology of training. PD-06-21 Regulations on academic load and teaching work have been developed (https://drive.google.com/file/d/1ubeAsVV8zRv8ZVxaon6j0Ya4e5hOevnV/view), which regulates the requirements for planning the work of the teaching staff, describes the types of work and the norms of the pedagogical load. PD-48-21 Regulations on the norms of planning time and accounting for the teaching load of the teaching staff have also been developed (https://drive.google.com/file/d/1xmbHNz8QcFQdE_pZKMqxYtKfAhrJs7Cz/view).

According to the staffing table , the accredited Educational Programme is staffed by professors and teaching staff as follows:

Table 3 - Quality of the teaching staff

Years	Number of full-time professors and teaching staff	PhD	Candidates	Gradualness, %
6B04132 State and local government	24	1	9	42
6B11102 Tourism	5	-	2	40
6B01501 Training teachers of Informatics	4	-	2	50

Practical teachers are involved in the implementation of the educational process according to the accredited Educational Programme (PD-49-21 Regulations on the involvement of practitioners in the educational process, https://drive.google.com/file/d/1AzQAECyUhnoMOY1KKQQ9D2hczoiYWSgD/view), as well as specialists from far and near abroad (PP-15-42 Regulations on the procedure for attracting Foreign specialists, https://drive.google.com/file/d/15WnWPY5PnGwQI5-jQ6ryEKPcLurwMit-/view). There are opportunities for the development of academic mobility of PROFESSORS AND TEACHING STAFF (PD-25-21 Regulations on Academic Mobility of Teaching Staff, https://drive.google.com/file/d/1uIunU4VCk3M5ITnwVWtmcDww28Lc3vCu/view).

To monitor the competence of the university staff, the rector's office, the personnel department and the heads of their own organizations of the relevant structural units periodically assess the competence of the existing staff and its compliance with the requirements established by job descriptions by visiting "open" classes, mutual attendance of classes, student

questionnaires, etc. The competence of the staff is determined on the basis of certification, which is a kind of comprehensive assessment that takes into account the potential and contribution of the employee to the final result for a certain period of time.

The university has created and operates a rating system for personnel evaluation, the purpose of which is to stimulate the professional and personal development of the faculty and teaching staff (PD-27-21 Regulations on the evaluation of the rating 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 the teaching staff is determined by the point system developed by the university, and is expressed in the form of a salary supplement in the percentage of its own organization (PD-26-21 Regulations on Remuneration and material incentives (bonuses), https://drive.google.com/file/d/1s3zrEB0QISXc6dS4ZFlP1GcKpMoXK3DT/view).

The Department of Economics carries out an initiative research work "Management, Finance, accounting and tourism in the context of sustainable regional development of Turkestan region: theoretical and applied research" (2021-2025, No. 0121RKI0169), and there is also an agreement with LLP "Tourexpert" for the performance of research work "Assessment of management efficiency of LLP Travel Company" based on business process reengineering" (09/10/2020 - 30.05.2022). The results of scientific research of teachers are reflected in scientific articles, published journals, speeches at scientific conferences of various levels, etc.

The University is aware of the responsibility for its employees, provides the most favorable working conditions. The state of the moral and psychological climate at the departments is characterized by stability, a creative attitude to the performance of their duties. Labor and performance discipline at the proper level. University teachers take an active part in the public life of the city and the Republic.

According to the results of the survey conducted by the professorial and teaching staff by experts, the External Expert Commission Of IAAR found that:
- the university provides opportunities for the professorial and teaching staff to use their own innovations in teaching – "very good" and "good" - 69.3% and 30.7%;
- professorial and teaching staff assess the support of the university and its management of research activities "very good" - 61.4%, "good" - 37.1%, "relatively bad" - 1.4%;
- 58.6% of the professorial and teaching staff "very well" assess the organization of work on academic mobility, "good" - 38.6%, 2.9% - "relatively bad";
- the level of ability of professorial and teaching staff to combine teaching with scientific research is "very good" - 55.7%, "good" - 42.1%, 2.1% - "relatively bad";
- 91.4% of the professorial and teaching staff are fully satisfied with the terms of remuneration, 8.6% are partially satisfied%;
- 92.9% are fully satisfied with the convenience of work, services available at the university, and 7.1% are partially satisfied%;
- 72.1% of the professorial and teaching staff are fully satisfied with the provision of benefits: rest, sanatorium treatment, etc., 23.6% are partially satisfied, 3.6% are not satisfied, 0.7% found it difficult to answer.

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

The university is supposed to develop a competence model of a teacher (MD-01-21 Competence model for professors and teaching staff), but it was not possible to get acquainted with this document, this document is not available on the university's website.

There is no personnel policy in the context of the Educational Programme 6B01501 "Training teachers of Informatics", the Development plan of the Educational Programme contains information that the staff of the professors and teaching staff staff of the graduating department of the Educational Programme is 4 people, measures for the development of human resources for the next 5 years are not provided. There are no specialists in the field of pedagogical education among the teachers represented. A similar situation is observed in the Educational Programme 6B11102 "Tourism". Moreover, teachers who have a proper basic education in their own organization do not speak the state language at a sufficient level. There is a question of ensuring the quality of teaching, taking into account the available contingent only in groups with the Kazakh language of instruction.

During the accreditation process, there was no evidence of a change in the role of the teacher in connection with the transition to student-centered learning, including, according to the teachers participating in the meeting with the External Expert Commission, no changes were noted.

The university has a system of motivation and social organization of staff, built on the principle of rating the achievements of teachers, which allows you to stimulate research and other activities of the professors and teaching staff. However, a small number of publications by professors and teaching staff suggests that such incentives are not enough.

During the interview, the professors and teaching staff spoke positively about the state of the moral and psychological climate at the university, the social support system.

During the work of the External Expert Commission, as a result of interviews with students, graduates, employers, the commission noted that, in general, teachers use interactive teaching methods, but teaching methods should be improved in connection with the development of innovative learning technologies, teachers need to master new technologies, computer applications and other tools.

The Commission also noted that academic mobility of professors and teaching staff is not sufficiently developed. It is necessary to expand the Programmes and the number of teachers participating in academic mobility.

The strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

Recommendations of External Expert Commission for Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- until 30.12.2021, the Educational Programme development plans provide for measures and measures for the development of human resources and ensure:

- formation of a personnel support Programme An educational Programme in a proper organization in accordance with the needs of its implementation;

- involvement of professors and teaching staff in their own organization in accordance with the needs of training, including taking into account the language of training;

- until 30.09.2022, to ensure the design, implementation and documentation of changes in the role of the teacher in connection with the transition to student-centered learning;

- by the beginning of the 2022-2023 academic year, in order to increase the motivation of professors and teaching staff, expand the list of measures to promote their publication activity, scientific activity and the use of innovative teaching methods;

- from 2022-2023 academic year to intensify the use of professors and teaching staff of information and communication technologies, new and innovative forms and methods of presentation of educational material, with reflection in syllabuses;

- by the beginning of 2022, to develop and begin implementing an action plan to expand external and internal mobility of the professors and teaching staff in the context of the

Educational Programme and attract foreign and domestic teachers (or to introduce appropriate measures in the existing plans for the development of the Educational Programme with specific indicators, deadlines and responsible).

Conclusions of External Expert Commission on criteria:
According to the "Teaching Staff" standard, the Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics have 7 satisfactory positions, 2 criteria suggest improvements.

6.8. Standard "Educational resources and student support systems"

* A Educational organization must guarantee a sufficient number of educational resources and student support services, its own organization corresponding to the objectives of the Educational Programme.
* A Educational organization must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the context of the Educational Programme (adults, working, foreign students, as well as students with disabilities).
* The Educational Programme management should demonstrate the availability of support procedures for various groups of students, including information and counseling. The management of the Educational Programme must demonstrate the compliance of information resources with the specifics of the Educational Programme, including:
* technological support for students and professors and teaching staff in their own organizations in accordance with educational Programmes (for example, online training, modeling, databases, data analysis Programmes);
* library resources, including the fund of educational, methodological and scientific literature on general education, basic and profile disciplines on paper and electronic media, periodicals, access to scientific databases;
* examination of research results, graduation papers, dissertations for plagiarism;
* access to educational Internet resources;
* functioning of WI-FI on the territory of the educational organization.
* A Educational organization should strive to ensure that the educational equipment and software intended for use in the development of educational Programmes are similar to those used in its own organizations in the relevant industries.

The evidentiary part
When carrying out educational activities, the graduating departments are guided by regulatory documents regulating mandatory regulatory requirements for the material, technical, educational and laboratory facilities of educational organizations. The analysis shows that the organization of the subject-spatial environment of classrooms meets the requirements for the material and technical base of universities. Sufficient conditions have been created at the University to ensure the accessibility and quality of education, to continuously improve the qualifications of the professorial and teaching staff and to improve the efficiency of the management of the Educational Programme. The material, technical, informational, human and socio-cultural resources of the own organization correspond to the activities, mission, vision, strategy of the university and development plans of the University.

Currently, the university has the following infrastructure facilities: a dormitory (868 m2) with 80 beds (PP-20-21 Regulations on the dormitory, https://drive.google.com/file/d/1qTjgAqY8o94K_Ck38JM78ffZIjBGexB-/view), 3 dining rooms for 300 seats, a sports complex with a total area of 2388 m2 with a swimming pool (462.1

m2), a gym (751.8 m2), a fitness room (261 m2) equipped with the appropriate equipment. There is also a gym with a total area of 268.2 m2 in building "B" at 108 Akpan Batyr Street. In addition, there are two medical centers for students in different buildings with a total area of 45.5 m2, two libraries with reading rooms (a total area of 270.9 m2), a Testing Center (204.2 m2), a stadium (2400 m2), a tennis court (641.2 m2). An assembly hall with a total area of 1,695 m2 is used for various cultural events. The online review of the university's material base presented to the experts by the External Expert Commission corresponds to the data stated in the report.

For an effective and regular analysis of the sufficiency of resources and support systems for students at the university, sociological research is conducted. The degree of satisfaction and wishes of students, the level of teaching and social conditions are revealed (PD-19-21 Regulations on monitoring the quality of the educational process by questioning students, graduates and employers, https://drive.google.com/file/d/1ujHLW_6o42cMRxH5rK0oGP5o8_p6LzxV/view).

The university has normative documentation on the organization and educational and methodological support of the educational process, the organization of research and educational work, available to students in the university library, at the department and on the university website. The University has developed PD-51-21 Regulations on Inclusive Education (https://drive.google.com/file/d/1dpQym721_o6eAQ3xkKQOkngPoHdIEHrK/view), appropriate conditions are provided.

The student can contact the curator of his group at any time (PD-02-21 Regulations on the curator of academic groups, https://drive.google.com/file/d/1xa816tBK9o2aOCLQCe3H9595i_pJRDYA/view), 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, the student office (PP-13-21 Regulations on the department of movement of students, https://drive.google.com/file/d/1eSJVcrG4JVKWJJ2CTzEy15_4q-oB6Dy_/view). The student can receive an answer to his request, depending on the nature of the question, both directly on the spot, and by submitting an application with receiving an answer at the time set by regulatory documents.

The university has a student support service – Student Service Center (PP-18-21 Regulations on the Student Service Center, https://drive.google.com/file/d/1XpofS6tjRMuNW1j1Uc40v_PYjSs5Y_oI/view), which provides an opportunity for all categories of students to familiarize themselves with the requirements for the educational process, financial discipline, behavior, get advice, form an individual educational trajectory, organize independent work, get access to reading rooms and computer classes outside of school hours, take part in the work of public associations and university management.

The university has student scientific circles (PP-15-21 Regulations on the Student Scientific circle, https://drive.google.com/file/d/1VNBVXSGAk3-GtgI9KtWhdiigu3kCU3ep/view) and clubs (PP-12-21 Regulations on the SANALY URPAQ Student Club, https://drive.google.com/file/d/1EPYy7DxntCLvcl8pzcdnJbi4-DzYLET5/view), the Council of Young Scientists (PD-24-38 Regulations on the Council of Young Scientists, https://drive.google.com/file/d/1eKwYDSrIiq_92o_-L91FpNZ1BDL0UCEH/view). For participation in various Olympiads, competitions, etc. (PD-24-41 Rules for conducting subject Olympiads and research works of students, https://drive.google.com/file/d/1QnoqLjUmTsWTnpl0RD7stxKdGmgskKB8/view), as well as in the life of the university, activists are provided with various kinds of social organization (PD-03-21 Regulations on benefits and Scholarships for students studying on a contractual basis, https://drive.google.com/file/d/1aRF5g8e-Eb8YlIFPsPwpTnzWtUcy4rGC/view).

Access to the educational and methodological and educational and administrative information necessary for students is provided by the official website with pages containing links to the AIS "Platonus", presented as an automated information system for managing the educational process.

Teachers and students of the departments use all the educational resources available at the university. This is a library (PP-17-21 Regulations on the Library, https://drive.google.com/file/d/1sF97TBP_xVYQ93Upbjb_BJANEjGZGH3d/view), which is part of the RMEB computer classes, testing center (PP-09-21 Regulations on the testing center, https://drive.google.com/file/d/1lydbYprIaDrAzlRnJhzUnwpRJulpU48M/view), etc.

The examination of research, graduation papers for plagiarism is carried out (PD-30-21 Verification of works for uniqueness, https://drive.google.com/file/d/1PZ5roFEbdjC37Ee4AfckWbEoBJ-CDFbx/view). For this purpose, the university has contracts with organizations that provide access to the automated Anti-Plagiarism system. The requirements for this procedure are described in PD-13-21 Regulations on the thesis (project) (https://drive.google.com/file/d/1RO41r7EOYgBRcmWhXZgaHWHV2gRFtH-C/view).

The university's educational Programmes respond to the requests of potential employers. The main task in this regard is to build interaction between the university and employers, to organize stable feedback, to involve employers in the educational process.

75.7% of the professorial and teaching staff are fully satisfied with the food system, medical and other services, 22.9% are partially satisfied, 2.4% are not satisfied.

58.6% of the professorial and teaching staff "very well" assess the sufficiency and availability of the necessary scientific and educational literature in the library, 40% - "good", 1.4% - "relatively bad".

According to the results of the survey of students:

- 90.3% of students are "fully satisfied" with classrooms, classrooms for large groups, "partially satisfied" - 9%, "not satisfied" - 0.7%;

- recreation rooms for students are "fully satisfied" 80.6%, "partially satisfied" - 15.7%, "partially dissatisfied" and "not satisfied" - 0.7% each, 2.2% found it difficult to answer;

- 90.3% are "fully satisfied" with the available computer classes, 7.5% are "partially satisfied", "partially dissatisfied", "not satisfied" and found it difficult to answer - 0.7%;

- 88.8% are "fully satisfied" with the provision of the hostel, 6.7% are "partially satisfied", 0.7% are "partially dissatisfied", 3.7% found it difficult to answer.

Analytical part

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

During the interview with the students, positive feedback and satisfaction with the material and technical base and available educational resources were received.

An important factor in any university is the availability of free Wi-Fi throughout the territory and access to the Internet for the organization of an effective educational process. During the accreditation period, the members of the external expert commission repeatedly faced problems with working on the internet, with the use of the university's wi-fi network resources. moreover, during the survey of professors and teaching staff, it was revealed that 82.1% of professors and teaching staff "often" face the problem of lack of Internet access, "sometimes" – 17.1%; with the lack of technical means of teaching in classrooms - "sometimes" - 19.3%.

The video materials presented to the experts by the External Expert Commission, as well as the information on the university's website, confirm that the university strives to have the

appropriate material and technical resources and create an infrastructure similar to those used in its own organizations in the relevant sectors of the economy.

However, at the time of the online visit, the university could not confirm the availability of modern software products for the successful implementation of the accredited Educational Programme. So, despite repeated appeals, the management of the Educational Programme 6B01501 "Training teachers of Informatics" did not provide confirmation of the use of only licensed software products in the educational process.

The strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

Recommendations of External Expert Commission for Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:
- by the end of the 2021-2022 academic year, to ensure the functioning of the Wi-Fi network at a level sufficient for the smooth implementation of all basic and supporting processes;
- by the beginning of the 2022-2023 academic year, ensure that only licensed software products are used in the educational process.

Conclusions of External Expert Commission on criteria:
According to the standard "Educational resources and student support systems" OP 6B04132 State and Local Government, 6B11102 Tourism have 7 satisfactory positions, 1 criterion requires improvement.
The educational Programme 6B01501 Training teachers of Informatics has 6 satisfactory positions, 2 criteria suggest improvements.

6.9. The standard " Public Information"

* A Educational organization should publish reliable, objective, up-to-date information about the educational Programme and its specifics, which should include:
* expected learning outcomes of the implemented educational Programme;
* qualifications and/or qualifications that will be awarded upon completion of the educational Programme;
* teaching and learning approaches, as well as the system (procedures, methods and forms) of assessment;
* information about passing scores and educational opportunities provided to students;
* information about graduate employment opportunities.
* The management of the Educational Programme should provide for a diverse organization of various ways of disseminating information, including mass media, information networks to inform the general public and interested persons.
* Public awareness should include support and explanation of the national development Programmes of the country and the system of higher and postgraduate education.
* A Educational organization must demonstrate the reflection on the web resource of information characterizing it as a whole and in the context of educational Programmes.
* An important factor is the availability of adequate and objective information about the professorial and teaching staff of the EP.
* An important factor is informing the public about cooperation and interaction with partners within the framework of the Educational Programme.

The evidentiary part

The issue of image and dissemination of information about activities is very relevant for the university. The departments, offering accredited Educational Programmes on the market of educational services, are undoubtedly interested in informing the public, which is carried out primarily through the official website https://caiu.edu.kz /. The operation of the website is regulated by PD-28-21 Regulations on the official website, https://drive.google.com/file/d/1npR0ylEICOe3c3lZqEBYJGQLOve7XBpH/view). The site has: the rector's blog, the blog of the admissions committee, designed to provide feedback to site visitors.

The University has developed PD-35-21 Regulations on Informing the Public (https://drive.google.com/file/d/1VNEI_FycdTf3ymIEsOeej4MeRmetgiwx/view), which defines the structure, content and responsibility during the public awareness process.

The University openly publishes complete and reliable information about its activities, admission rules for applicants, educational Programmes, terms and form of study, contact and other information useful for applicants and students. Teachers of the departments participate in events aimed at informing applicants, students and all interested persons.

Information about educational Programmes is also posted on information stands and booklets. Assessment of satisfaction with information about the activities of departments, the work of professors and teaching staff, the specifics and progress of the implementation of educational Programmes is carried out annually by means of questionnaires, surveys, feedback.

In order to promote and inform about the implementation of national Programmes, information about the Rukhani Zhangyru projects is posted on the university's website (https://caiu.edu.kz/ruhani-jangiru-ru /), "The Year of Youth" (https://caiu.edu.kz/god-molodej-ru /), "Year of the Volunteer" (https://caiu.edu.kz/god-volonter-ru /), as well as the annual messages of the president (https://caiu.edu.kz/poslanie-prezidenta-rk-ru /).

Information about the qualifications that are awarded at the end of the accredited Educational Programme can be viewed on the website (https://caiu.edu.kz/economika-ru /). Information about evaluation procedures is indicated in the student's personal account in the AIS "Platonus" (https://caiu.edu.kz/information-and-educational-portal-ru /), who has the opportunity to view their academic achievements, an individual curriculum, an educational and methodological complex of disciplines uploaded by teachers, a schedule of classes and sessions, announcements, etc.

On the university's website page (https://caiu.edu.kz/naar-ru /) information is posted on the results of external evaluation procedures, the results of the university's participation in national and international ratings of educational Programmes are published. Information is also provided on cooperation and interaction with partners, including within the framework of the Educational Programme (https://caiu.edu.kz/contracts /).

The survey of students conducted during the online visit by the External Expert Commission of IAAR showed that students express satisfaction with the content and information content of the university's website in general and faculties in particular (91.8%); informing the requirements in order to successfully graduate from this specialty (90.3%); informing students about courses, educational Programmes and academic degree (92.5%).

Analytical part

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

The management of the university uses a variety of different ways of distributing information to inform the general public and interested persons. The procedure for informing the public is based on providing information about the activities of the university, the Educational Programme being implemented, the qualifications being awarded, and the general admission conditions. At the same time, there is no information on the approaches of teaching, learning, as well as the assessment system, information about passing scores and educational opportunities provided to students. According to the Educational Programme 6B01501 "Training teachers of Informatics", there is no information about the goals and expected key learning outcomes, employment opportunities for graduates, as well as the general characteristics of the Educational Programme.

The system of indicators and activities of the university is open to the public. It is possible to assess satisfaction with information about the university's activities by directly contacting the university management on the website.

An analysis of the information posted on the university's website showed that it is currently used primarily as a reference resource about the structure of the university and the events that took place on its basis. The potential of the website as a marketing tool for promoting educational Programmes and services in the external environment is poorly used, there are no announcements about planned events and events at the university. The university's website does not fully disclose the competitive advantages of the university and the accredited Educational Programme in the educational services market. Also, not all the content of the site is presented in all the declared languages.

The members of the External Expert Commission note that the website does not fully provide information about the teaching staff that ensures the implementation of accredited EP. This is especially true of the accredited Bachelor's Degree Programme, where a large amount of the academic load in the first years is carried out by the professorial and teaching staff of other departments, information about which is also of interest to stakeholders.

The strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

Recommendations of External Expert Commission for Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:
- by the beginning of the admission campaign of the 2022-2023 academic year, submit on the university's website complete and objective information about the Educational Programme being implemented, including:
- data reflecting the positioning of the Educational Programme in the educational services market;
- about the expected learning outcomes of the Educational Programme;
- information about the changes that the Educational Programme is undergoing;
- information about passing scores and educational opportunities provided to students;
- about teaching, learning and assessment approaches;
- information about graduate employment opportunities, etc.;
- at the beginning of the 2022-2023 academic year, the Educational Programme management will present on the university's website complete objective information about the professorial and teaching staff implementing the Educational Programme throughout the entire period of study in all cycles of academic disciplines; update the information at the beginning of each semester;
- in the 2022-2023 academic year, to provide information on the official website of the university in three languages.

Conclusions of External Expert Commission on criteria:

According to the standard "Informing the public", the Educational Programme 6B04132 State and Local Government, 6B11102 Tourism have 6 satisfactory positions, 4 positions require improvement.

The educational Programme 6B01501 Training teachers of Informatics has 4 satisfactory positions, 6 criteria suggest improvements.

6.10. The standard "Standards in the context of individual specialties"

The educational Programme of the directions "Social Sciences, Economics and Business", "Services", "Humanities" and "Law" must meet the following requirements:

* The management of the educational Programme should provide that teaching within the framework of the Programme is carried out on the basis of modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods.

* The management of the educational Programme should provide students with access to up-to-date and up-to-date data (statistics, news, scientific results) in the field of specialization on paper (newspapers, statistical data collections, textbooks) and electronic media.

* The goals and results of training should be aimed at obtaining students specific skills that are in demand in the labor market.

* The educational Programme should include a sufficient number of disciplines and activities aimed at getting students practical experience in applying theoretical knowledge, such as industrial practice, - training at enterprises, participation in lectures and seminars of practitioners, etc.

The evidentiary part

The development of the accredited Educational Programme is aimed at providing graduates with the necessary theoretical as well as practical training, skills and abilities. The content of the educational Programme 6B04132 "State and local government", 6B11102 "Tourism" is determined by the work plan, Programmes developed on the basis of state mandatory standards of higher education and standard curricula.

The purpose of the development of the educational Programme is to form the professional competence of future specialists, their own organizations that meet the qualification requirements of the SES, as well as to meet the needs of the labor market and the personal needs of students.

The purpose of the educational Programme "6B04132 State and Local Government" is to train competitive specialists with decision-making skills to work in state and local government bodies, national, public and private companies, the ability to analyze government Programmes, monitor the quality of public services.

The purpose of EP 6B11102 "Tourism" is to train bachelors in the field of tourism who are able to develop tourist services at the request of consumers and promote them in the domestic and foreign markets, to carry out professional activities aimed at improving the tourism industry.

Considerable attention is paid to the formation of students' abilities to set goals and solve tasks related to the implementation of professional functions based on the methods of the studied sciences, readiness for social organization of cooperation with colleagues and work in a team, the ability to organize the work of performers. Students acquire knowledge of the fundamentals of industrial relations and management principles, taking into account technical, financial and human factors.

When developing the Educational Programme, the requirements of the regional labor market and professional standards are taken into account.

The educational Programme is designed on the basis of a modular system for studying disciplines and contains 15 modules that form universal and professional competencies. The

training Programme contains cycles of general education, basic and profile disciplines in their own organization in accordance with the requirements of the SES. The educational Programme contains a mandatory part and a part formed by the participants of educational relations. The mandatory part fully fulfills the requirements of the State Educational Standard and amounts to 51 credits, the university component is 97 credits, the variable part formed by students is 80 credits, the final certification is 12 credits.

The balance of theoretical and practice-oriented disciplines is determined by the fact that the study of theoretical disciplines necessarily implies their practical orientation to the educational process in their own organization in accordance with general didactic principles, and the study of practice-oriented disciplines, including methodological ones, is based on fundamental theories. The current state of training within the framework of the Educational Programme is supported by educational and methodological materials, as well as the introduction of new elective disciplines, taking into account the recommendations of employers.

In order to familiarize students with the professional environment and current issues in the field of specialization, as well as to acquire skills based on theoretical training, various types of practices are provided. The department has concluded contracts for professional practice, which define the responsibilities of the departments, the basic enterprise and students. The department has developed guidelines for the organization and conduct of practices, training Programmes of practices.

The educational Programme of the direction "Education" must meet the following requirements:

* The management of the educational Programme should provide for the availability of mechanisms for the formation of graduates of the Programme of learning outcomes in the field of psychology and skills in the field of communication, analysis of personal behavior, methods of conflict prevention and resolution, motivation of students.

* The management of the educational Programme must demonstrate the presence in the Programme of disciplines that teach innovative teaching methods and training planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, case studies / situations, the use of multimedia).

* Within the framework of the Educational Programme, emphasis should be placed on various types of practices: attending lectures and other classes in classes conducted by teachers; conducting special seminars and discussions on methodologies and the latest teaching technologies; the opportunity for students to listen to at least one discipline in the field of their specialization taught by a practicing specialist.

* The content of the educational Programme should provide for the development by students of the world systems of knowledge, skills and methods of pedagogy, as well as knowledge in the field of education management.

The evidentiary part

The educational Programme ensures that students achieve educational results in accordance with the requirements established by the SES, defines the purpose, objectives, content and organization of educational activities at the undergraduate level and is implemented by the university through educational, methodological, research, innovation and extracurricular activities.

The purpose of the Educational Programme is to train highly qualified teaching staff in computer science with high social and civic responsibility, able to carry out professional activities in the following areas: education and formation of a comprehensively developed personality of a student, the formation of systematized knowledge in the field of computer science and information and communication technologies, the organization of the pedagogical process in computer science at the modern scientific level, the implementation of scientific

research.

The educational Programme is designed on the basis of a modular system for studying disciplines and contains 11 modules that form universal and professional competencies.

The training Programme contains cycles of general education, basic and profile disciplines in accordance with the requirements of the SES.

The educational Programme contains a mandatory part and a part formed by the participants of educational relations. The mandatory part fully fulfills the requirements of the State Educational Standard and amounts to 51 credits, the university component is 91 credits, the variable part formed by students is 91 credits, the final certification is 12 credits.

Analytical part

Designing The educational Programme 6B01501 "Training teachers of Informatics" does not provide mechanisms for the formation of graduates of the Programme of learning outcomes in the field of psychology and skills in the field of communication, analysis of personal behavior, methods of conflict prevention and resolution, motivation of students.

The Educational Programme does not include disciplines that teach innovative teaching methods and learning planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, case studies / situations, the use of multimedia).

The educational Programme does not provide for the development by students of the world systems of knowledge, skills and methods of pedagogy, as well as knowledge in the field of education management.

The strengths of the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

Recommendations of External Expert Commission for the Educational Programme 6B01501 Training teachers of Informatics:

- when designing the Educational Programme for the 2022-2023 academic year:

- to ensure the availability of mechanisms for the formation of graduates of the Programme of learning outcomes in the field of psychology and skills in the field of communication, analysis of personal behavior, methods of conflict prevention and resolution, motivation of students;

- to provide disciplines that teach innovative teaching methods and training planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, case studies/situations, the use of multimedia);

- to provide for the development by students of the world systems of knowledge, skills and methods of pedagogy, as well as knowledge in the field of education management.

Conclusions of The External Expert Commission according to the criteria:

According to the standard "Standards in the context of individual specialties", the Educational Programme 6B04132 State and local Government, 6B11102 Tourism have 4 satisfactory positions.

The educational Programme 6B01501 Training teachers of Informatics has 1 satisfactory position, 3 criteria suggest improvements.

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

According to the standard "Educational Programme Management":
The strengths of EP 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

According to the standard "Information Management and Reporting":
There are no strengths for EP 6B04132 State and local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics.

According to the standard "Development and approval of educational Programmes":
Strengths of EP 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:
- procedures for the development and management of the educational Programme are defined and documented at a high level.

According to the standard "Continuous monitoring and periodic evaluation of educational Programmes":
There are no strengths in EP 6B04132 State and local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics.

According to the standard "Student-centered learning, teaching and assessment of academic performance":
There are no strengths in EP 6B04132 State and local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics.

According to the "Students" standard:
The strengths of EP 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

According to the standard "Teaching staff":
There are no strengths for EP 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics.

According to the standard "Educational resources and student support systems":
There are no strengths for EP 6B04132 State and local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics.

According to the standard "Informing the public":
The strengths of EP 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics are absent.

According to the standard "Standards in the context of individual specialties":
There are no strengths in EP 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics.

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

According to the standard "Educational Programme Management"

Recommendations for the Educational Programme 6B04132 State and local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- by the beginning of 2022, review the placement of the quality policy and goals on the official website of the university, ensuring their availability to all interested parties;

- by the end of the 2021-2022 academic year, at the institutional level, to develop a document defining the procedure for developing development plans for the Educational Programme, taking into account:

- specific indicative indicators, indicating the timing of implementation, according to the main activities of the Educational Programme;

- involvement of employers, students and professors and teaching staff in the development of the development plan of the EP;

- the format of real participation of stakeholders and documentation of this activity;

- determination of the individuality and uniqueness of the Educational Programme development plan within the framework of the real positioning of the university;

- external examination procedures of the development plan Educational Programme;

- a mechanism for monitoring the implementation of the Educational Programme development plan and evaluating the achievement of learning goals;

- regular revision of the Educational Programme development plan in connection with possible changes in the industry, regulatory documentation, labor market requests, etc.;

- by the end of the 2021-2022 academic year to identify the uniqueness and individuality of the development plans of the accredited Educational Programme, ensuring their consistency with national priorities and the demands of the modern labor market;

- by the end of the 2021-2022 academic year, to ensure the revision of the development plans of the EP in accordance with their specifics, taking into account the problems identified with the real participation of all stakeholders, with the indication of goals and indicators of achievement of results, specific measures to achieve them, deadlines that ensure the possibility of monitoring the implementation of the plan;

- by the beginning of the 2022-2023 academic year, to ensure an unambiguous definition of responsibility in all areas of the implementation of the Educational Programme and the proper organization of the relevant job responsibilities;

- in the 2022-2023 academic year, develop an action plan to reduce the impact of risks associated with the design and implementation of the Educational Programme (including staffing, contingent formation, etc.) (or introduce appropriate measures into the existing Risk Management Plan of the Central Asian Innovation University for 2021-2023, development plans for accredited Educational Programmes with specific indicators, deadlines and responsible); systematically analyze risk management at the level of structural units and the Educational Programme;

- by the beginning of the 2022-2023 academic year, to develop a methodology for analysis and identify mechanisms to ensure the introduction of innovative proposals within the Educational Programme.

According to the standard "Information Management and reporting"

Recommendations for the Educational Programme 6B04132 State and Local Government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- in the 2022-2023 academic year, provide students and PROFESSORS AND TEACHING STAFF with corporate e-mail;

- by the beginning of the spring semester of the 2021-2022 academic year, to ensure

transparency and accessibility of information on the formation and dynamics of the contingent of students in the context of the Educational Programme.

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

Recommendations for the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- by 2022, to determine the criteria for the competitiveness of the Educational Programme, their uniqueness and positioning in the educational services market; to bring the results to the attention of all interested parties;

- by the end of the 2021-2022 academic year, determine the list of disciplines whose content is aimed at preparing students for professional certification; by the beginning of the 2022-2023 academic year, make appropriate adjustments to the content of the EP and academic disciplines;

- by the beginning of the 2022-2023 academic year, ensure the transparency of design, broad involvement and real participation of stakeholders in the development of the Educational Programme.

Recommendations of External Expert Commission for EP 6B01501 Training teachers of Informatics:

- until 30.01.2022, to ensure the design and implementation of the Educational Programme in accordance with the established goals and with full compliance with the requirements of the Professional Standard "Teacher", as well as the requirements of the EHEA;

- to ensure compliance of the implemented Educational Programme with the content of this Programme of the Central Asian Innovation University in the Register of educational Programmes of the Center of the Bologna Process and Academic Mobility until 30.01.2022.

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

Recommendations for the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- by the beginning of the 2022-2023 academic year, implement a mechanism for timely informing all interested parties about organizational decisions taken or planned actions regarding the Educational Programme, including, based on the results of monitoring and revision of the content of the Educational Programme; make appropriate adjustments to PD-35-21 Regulations on Informing the Public.

Recommendations of External Expert Commission for EP 6B01501 Training teachers of Informatics:

- until the end of the 2021-2022 academic year, the Educational Programme development plan provides for activities to study the needs of society and the professional environment;

- to revise the content and structure of the Educational Programme by the end of the 2021-2022 academic year, taking into account changes in the labor market, the requirements of employers and the request of society.

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

Recommendations for the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- to ensure the development of educational and methodological documentation in the state and Russian languages by the beginning of the 2022-2023 academic year;

- annually monitor the use of innovative learning technologies;

- by the end of the 2021-2022 academic year, to prepare a plan for the development and implementation of their own research in the educational process by the professorial and teaching staff in the field of teaching methods of academic disciplines; regularly ensure the dissemination of information about the results of their own research on the university's website.

According to the "Students" standard

Recommendations for the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- by the beginning of the admission campaign of the 2022-2023 academic year, to develop a marketing plan for the promotion of an educational Programme in order to increase the number of students;

- by the beginning of 2022, to develop and begin implementing an action plan to expand the external and internal mobility of students of the educational institution, including through grant funding (or to introduce appropriate measures into the existing development plans of the Educational Programme with specific indicators, deadlines and responsible persons).

According to the standard "Teaching staff"

Recommendations for the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- until 30.12.2021, the Educational Programme development plans provide for measures and measures for the development of human resources and ensure:

- formation of the personnel support Programme Educational Programme in accordance with the needs of its implementation;

- involvement of professors and teaching staff in accordance with the needs of training, including taking into account the language of training;

- until 30.09.2022, to ensure the design, implementation and documentation of changes in the role of the teacher in connection with the transition to student-centered learning;

- by the beginning of the 2022-2023 academic year, in order to increase the motivation of professors and teaching staff, expand the list of measures to promote their publication activity, scientific activity and the use of innovative teaching methods;

- from 2022-2023 academic year to intensify the use of professors and teaching staff of information and communication technologies, new and innovative forms and methods of presentation of educational material, with reflection in syllabuses;

- by the beginning of 2022, to develop and begin implementing an action plan to expand external and internal mobility of the professors and teaching staff in the context of the Educational Programme and attract foreign and domestic teachers (or to introduce appropriate measures in the existing plans for the development of the Educational Programme with specific indicators, deadlines and responsible).

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

Recommendations for the Educational Programme 6B04132 State and local government, 6B11102 Tourism, 6B01501 Training teachers of Informatics:

- by the end of the 2021-2022 academic year, to ensure the functioning of the Wi-Fi network at a level sufficient for the smooth implementation of all basic and supporting processes;

- by the beginning of the 2022-2023 academic year, ensure that only licensed software products are used in the educational process.

According to the standard "Informing the public"

Recommendations for the Educational Programme 6B04132 State and local government,

6B11102 Tourism, 6B01501 Training teachers of Informatics:

- by the beginning of the admission campaign of the 2022-2023 academic year, submit on the university's website complete and objective information about the Educational Programme being implemented, including:

- data reflecting the positioning of the Educational Programme in the educational services market;

- about the expected learning outcomes of the Educational Programme Programme;

- information about the changes that the Educational Programme is undergoing;

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

- about teaching, learning and assessment approaches;

- information about the employment opportunities of graduates, etc.;

- at the beginning of the 2022-2023 academic year, the Educational Programme management should present on the university's website complete objective information about the professorial and teaching staff implementing the Educational Programme throughout the entire period of study in all cycles of academic disciplines; update the information at the beginning of each semester;

- in the 2022-2023 academic year, to provide information on the official website of the university in three languages.

Standards in the context of individual specialties

Recommendations for the Educational Programme 6B01501 Training teachers of Informatics:

- when designing the Educational Programme for the 2022-2023 academic year:

- to ensure the availability of mechanisms for the formation of graduates of the Programme of learning outcomes in the field of psychology and skills in the field of communication, analysis of personal behavior, methods of conflict prevention and resolution, motivation of students;

- to provide disciplines that teach innovative teaching methods and training planning, including interactive teaching methods, teaching methods with high involvement and motivation of students (games, case studies/situations, the use of multimedia);

- to provide for the development by students of the world systems of knowledge, skills and methods of pedagogy, as well as knowledge in the field of education management.

Appendix 1. Evaluation table PARAMETERS OF A SPECIALIZED PROFILE (EX-ANTE)

**Conclusion of the external expert commission on the evaluation of the quality
of educational Programmes
6B04132 State and Local Government,
6B11102 Tourism
Central Asian Innovation University LLP**

item No.	N No.	Evaluation criteria	Position of the educational organization			
			Strong	Satisfactory	To be improved	Unsatisfactory
		Standard " Management of Educational Programme"				
1	1.	The organization of higher and (or) postgraduate education should have a published quality assurance policy. The quality assurance policy should reflect the link between research, teaching and learning		+		
2	2.	The organization of higher and (or) postgraduate education should demonstrate the culture's development of quality assurance, including in EP context		+		
3	3.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint / double degree education and academic mobility		+		
4	4.	EP management demonstrates readiness to ensure transparency of EP development plan based on the analysis of its functioning, EO actual positioning and the focus of its activities on meeting the needs of the state, employers, students and other concerned parties. The plan should contain the timing of the start of the implementation of the educational Programmeme			+	
5	5.	EP management demonstrates the existence of mechanisms for the formation and regular revision of EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the students'			+	
6	6.	needs, employers and society, making decisions aimed at continuous improvement of EP			+	
7	7.	EP management should involve representatives of stakeholder groups, including employers, students and TS in the formation of EP development plan			+	
8	8.	EP management should demonstrate the individuality			+	

		and uniqueness of EP development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education				
9	9.	The organization of higher and (or) postgraduate education should demonstrate a clear definition of those responsible for business processes within EP framework, an unambiguous distribution of job duties of personnel, delineation of collegial bodies functions			+	
10	10.	EP management should provide evidence of the transparency of the educational Programme management system		+		
11	11.	EP management should demonstrate the existence of EP internal quality assurance system, including its design, management and monitoring, their improvement, decision-making based on facts		+		
12	12.	EP management should carry out risk management, including within EP framework, undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the risk degree		+		
13	13.	EP management should ensure the participation of representatives of employers, TS, students and other concerned parties in the collegial management bodies of the educational Programme, as well as their representativeness in making decisions on the educational Programme management		+		
14	14.	EO should demonstrate innovation management within EP framework, including the analysis and implementation of innovative proposals		+		
15	15.	EP management should demonstrate evidence of readiness for openness and accessibility for students, TS, employers and other concerned parties		+		
		Total on standard	**0**	**9**	6	**0**
Standard "Information Management and Reporting"						
16	1.	EO should demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software and that it uses a variety of methods to collect and analyze information in EP context		+		
17	2.	EP management should demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
18	3.	EP management should demonstrate decision-making based on facts		+		
19	4.	Within EP framework, a system of regular reporting should be provided reflecting all levels of the structure, including an assessment of the performance and efficiency of the unit activities and departments, scientific research		+		

20	5.	EO should establish the frequency, forms and methods of assessing EP management, activities of collegial bodies and structural units, top management, the implementation of scientific projects		+		
21	6.	EO should demonstrate the determination of the order and ensuring the protection of information, including the identification of persons responsible for the accuracy and timeliness of the analysis of information and the data provision.		+		
22	7.	An important factor is the availability of mechanisms for involving students, employees and TS in the processes of collecting and analysing information, as well as making decisions based on them		+		
23	8.	EP management should demonstrate the existence of a communication mechanism with students, employees and other concerned parties, as well as mechanisms for resolving conflicts		+		
24	9.	EO should demonstrate the existence of mechanisms for measuring the degree of satisfaction of the TS needs, personnel and students within EP framework		+		
25	10.	EO should provide for the assessment of the performance and efficiency of activities, including in EP context		+		
		The information intended for collection and analysis within EP framework should take into account:				
26	11.	key effectiveness indicators		+		
27	12.	the dynamics of the students contingent in the context of forms and types;			+	
28	13.	academic results, student achievement and expulsion		+		
29	14.	satisfaction of students with the realization of EP and the quality of education at HEI		+		
30	15.	availability of educational resources and support systems for students		+		
31	16.	EO should confirm the realization of procedures for processing personal data of students, employees and TS on the basis of their documentary consent		+		
		Total on standard	0	15	1	0
Standard "Development and Approval of the Education Programme"						
32	1.	EO should define and document the procedures for EP development and its approval at the institutional level	+			
33	2.	EP management should ensure that the developed EP meets the established objectives, including the expected learning outcomes		+		
34	3.	EP management should ensure the availability of developed models of EP graduate, describing the learning outcomes and personal qualities		+		
35	4.	EP management should demonstrate the performance of external examinations of EP content and the planned results of its implementation		+		

36	5.	The qualification awarded upon EP completion should be clearly defined and correspond to a certain NQS level		+		
37	6.	EP management should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
38	7.	An important factor is the ability to prepare students for professional certification		+		
30	8.	EP management should provide evidence of the participation of students, TS and other stakeholders in EP development, ensuring their quality		+		
40	9.	EP complexity should be clearly defined in Kazakhstani credits and ECTS		+		
41	10.	EP management should ensure that the content of academic disciplines and planned results are consistent with the level of education (bachelor's, master's, doctoral studies).		+		
42	11.	EP structure should provide for various types of activities to ensure that students achieve the planned learning outcomes.		+		
43	12.	An important factor is the correspondence between EP content and EP learning outcomes, implemented by institutions of higher and (or) postgraduate education in the EHEA			+	
		Total on standard	1	10	1	0

Standard "On-Going Monitoring and Periodic Review of Educational Programme"

44	1.	EO should define mechanisms for monitoring and EP periodic evaluation in order to ensure the achievement of the goal and meet the needs of students and society. The results of these processes should be aimed at EP continuous improvement		+		
		Monitoring and EP periodic evaluation should provide for:				
45	2.	the content of the Programmes in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the taught discipline		+		
46	3.	changes in the needs of society and the professional environment		+		
47	4.	workload, the level of academic achievement and students' graduation		+		
48	5.	the effectiveness of student assessment procedures		+		
49	6.	expectations, needs and satisfaction of students with EP training		+		
50	7.	educational environment and support services and their compliance with the objectives of EP		+		
51	8.	EO, EP management should define a mechanism for informing all concerned parties about any planned or taken actions in relation to EP			+	
52	9.	All changes made to EP should be published. EP management should develop a mechanism for revising EP content and structure, considering changes in the labor market, employers' requirements and social demands of society			+	

		Total on standard	0	7	2	0
Standard "Student-Centered Learning, Teaching and Performance Evaluation"						
53	1.	EP management should ensure respect and attention to different groups of students and their needs providing them with flexible learning trajectory			+	
54	2.	EP management should provide for the use of various forms and methods of teaching and learning		+		
55	3.	An important factor is the availability of own research in the field of teaching methods of EP academic disciplines			+	
56	4.	EP management should demonstrate the existence of feedback mechanisms on the use of various teaching methods and assessment of learning outcomes		+		
57	5.	EP management should demonstrate the existence of mechanisms to support the students' autonomy with simultaneous guidance and assistance from the teacher.		+		
58	6.	EP management should demonstrate the existence of a procedure for responding to student complaints		+		
59	7.	EO should ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each EP, including appeal		+		
60	8.	EP should ensure that the procedures for assessing the learning outcomes of EP students are consistent with the planned results and Programme objectives. Criteria and methods of assessment within EP framework should be published in advance		+		
61	9.	EO should determine the mechanisms for ensuring the achievement of learning outcomes by each EP graduate and ensure the completeness of their formation		+		
62	10.	Evaluators should be proficient in modern methods of assessing learning outcomes and regularly improve their qualifications in this area		+		
		Total on standard	0	8	2	0
Standard "Students"						
63	1.	EO should demonstrate the existence of a policy for the formation of the students' contingent in EP context from admission to graduation and ensure the transparency of its procedures. The procedures governing the students' life cycle (from admission to completion) should be defined, approved, published		+		
		EP management should determine the procedure for the formation of the students' contingent based on:				
64	2.	minimum requirements for applicants		+		
65	3.	maximum group size when conducting seminars, practical, laboratory and studio classes		+		
66	4.	forecasting the number of government grants		+		
67	5.	analysis of available material and technical, information resources, human resources		+		
68	6.	analysis of potential social conditions for students, including providing places in the hostel		+		

69	7.	EP management is obliged to demonstrate readiness to conduct special adaptation and support Programmems for newly entered and foreign students		+		
70	8.	EO should demonstrate that its actions are consistent with the Lisbon Recognition Convention		+		
71	9.	EO should cooperate with other educational institutions 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		+		
72	10.	EP management should demonstrate the existence of a mechanism for the recognition of the students' results of academic mobility, as well as the results of additional, formal and non-formal education		+		
73	11.	EO should provide an opportunity for external and internal mobility of EP students, as well as a willingness to assist them in obtaining external grants for training.		+		
74	12.	EP management should demonstrate its readiness to provide students with places of practice, to promote the graduates' employment, to maintain communication with them		+		
75	13.	EO should provide for the possibility of providing EP graduates with documents confirming the received qualifications, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion		+		
76	14.	An important factor is the availability of mechanisms for monitoring the employment and professional activity of EP graduates		+		
		Total on standards	0	14	0	0
Standard "Teaching Staff"						
77	1.	EO should have an objective and transparent personnel policy, including in EP context, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff			+	
78	2.	EO should demonstrate the compliance of the TS staff potential with EO development strategy and EP specifics		+		
79	3.	EP management should demonstrate awareness of responsibility for their employees and providing them with favorable working conditions		+		
80	4.	EP management should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning			+	
81	5.	EO should determine the contribution of TS of the EP to the implementation of EO development strategy, and other strategic documents		+		
82	6.	EO should provide opportunities for career growth and professional development of TS of the EP		+		
83	7.	EP management is obliged to demonstrate readiness to involve practitioners of the relevant industries in teaching.		+		

57

84	8.	EO should demonstrate motivation for the professional and personal development of EP teachers, including encouragement for the integration of scientific activity and education, the use of innovative teaching methods		+		
85	9.	An important factor is the readiness to develop academic mobility within EP framework, to attract the best foreign and national teachers		+		
		Total on standard	0	7	2	0
Standard "Education Resources and Student Support Systems"						
86	1.	EO should ensure a sufficient number of training resources and student support services that meet EP objectives.		+		
87	2.	EO should demonstrate the sufficiency of material and technical resources and infrastructure, considering the needs of students' various groups in EP context of (adults, working, foreign students, as well as students with disabilities).		+		
		EP management is obliged to demonstrate the existence of procedures for supporting various groups of students, including informing and consulting. EP management should demonstrate the compliance of information resources with EP specifics, including:				
88	3.	technological support for students and TS in accordance with educational Programmes (for example, online training, modeling, databases, data analysis Programmes)		+		
89	4.	library resources, including the fund of educational, methodological and scientific literature on compulsory education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		
90	5.	examination of research results, graduation works, dissertations for plagiarism		+		
91	6.	access to educational Internet resources		+		
92	7.	functioning of WI-FI on the territory of the educational organization			+	
93	8.	EO should strive to ensure that the educational equipment and software intended for use in the development of educational Programmes are similar to those used in the relevant industries		+		
		Total on standard	0	7	1	0
Standard "Public Information"						
		EO should publish reliable, objective, relevant information about the educational Programme and its specifics, which should include:				
94	1.	expected learning outcomes of EP implemented		+		
95	2.	qualifications and (or) qualifications that will be awarded upon EP completion		+		
96	3.	approaches of teaching, learning, as well as the system (procedures, methods and forms) of assessment			+	
97	4.	information about passing scores and learning opportunities provided to students			+	
98	5.	information about the possibilities of employment of		+		

		graduates				
99	6.	EP management should provide for various ways of disseminating information, including mass media, information networks to inform the general public and concerned parties		+		
100	7.	Public awareness should include support and explanation of the country's national development Programmes and the system of higher and postgraduate education		+		
101	8.	EO should demonstrate the reflection on the web resource of information characterizing it in general and in EP context.			+	
102	9.	An important factor is the availability of adequate and objective information about EP TS			+	
103	10.	An important factor is informing the public about cooperation and interaction with partners within EP framework		+		
		Total on standard	0	6	4	0
SOCIAL SCIENCES, ECONOMY AND BUSINESS, SERVICES, HUMAN SCIENCES AND LAW						
		The educational Programme of the directions "Social Sciences, Economics and Business", "Services", "Humanities" and "Law" should meet the following requirements:				
104	1.	EP management should provide that teaching within the Programme is carried out on the basis of modern achievements of world science and practice in the field of specialization, as well as using modern and advanced teaching methods		+		
105	2.	EP management should provide for the possibility of students' access to modern and relevant data (statistics, news, scientific results) in the field of specialization on paper (newspapers, collections of statistical data, textbooks) and electronic media		+		
106	3.	The aims and results of training should be aimed at obtaining students specific skills that are in demand in the labour market		+		
107	4.	EP should include a sufficient number of disciplines and activities aimed at gaining practical experience in the application of theoretical knowledge, as an industrial practice, - passing training at enterprises, participating in lectures and seminars of practitioners, etc		+		
		Total on standard	0	4	0	0
		TOTAL	1	87	19	0

Conclusion of the external expert commission on the evaluation of the quality of the educational Programme 6B01501 Training teachers of informatics
Central Asian Innovation University LLP

item No.	N No.	Evaluation criteria	Strong	Satisfactory	To be improved	Unsatisfactory
		Standard " Management of Educational Programmeme"				
1	1.	The organization of higher and (or) postgraduate education should have a published quality assurance policy. The quality assurance policy should reflect the link between research, teaching and learning		+		
2	2.	The organization of higher and (or) postgraduate education should demonstrate the culture's development of quality assurance, including in EP context			+	
3	3.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint / double degree education and academic mobility		+		
4	4.	EP management demonstrates readiness to ensure transparency of EP development plan based on the analysis of its functioning, EO actual positioning and the focus of its activities on meeting the needs of the state, employers, students and other concerned parties. The plan should contain the timing of the start of the implementation of the educational Programme			+	
5	5.	EP management demonstrates the existence of mechanisms for the formation and regular revision of EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the students'			+	
6	6.	needs, employers and society, making decisions aimed at continuous improvement of EP			+	
7	7.	EP management should involve representatives of stakeholder groups, including employers, students and TS in the formation of EP development plan			+	
8	8.	EP management should demonstrate the individuality and uniqueness of EP development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education			+	
9	9.	The organization of higher and (or) postgraduate education should demonstrate a clear definition of those responsible			+	

60

		for business processes within EP framework, an unambiguous distribution of job duties of personnel, delineation of collegial bodies functions				
10	10.	EP management should provide evidence of the transparency of the educational Programme management system		+		
11	11.	EP management should demonstrate the existence of EP internal quality assurance system, including its design, management and monitoring, their improvement, decision-making based on facts		+		
12	12.	EP management should carry out risk management, including within EP framework, undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the risk degree		+		
13	13.	EP management should ensure the participation of representatives of employers, TS, students and other concerned parties in the collegial management bodies of the educational Programme, as well as their representativeness in making decisions on the educational Programme management		+		
14	14.	EO should demonstrate innovation management within EP framework, including the analysis and implementation of innovative proposals		+		
15	15.	EP management should demonstrate evidence of readiness for openness and accessibility for students, TS, employers and other concerned parties		+		
		Total on standard	**0**	**8**	7	**0**
Standard "Information Management and Reporting"						
16	10.	EO should demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software and that it uses a variety of methods to collect and analyze information in EP context		+		
17	11.	EP management should demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
18	12.	EP management should demonstrate decision-making based on facts		+		
19	13.	Within EP framework, a system of regular reporting should be provided reflecting all levels of the structure, including an assessment of the performance and efficiency of the unit activities and departments, scientific research		+		
20	14.	EO should establish the frequency, forms and methods of assessing EP management, activities of collegial bodies and structural units, top management, the implementation of scientific projects		+		
21	15.	EO should demonstrate the determination of the order and ensuring the protection of information, including the identification of persons responsible for the accuracy and		+		

			C1	C2	C3	C4
		timeliness of the analysis of information and the data provision.				
22	16.	An important factor is the availability of mechanisms for involving students, employees and TS in the processes of collecting and analysing information, as well as making decisions based on them		+		
23	17.	EP management should demonstrate the existence of a communication mechanism with students, employees and other concerned parties, as well as mechanisms for resolving conflicts		+		
24	18.	EO should demonstrate the existence of mechanisms for measuring the degree of satisfaction of the TS needs, personnel and students within EP framework		+		
25	10.	EO should provide for the assessment of the performance and efficiency of activities, including in EP context		+		
		The information intended for collection and analysis within EP framework should take into account:				
26	11.	key effectiveness indicators		+		
27	12.	the dynamics of the students contingent in the context of forms and types;			+	
28	13.	academic results, student achievement and expulsion		+		
29	14.	satisfaction of students with the realization of EP and the quality of education at HEI		+		
30	15.	availability of educational resources and support systems for students		+		
31	16.	EO should confirm the realization of procedures for processing personal data of students, employees and TS on the basis of their documentary consent		+		
		Total on standard	0	15	1	0
Standard "Development and Approval of the Education Programme"						
32	13.	EO should define and document the procedures for EP development and its approval at the institutional level	+			
33	14.	EP management should ensure that the developed EP meets the established objectives, including the expected learning outcomes			+	
34	15.	EP management should ensure the availability of developed models of EP graduate, describing the learning outcomes and personal qualities		+		
35	16.	EP management should demonstrate the performance of external examinations of EP content and the planned results of its implementation		+		
36	17.	The qualification awarded upon EP completion should be clearly defined and correspond to a certain NQS level		+		
37	18.	EP management should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
38	19.	An important factor is the ability to prepare students for professional certification			+	

30	20.	EP management should provide evidence of the participation of students, TS and other stakeholders in EP development, ensuring their quality		+		
40	21.	EP complexity should be clearly defined in Kazakhstani credits and ECTS		+		
41	22.	EP management should ensure that the content of academic disciplines and planned results are consistent with the level of education (bachelor's, master's, doctoral studies).		+		
42	23.	EP structure should provide for various types of activities to ensure that students achieve the planned learning outcomes.		+		
43	24.	An important factor is the correspondence between EP content and EP learning outcomes, implemented by institutions of higher and (or) postgraduate education in the EHEA			+	
		Total on standard	1	8	3	0
Standard "On-Going Monitoring and Periodic Review of Educational Programme"						
44	10.	EO should define mechanisms for monitoring and EP periodic evaluation in order to ensure the achievement of the goal and meet the needs of students and society. The results of these processes should be aimed at EP continuous improvement		+		
		Monitoring and EP periodic evaluation should provide for:				
45	11.	the content of the Programmes in the light of the latest scientific achievements in a specific discipline to ensure the relevance of the taught discipline		+		
46	12.	changes in the needs of society and the professional environment			+	
47	13.	workload, the level of academic achievement and students' graduation		+		
48	14.	the effectiveness of student assessment procedures		+		
49	15.	expectations, needs and satisfaction of students with EP training		+		
50	16.	educational environment and support services and their compliance with the objectives of EP		+		
51	17.	EO, EP management should define a mechanism for informing all concerned parties about any planned or taken actions in relation to EP			+	
52	18.	All changes made to EP should be published. EP management should develop a mechanism for revising EP content and structure, considering changes in the labor market, employers' requirements and social demands of society			+	
		Total on standard	0	6	3	0
Standard "Student-Centered Learning, Teaching and Performance Evaluation"						
53	11.	EP management should ensure respect and attention to different groups of students and their needs providing them with flexible learning trajectory		+		

54	12.	EP management should provide for the use of various forms and methods of teaching and learning		+		
55	13.	An important factor is the availability of own research in the field of teaching methods of EP academic disciplines			+	
56	14.	EP management should demonstrate the existence of feedback mechanisms on the use of various teaching methods and assessment of learning outcomes		+		
57	15.	EP management should demonstrate the existence of mechanisms to support the students' autonomy with simultaneous guidance and assistance from the teacher.		+		
58	16.	EP management should demonstrate the existence of a procedure for responding to student complaints		+		
59	17.	EO should ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each EP, including appeal		+		
60	18.	EP should ensure that the procedures for assessing the learning outcomes of EP students are consistent with the planned results and Programmeme objectives. Criteria and methods of assessment within EP framework should be published in advance		+		
61	19.	EO should determine the mechanisms for ensuring the achievement of learning outcomes by each EP graduate and ensure the completeness of their formation		+		
62	20.	Evaluators should be proficient in modern methods of assessing learning outcomes and regularly improve their qualifications in this area		+		
		Total on standard	0	9	1	0
Standard "Students"						
63	15.	EO should demonstrate the existence of a policy for the formation of the students' contingent in EP context from admission to graduation and ensure the transparency of its procedures. The procedures governing the students' life cycle (from admission to completion) should be defined, approved, published		+		
		EP management should determine the procedure for the formation of the students' contingent based on:				
64	16.	minimum requirements for applicants		+		
65	17.	maximum group size when conducting seminars, practical, laboratory and studio classes		+		
66	18.	forecasting the number of government grants		+		
67	19.	analysis of available material and technical, information resources, human resources		+		
68	20.	analysis of potential social conditions for students, including providing places in the hostel		+		
69	21.	EP management is obliged to demonstrate readiness to conduct special adaptation and support Programmemes for newly entered and foreign students		+		
70	22.	EO should demonstrate that its actions are consistent with the Lisbon Recognition Convention		+		

71	23.	EO should cooperate with other educational institutions 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		+		
72	24.	EP management should demonstrate the existence of a mechanism for the recognition of the students' results of academic mobility, as well as the results of additional, formal and non-formal education		+		
73	25.	EO should provide an opportunity for external and internal mobility of EP students, as well as a willingness to assist them in obtaining external grants for training.		+		
74	26.	EP management should demonstrate its readiness to provide students with places of practice, to promote the graduates' employment, to maintain communication with them		+		
75	27.	EO should provide for the possibility of providing EP graduates with documents confirming the received qualifications, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion		+		
76	28.	An important factor is the availability of mechanisms for monitoring the employment and professional activity of EP graduates		+		
		Total on standards	0	14	0	0
Standard "Teaching Staff"						
77	10.	EO should have an objective and transparent personnel policy, including in EP context, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff			+	
78	11.	EO should demonstrate the compliance of the TS staff potential with EO development strategy and EP specifics			+	
79	12.	EP management should demonstrate awareness of responsibility for their employees and providing them with favorable working conditions			+	
80	13.	EP management should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning				+
81	14.	EO should determine the contribution of TS of the EP to the implementation of EO development strategy, and other strategic documents			+	
82	15.	EO should provide opportunities for career growth and professional development of TS of the EP			+	
83	16.	EP management is obliged to demonstrate readiness to involve practitioners of the relevant industries in teaching.			+	
84	17.	EO should demonstrate motivation for the professional and personal development of EP teachers, including encouragement for the integration of scientific activity and education, the use of innovative teaching methods			+	

85	18.	An important factor is the readiness to develop academic mobility within EP framework, to attract the best foreign and national teachers		+		
		Total on standard	0	7	2	0
Standard "Education Resources and Student Support Systems"						
86	1.	EO should ensure a sufficient number of training resources and student support services that meet EP objectives.		+		
87	2.	EO should demonstrate the sufficiency of material and technical resources and infrastructure, considering the needs of students' various groups in EP context of (adults, working, foreign students, as well as students with disabilities).		+		
		EP management is obliged to demonstrate the existence of procedures for supporting various groups of students, including informing and consulting. EP management should demonstrate the compliance of information resources with EP specifics, including:				
88	3.	technological support for students and TS in accordance with educational Programmes (for example, online training, modeling, databases, data analysis Programmes)		+		
89	4.	library resources, including the fund of educational, methodological and scientific literature on compulsory education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		
90	5.	examination of research results, graduation works, dissertations for plagiarism		+		
91	6.	access to educational Internet resources		+		
92	7.	functioning of WI-FI on the territory of the educational organisation			+	
93	8.	EO should strive to ensure that the educational equipment and software intended for use in the development of educational Programmemes are similar to those used in the relevant industries			+	
		Total on standard	0	6	2	0
Standard "Public Information"						
		EO should publish reliable, objective, relevant information about the educational Programmeme and its specifics, which should include:				
94	1.	expected learning outcomes of EP implemented			+	
95	2.	qualifications and (or) qualifications that will be awarded upon EP completion		+		
96	3.	approaches of teaching, learning, as well as the system (procedures, methods and forms) of assessment			+	
97	4.	information about passing scores and learning opportunities provided to students			+	
98	5.	information about the possibilities of employment of graduates			+	
99	6.	EP management should provide for various ways of disseminating information, including mass media,		+		

		information networks to inform the general public and concerned parties				
100	7.	Public awareness should include support and explanation of the country's national development Programmemes and the system of higher and postgraduate education		+		
101	8.	EO should demonstrate the reflection on the web resource of information characterizing it in general and in EP context.			+	
102	9.	An important factor is the availability of adequate and objective information about EP TS			+	
103	10.	An important factor is informing the public about cooperation and interaction with partners within EP framework		+		
		Total on standard	0	4	6	0
Standards in the Context of Individual Specialties						
EDUCATION						
		Educational Programmes in the direction of "Education" should meet the following requirements				
104	1.	EP management should provide for the existence of mechanisms for the formation of the graduates of the Programme of learning outcomes in the field of psychology and communication skills, analysis of personality behavior, methods of preventing and resolving conflicts, motivating students			+	
105	2.	EP management should demonstrate the presence in the Programme of disciplines that teach innovative teaching methods and training planning, incl. interactive teaching methods, teaching methods with high involvement and motivation of students (games, consideration of cases / situations, use of multimedia)			+	
106	3.	Within EP emphasis should be placed on various types of practices: attending lectures and other classes in classes taught by teachers; conducting special seminars and discussions of methodologies and the latest teaching technologies; the opportunity for students to listen to at least one discipline in their area of specialization taught by a practicing specialist		+		
107	4.	The content of EP should provide for the development by students of world knowledge systems, skills and methods of pedagogy, as well as knowledge in the field of education management			+	
		Total on standard	0	1	3	0
		TOTAL	1	78	28	0