



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

On the results of the work of the external expert
commission for the evaluation
of compliance with the standards of specialized accreditation of
educational programs 6B04102 MANAGEMENT; 7M04102
MANAGEMENT; 8D04101 MANAGEMENT;
OF "SULEIMAN DEMIREL UNIVERSITY" INSTITUTION

Date of on-line visit using the hybrid model:

December "13" to December "15" 2021

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
IAAR
Accreditation Council



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(I) LIST OF SYMBOLS AND ABBREVIATIONS

DB - Basic Disciplines
 HEI - higher educational institution
 EEC - external expert commission
 SAC - State Attestation Commission
 SCSE RK - State Compulsory Standards of Education of the Republic of Kazakhstan
 SEDP - State Education Development Program
 UNT - Unified National Test
 FGA - Final State Attestation
 FC - Final Control
 ICT - Information and Communication Technologies
 IT - Information Technologies
 IEP - Individual Educational Plan
 CCSES - Committee for Control in the Sphere of Education and Science
 CTA - Comprehensive tests of applicants
 CTE - Credit Technology of Education
 CED - Catalogue of elective disciplines
 MC - Intercultural Competence
 MES RK - Ministry of Education and Science of the Republic of Kazakhstan
 MOOCs - Massive open online courses
 MEP - Modular Educational Programs
 MC - Modular Curriculum
 IAAR - Independent Accreditation and Rating Agency
 NLA - regulatory legal acts
 NQF - National Qualifications Framework
 RP - Research paper
 NIRO - scientific research work of the learner
 NRS - Student Research Paper
 NSC - National Qualification System
 NTS - Scientific and Technical Council
 GER - General education disciplines
 OP - Educational programs
 AP - Major disciplines
 PC - Professional Competence
 PPS - Teaching Personnel
 GEP - General Educational Plan
 SDU - Suleyman Demirel University
 IWM - Independent work of Master students
 IWS - Independent work of students
 DBMS - Database Management System
 MEP - Model educational plan
 EMB - Educational and Methodical Bureau
 EMC - Educational and Methodical Council
 ECTS - European Credit Transfer System
 ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area
 QF-EHEA - Qualifications Framework for the European Higher Education Area
 PhD - Doctor of Philosophy
 SWOT - Strengths and Weaknesses Analysis

(II) INTRODUCTION

In accordance with the order № 175-21-од from 15.11.2021 of the General Director of the Independent Agency of Accreditation and Rating, from December 13, 2021 to December 15, 2021 (inclusive) the external expert commission conducted evaluation of the institution "Suleyman Demirel University" for compliance with standards of specialized accreditation of educational programs of higher and postgraduate education of the IAAR on the following educational programs: 6B06101 Information Systems, 6B05401 Mathematics, 7M05401 Mathematics (cluster 2).

The report of the External Expert Commission (EEC) contains the evaluation of the activities of the Institution "Suleyman Demirel University" on the presented educational programs in the framework of specialized accreditation to the IAAR standards criteria, EEC recommendations for further improvement of educational programs and parameters of the profile of educational programs.

Members of EEC:

Chairman of EEC - Palkin Evgeny Alekseyevich, CoS in Physics and Mathematics, Professor, Laureate of the USSR State Prize, Vice-Rector for Science of the Russian New University, (Moscow, Russian Federation).

Foreign expert - Li Chong Ku, CoS in Economics, Associate Professor at Yanka Kupala State University of Grodno (Grodno, Republic of Belarus) Evaluation of EP 6B04105 Digital Marketing.

Foreign expert - Belousov Alexander Valeryevich, CoS in technologies, Deputy Head of Educational and Methodological Department, Gubkin Russian State University of Oil and Gas (National Research University) (Moscow, Russian Federation). Evaluation of EP 6B06101 Information Systems.

IAAR expert - Lushchik Alexander Cheslavovich, Ph.D. in Physics and Mathematics, Professor, Head of Ion Crystal Physics Laboratory, Institute of Physics, University of Tartu (Tartu, Estonia). Evaluation of EP 8D01501 Mathematics.

IAAR expert - Shunkeyev Kuanyshbek Shunkeyevich, Ph.D. in Physics and Mathematics, professor of Aktobe Regional University named after K. Zhubanov (Aktobe, Republic of Kazakhstan). Evaluation of EP 6B01503 Physics-Informatics.

IAAR expert - Akibayeva Gulvira Sovbekovna, CoS in Economy., Category I IAAR expert (Karaganda, Republic of Kazakhstan). Evaluation of EP 6B04104 Finance, 6B04103 Accounting and Audit.

IAAR expert - Beisenkulov Ayazbi Akhbergenovich, professor of Media-communication department, International University of Information Technologies (Almaty, the Republic of Kazakhstan). Evaluation of EP 6B03201 Journalism (TV and Multimedia).

IAAR expert - Yensebayeva Marzhan Zaitovna CoS in Economy, Associate Professor, Director of Corporate Development at K.I. Satpayev Kazakh National Research Technical University (Almaty, Republic of Kazakhstan). Evaluation of EP 6B05401 Mathematics, 7M05401 Mathematics.

IAAR expert - Kushebina Gulnara Malikovna, CoS in Economics, Vice-Rector for Academic Development of Kostanai Engineering and Economic University named after M. Dulatov (Kostanai, Kazaskhatan Republic). Evaluation of EP 6B04101 Economics.

IAAR expert - Karimova Gulmira Sarsemkanovna, PhD, Senior Lecturer, Department of the Kazakh language and literature, Kazakh National Pedagogical University named after Abay (Almaty, Republic of Kazakhstan). 6B01701 Kazakh Language and Literature, 7M01701 Kazakh Language and Literature.

IAAR expert - Kulakhmetova Mergul Sabitovna, CoS in Philology, Associate Professor, Pavlodar Pedagogical University (Pavlodar, Republic of Kazakhstan). Evaluation of EP 6B02302 Translation Studies.

IAAR expert - Kulzhumieva Aiman Amangeldievna, CoS in Physics and Mathematics, Associate Professor of Mathematics Department, West Kazakhstan University named after M. Utemisov (Uralsk, Republic of Kazakhstan). EP 6B01501 Mathematics, 7M01501 Mathematics.

IAAR expert - Kusanova Bibigul Khakimovna, Ph.D. in Philology, professor of L.N. Gumilev Eurasian National University (Nur-Sultan, Republic of Kazakhstan). Evaluation of EP 8D01702 Foreign Language: Two Foreign Languages.

IAAR expert - Mustafina Akkyz Kurakovna, CoS in technologies, Associate Professor, Vice-Rector for Academic and Educational Activities of the International University of Information Technologies (Almaty, Republic of Kazakhstan). Evaluation of EP 6B06102 Computer Science, 7M06102 Computer Science.

National Expert - Arzaeva Maya Zhetkergenna, CoS in economy., Associate Professor of Academy of Logistics and Transport (Almaty, Republic of Kazakhstan) Evaluation of EP 6B04102 Management, 7M04102 Management.

IAAR expert - Ordabaeva Maigul Aitkazievna, PhD, Head of Economics and Management Department of S. Amanzholov East Kazakhstan University (Ust-Kamenogorsk, Republic of Kazakhstan). Evaluation of EP 8D04101 Management.

IAAR expert - Safarov Ruslan Zairovich, Candidate of Chemical Sciences, Associate Professor at L.N. Gumilev Eurasian National University (Nur-Sultan, Republic of Kazakhstan). Evaluation of EP 6B01502 Chemistry-Biology.

IAAR expert - Tatarinova Lola Furkatovna, CoS in Law, Associate Professor at UIB International Business University (Almaty, Republic of Kazakhstan). Evaluation of EP 6B042001 Applied Law.

IAAR expert - Tuyakbaev Gabit Aneshovich, CoS in Philology, Korkyt Ata Kyzylorda University (Kyzylorda, Republic of Kazakhstan). Evaluation of EP 8D01701 Kazakh language and literature.

IAAR expert - Urmashev Baidalet Amantayevich, CoS in Physics and Mathematics, Associate Professor at Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan). Evaluation of EP 8D06102 Computer Science.

IAAR expert - Shevyakova Tatiana Vasilyevna, CoS in Philology, professor of International communications Department of Kazakh University of International Relations and World Languages named after Abylai Khan (Almaty, Republic of Kazakhstan). Evaluation of EP 6B01702 Foreign language: two foreign languages, 7M01702 Foreign language: two foreign languages.

IAAR expert - Chukubaev Ermek Samarovich, Head of the Department of International Relations and World Economy, Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan). Evaluation of EP 6B03101 International Relations, 6B04202 International Law.

IAAR expert, employer - Safullin Yeldos Nabiullievich, Deputy Director for Educational and Methodological Work of the Institute of Professional Development of Pedagogical Workers of the NCPK "Orleu" in West Kazakhstan region (Uralsk, Republic of Kazakhstan).

IAAR expert, employer - Pitakov Vladimir Yurievich, director of Pavlodar regional branch of JSC "ENPF" (Pavlodar, Republic of Kazakhstan).

IAAR expert, student - Sarabek Nazerke Erikkyzy, 3rd year student of elementary school teacher of Humanitarian college (Aktobe, Republic of Kazakhstan). Evaluation of EP 6B05401 Mathematics.

IAAR expert, student - Batyrova Akmaral Meirkhankyzy, 2nd year student of Educational Program 6B04132 State and Local Administration at K. Zhubanov Aktobe Regional University (Aktobe, Republic of Kazakhstan). EP 6B04102 Management, 7M04102 Management.

IAAR expert, student - Yegizbaeva Asylzat Erkinzy, 1st year student of EP 7M06149 Information Systems at Korkyt Ata Kyzylorda University (Kyzylorda, Republic of Kazakhstan). OP 6B06102 Computer Science, 7M06102 Computer Science.

IAAR expert, student - Ersayyn Saya Zhastalapyzy, 3rd year student of EP 6B03201 Journalism, Turan University, member of the Alliance of Students of Kazakhstan (Almaty, Republic of Kazakhstan). Evaluation of EP 6B03201 Journalism (TV and Multimedia).

IAAR expert, student - Kendengulova Sholpan Erbulatovna, 1st year student of EP 6B01702 Foreign language: two foreign languages of K. Zhubanov Aktobe Regional University (Aktobe, Republic of Kazakhstan). On-line participation

IAAR expert, student - Oktyabr Akiyk, 3rd year student of educational program 6B01513 Physics-Informatics of S. Amanzholov East Kazakhstan University (Ust-Kamenogorsk, Republic of Kazakhstan). Evaluation of EP 6B01503 Physics-Informatics.

Expert IAAR, student - Sailaubekova Alina Zharkynkyzy, 2nd year student of educational program 7M01701 Kazakh language and literature of Shakarim University in Semey (Semey, Republic of Kazakhstan). 6B01701 Kazakh Language and Literature, 7M01701 Kazakh Language and Literature.

IAAR expert, student - Seyit Rabiya Kalmakhankyzy, 4-year student of the educational program 6B06101 Information Systems of S. Amanzholov East Kazakhstan University (Ust-Kamenogorsk, Republic of Kazakhstan). Evaluation of OP 6B06101 Information Systems.

IAAR Coordinator - Niyazova Guliyash Balkenovna, Project Manager on institutional and specialized accreditation of universities (Nur-Sultan, Republic of Kazakhstan).

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

Suleyman Demirel University was established in 1996. Currently, the educational activities of the University are carried out on the basis of the relevant license (№ KZ68LAA00003730, issued by the CCSON MES RK, 02.12.2014) within the national educational system in accordance with the legislation of the Republic of Kazakhstan.

The structure of the University includes: Rectorate, 3 faculties, 1 business school, Center for Multidisciplinary Education, 8 departments, 12 research laboratories, 22 departments and structural subdivisions.

Currently, the university has 55 educational programs, namely 28 undergraduate programs, 20 master's programs and 7 doctoral programs. The SDU has a trilingual education system, under which 62% of its educational programs are taught in English, 20% are taught in Kazakh, and 18% are available in English, Kazakh, or Russian. The university currently provides student-centered learning and teaching through a supportive academic environment and student support services.

The contingent of students at the beginning of the academic year 2021-2022 is 7356 people, including 6706 students on Bachelor's degree programs, 583 students on Master's degree programs, 67 students on Doctoral degree programs.

Faculty members are professionals who graduated from prestigious educational institutions of the country and abroad. The total number of teachers is 325, including 42 PhDs, 13 Doctors of Sciences, 50 PhDs.

Table 1 and 2. Participation in national ratings

Name of rating/ Agency	Год	Место
General rating of higher educational institutions of Kazakhstan "TOP-20+/"	2018	13
	2019	10

IAAR	2020	14
National rating of the best multi-profile universities of Kazakhstan / Independent Agency for Quality Assurance in Education (IAQA)	2016	14 (44,16%)
	2017	11 (42,65%)
	2018	12 (42,60%)
	2019	10 (37,39%)
	2020	7 (59,17%)
Rating of National Chamber of Entrepreneurs "Atameken"	2019	4
	2020	6
	2021	<i>result in processing</i>
QS Emerging Europe & Central Asia University Ranking	2021	351-400
Round University Ranking	2020	731
	2021	696
THE Impact Ranking: Quality Education	2021	301-400
Webometrics Ranking of World Universities	2021	5950

One of the priorities of the development strategy of Suleyman Demirel University is considered to be strengthening and expanding international relations: participation in various international educational programs, implementation of joint projects, etc. Within the framework of international exchange programs professors and students of the university study and undertake internship in universities of Russia, Kazakhstan, Belarus, Italy, Spain, Czech Republic, Poland, South Korea, etc. Cooperation agreements have been signed with 56 universities in 26 countries and joint projects on academic mobility and experience exchange are being implemented. In addition, the university is working on ERASMUS projects in pedagogy and engineering.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Accreditation Council of the IAAR in June 2015 decided: to accredit within the framework of institutional accreditation for a period of 5 years the educational programs of Suleyman Demirel University 5B050700 Management (certificate of accreditation №AB0631 from 01.07.2015); 6M050700 Management (certificate of accreditation №AB0632 from 01.07.2015).

Recommendations of EEC:

For the educational program 5B050700 Management, 6M050700 Management 8 recommendations were given. At the moment 6 recommendations are fulfilled, 2 recommendations are in the process of execution (to intensify research in the field of teaching methodology of academic disciplines of EP).

(V) DESCRIPTION OF THE EEC VISIT

The work of EEC was carried out on the basis of the Visit Program using a hybrid model of expert commission for specialized and primary specialized accreditation of educational programs of Suleyman Demirel University from December 13 to December 15 (including), 2021.

In order to coordinate the work of the EEC, a set-up meeting was held on December 10, 2021 at 15:00 Nur-Sultan time, during this meeting the duties of the commission members were distributed, the schedule of the visit was clarified, and an agreement on the choice of expertise methods was reached.

In accordance with the requirements of the standards, the program of the visit included meetings with the Rector, Vice Rectors, heads of departments, deans, heads of university departments, teachers, students, graduates, employers and employees from various departments, interviewing and questioning teachers and students.

During the tour, members of the EEC got familiar with the state of the material and technical base of the University, visited the library, conference areas, dean's office, departments, international relations office, classrooms, specialized rooms, computer labs, laboratories of chemistry, criminalistics, simultaneous translation, Distributing systems and Computing, Halyk Academy, United Nations.

The activities planned during the visit of EEC IAAR, promoted a detailed acquaintance of experts with the educational infrastructure of the University, material and technical resources, in the context of the educational programs EP 6B04102 Management; 7M04102 Management; 8D04101 Management; teaching staff, representatives of employers' organizations, students and graduates. A total of 356 people took part in the meetings (table).

This allowed the EEC members to conduct an independent assessment of the compliance of the data presented in the reports on self-evaluation of the university's educational programs with the criteria of specialized accreditation standards.

Information about the employees and students who participated in the meetings with the EEC of the IAAR:

Category of participants	Number of participants
Rector	1
Vice-Rectors	4
Heads of departments, heads of academic departments, coordinators of educational programs	4
Teachers	5
Students, undergraduates, doctoral candidates	10
Alumni	5
Employers	16
Total	44

That allowed the EEC members to conduct an independent evaluation of the compliance of the data presented in the reports on self-evaluation of the university educational programs with the criteria of specialized accreditation standards.

In accordance with the accreditation procedure, a survey of 145 teachers and 1,083 students was conducted.

In order to confirm the information presented in the self-evaluation report, the external experts requested and analyzed the working documentation of the university. At the same time, the experts studied the Internet positioning of the university through the official website of the university <https://sdu.edu.kz/>.

All conditions were created for the work of the EEC, and access to all necessary information resources was organized. SDU team ensured, the presence of all the persons specified in the program of the visit, in accordance with the established timeframe.

As part of the planned program, EEC's recommendations for improving SDU's performance, developed as a result of the examination, were presented at a meeting with SDU management on December 15, 2021.

The EEC members attended the following classes:

- lecture in Kazakh on "Corporate and Business Law (ACCA)" (<https://meet.google.com/fpv-qqhw-ief?authuser=0>), lecturer Marat Estemirov, 6B04103 Accounting and Audit, ACC 206, 18 students attended);

During the EEC visit, the experts visited the practice bases of the accredited programs:

IT-company Elefanto (Almaty Baizakova 280);

Choco IT Company (Baizakova 280, Almaty).

The activities planned during the visit of the EEC of the IAAR contributed to the experts' detailed acquaintance with the educational infrastructure of the University, material and technical resources, teaching staff and employees, students, graduates, representatives of employers, graduates. This allowed the members of the EEC of the IAAR to conduct an independent evaluation of the compliance of the data presented in the reports on self-assessment of the university's educational programs with the criteria of specialized accreditation standards.

(VI) COMPLIANCE WITH STANDARDS OF SPECIALIZED ACCREDITATION

6.1. Standard «Management of Educational Program»

- ✓ *The university must demonstrate the development of the goal and development strategy of the EP based on the analysis of external and internal factors with the wide involvement of various stakeholders*
- ✓ *The quality assurance policy should reflect the relationship between research, teaching and learning*
- ✓ *The university demonstrates the development of a culture of quality assurance*
- ✓ *Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including the implementation of joint / double degree education and academic mobility*
- ✓ *The management of the EP ensures the transparency of the development plan for the development of the EP based on an analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of students, the state, employers and other stakeholders*
- ✓ *The EP management demonstrates the functioning of the mechanisms for the formation and regular revision of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP*
- ✓ *The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of the EP development plan*
- ✓ *The EP management must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the development strategy of the educational organization*
- ✓ *The university must demonstrate a clear definition of those responsible for business processes within the EP, the distribution of staff duties, and the delimitation of the functions of collegial bodies*
- ✓ *The management of the EP ensures the coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, and also involves all interested parties in this process*
- ✓ *The management of the EP must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions*
- ✓ *The management of the EP must carry out risk management*
- ✓ *The management of the EP should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegiate management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program*
- ✓ *The university must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals*
- ✓ *The management of the EP must demonstrate its openness and accessibility for students, teaching staff, employers and other interested parties*
- ✓ *The management of the EP confirms the completion of training in education management programs.*
- ✓ *The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure*

The proving part

At Suleyman Demirel University, the procedures for evaluating the quality of EP are defined and documented. The design of accredited EPs is based on science-based approaches to planning, methodological support and learning technologies. The implementation of EP corresponds to the legislation of RK in the field of education, as well as determined by the mission, vision and development strategy of Suleyman Demirel University.

The university defined mechanisms for the formation, revision, monitoring and implementation of the development plan of EP, also provided the measurement of the degree of satisfaction of the needs of the teaching staff, staff and students.

The collegiality and transparency of the formation of plans of development of educational programs is confirmed by the participation of teaching staff, students, stakeholders and employers. The results of the evaluation of educational programs are systematically discussed at the meetings of the Department, Faculty and University Councils. The activity of Suleyman Demirel University is regulated by the Charter of the University, Strategic Development Plan of SDU for 2018-2023 (Minutes of the RS Meeting No. 11 dated 31.05.2018), Development Plans of accredited EPs and a series of documents defining the academic policy of the university.

For all strategic directions the terms and specific measures for their achievement are indicated. In general, the mission, strategic goals and objectives of the university correspond to the state

policy in the field of education, are in line with the national priorities and development programs in the field of education and science of Kazakhstan.

Members of the EEC made sure that the Suleyman Demirel University has developed a policy for quality assurance, aimed at continuous improvement of all aspects of activity. The university conducts internal audits through monitoring the implementation of work plans of structural units, surveys, studies of the quality of students' knowledge.

In order to form a development plan for EP 6B04102 Management, 7M04102 Management, 8D04102 Management representatives of stakeholder groups are involved: students, teaching staff and employers: LLP "Payment Industry Technologies", LLP "RG Brands" and others.

Accredited EPs are designed in accordance with the SECS RK, coordinated with the mission of the university and the relevant proposals of stakeholders (students, employers).

Planning of the educational process is represented by the structure of interrelated documents (TUP, RUP, CED, FTI, etc.) and a set of various types of educational and methodological documentation.

Analytical part

At Suleyman Demirel University three accredited EP 6B04102 Management, 7M04102 Management, 8D04102 Management are not sufficiently implementing joint/double degree education with foreign universities.

In the process of conversations with the teaching staff and students of the accredited EPs it was found out that the main staff knows the information and content of the Strategic Plan of the university for 2018 - 2023.

The EEC members confirm the availability of the Development Plans of the accredited EPs of Suleyman Demirel University, as well as their consistency with the mission, vision, available resources of the university: financial, informational, human resources and material and technical base.

The quality policy of Suleyman Demirel University reflects the relationship between research, teaching and learning. The members of the EEC were convinced of the EP management's commitment to ensuring the connection between scientific research and the content of the EP.

The teaching staff of the department on EP 6B04102 Management, 7M04102 Management, 8D04102 Management have the opportunity to participate in the research activities of the University, in international conferences and projects.

One of the tools to monitor the quality of the EP realization is sociological surveys in the form of questionnaires "Teacher in the eyes of students", "Questionnaire for employers", "Questionnaire for graduates", "Questionnaire for heads of internships", "Questionnaire for student interns" and others. The survey is conducted once a year. Comparative analysis shows that the average evaluation score of the professional level of the teaching staff is quite high. Analysis of the data from the questionnaires of graduates shows that all the employed are working in their specialty, the level of general professional training most of them assess as high enough.

Educational and methodical documentation of the departments is discussed at the Scientific and Methodological Council of the university, which is a collegial body that forms the basic requirements for the quality of EP, implementation of innovative forms and methods of teaching, development of methodological support of the educational process.

The questionnaire survey of the teaching staff, conducted during the EEC visit of the IAAR, showed that the involvement of the teaching staff in the process of making management and strategic decisions is very good and good - 96.7%, at the same time, 0.6% of the teaching staff is relatively poorly involved in this process. Satisfaction with the needs of the teaching staff with the content of the EP is 69%.

Based on the meetings, conversations and interviews with the vice-rectors in the areas of activity, deans and heads of departments, heads and employees of structural units, teaching staff, students, graduates and employers, the EEC of the IAAR notes adequate distribution of personnel duties and delineation of functions of collegial bodies involved in the implementation of EP.

Thus, the EEC of the IAAR on this Standard notes that at the University named after Suleyman Demirel both the best and the practices that need improvement are identified:

Strengths / best practices of the accredited EP:

- the strengths of the accredited EPs are the functioning mechanisms for formation and revision of EP development plan; clear identification of those responsible for business processes within EP, distribution of staff job responsibilities, delineation of functions of collegial bodies; proof of openness, accessibility for students, teaching staff and employers.

Based on the findings, in order to further develop and improve the University's activities in the implementation of accredited EPs 6B04102 Management, 7M04102 Management, 8D04102 Management the EEC IAAR recommends:

- Intensify the implementation of joint/double degree education and academic mobility;
- to systematize the work on innovation management within the framework of EP, including the analysis and implementation of innovative proposals.

Conclusions of the EEC on the criteria: according to the Standard "Management of educational program" accredited EP 6B04102 Management, 7M04102 Management, 8D04102 Management have 3 - strong, 14 - satisfactory.

6.2. Standard “Information Management and Reporting”

- ✓ *The university must ensure the functioning of the system for collecting, analyzing and managing information based on modern information and communication technologies and software*
- ✓ *The EP Guide demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system*
- ✓ *The management of the EP demonstrates the existence of a reporting system that reflects the activities of all structural units and departments within the EP, including an assessment of their performance*
- ✓ *The university must determine the frequency, forms and methods for assessing the management of the EP, the activities of collegial bodies and structural divisions, top management*
- ✓ *The university must demonstrate a mechanism for ensuring the protection of information, including determining the persons responsible for the reliability and timeliness of information analysis and data provision*
- ✓ *The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them*
- ✓ *The management of the EP must demonstrate the existence of mechanisms for communication with students, employees and other interested parties, including conflict resolution*
- ✓ *The university must ensure the measurement of the degree of satisfaction with the needs of students, teaching staff and staff within the framework of the EP and demonstrate evidence of the elimination of identified shortcomings*
- ✓ *The university must evaluate the effectiveness and efficiency of activities in the context of the EP*
- ✓ *The information collected and analyzed by the university within the framework of the EP should take into account:*
 - key performance indicators*
 - dynamics of the contingent of students in the context of forms and types; –*
 - level of progress, students' achievements and expulsion*
 - satisfaction of students with the implementation of the EP and the quality of education at the university*
 - availability of educational resources and support systems for students*
 - employment and career growth of graduates*
- ✓ *Students, teaching staff and staff must document their consent to the processing of personal data*
- ✓ *The management of the EP should contribute to the provision of the necessary information in the relevant fields of science*

The proving part

Suleyman Demirel University of Commerce provides the functioning of the system of collection, analysis and management of information of educational programs assessed through the use of modern information and communication technologies and software, the introduction of various automated information systems in the educational process.

The University portal UniPort, Enroll (online registration), SIS (Student Information System), SR (Student Registration), social networks (personal account of EP in Instagram and Telegram channel) and media are used for information management and reporting. Internal portals have a centralized database that reflects all the real learning processes, in particular, all structural units

of the university were assigned user rights, and functional responsibilities of faculty and staff, as well as entered: information about the university, departments, faculties, specialties; information about students and faculty, the formation of groups for the academic year, curricula, catalogs of disciplines.

Each structural unit systematically updates the supervised section and information in the program. Thanks to this optimization of the educational process in the context of the credit system and the effectiveness of training in the educational programs is achieved.

The information on the educational programs, entered and updated by the relevant departments as structural units of the university, is as follows: curricula of specialties; catalogs of elective disciplines; educational and methodological complexes of disciplines; examination test tasks. Also, each student and an employee has a personal account, which allows the university staff to automate their tasks, students and graduate students to see the necessary information, and distance learners instantly get access to electronic teaching materials and knowledge control, directly in real time to communicate with teachers through a global network of the Internet. Students from any computer to view the transcript, take tests, view all estimates for the current semester (attestations, coursework and projects, examinations and final assessment of the subject); electronic transcript; allows the teacher to implement electronic teaching materials, to put marks to the student, to enter information about professional development, receive a report on testing the student; allows to control the registration of educational achievements, to form various kinds of reports.

The information website of the university has a blog of the rector, where you can address any question of interest.

Suleyman Demirel University maintains reports on the number of students and employment of graduates. Data for statistical analysis is provided by the editors, supervisors, heads of departments and dean's offices.

The tool for measuring the degree of satisfaction of the teaching staff, staff and students is a questionnaire survey. To study the external environment, employers are surveyed about the level of knowledge of university graduates.

Evaluation of satisfaction with information about the activities of the university and the specifics and progress of educational programs is carried out annually through questionnaires, surveys, feedback, as well as through the blog of the rector.

Analytical part

Analyzing EP on the content and semantic load of this standard in the assessed areas, the Commission notes that the university has a system of information management and reporting on the recruitment of students, academic performance, the movement of the contingent, staffing, academic mobility of students of teaching staff and students, etc., which is presented in regular reports at the meeting of departments, Rectorate and the Academic Council of the University. The number of students traveling on academic mobility was insufficiently confirmed.

Regular surveys of students, employers are conducted and according to the results of their survey appropriate measures are taken to improve EP.

At the same time, there are a number of issues related to this standard, not fully reflected in the self-report and not confirmed in the work of the EEC.

The documents confirming the existence of documented processes of information management, determination of the procedure and ensuring the protection of information, responsibility for their functioning, reliability and systematic use of adequate information to improve the internal system of quality assurance are fully demonstrated.

The interviewing process fully confirmed the existence of a mechanism for communication with students, employees and other stakeholders, including the presence of conflict resolution mechanisms.

Strengths / best practices of the accredited EP:

- the involvement of students, staff, and faculty in the processes of collecting, analyzing, and making decisions based on information has been demonstrated;
- it is demonstrated that the management of the EP promotes the provision of the necessary information in the relevant fields of science

Recommendations of the EEC:

1. Continue regular reporting, reflecting the availability of mechanisms of communication with students, employees and other stakeholders, including evaluation of the effectiveness and efficiency of departments, scientific research

The EEC's conclusions on the criteria: on the Standard "Information Management and Reporting" accredited OP 6B04102 Management, 7M04102 Management, 8D04102 Management have 2 - strong, 15 - satisfactory.

6.3. Standard «Development and Approval of the Education Program»

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

Proving Part

The educational process at Suleyman Demirel University is organized in accordance with: Law "On Education" with additions and amendments (№ 319-III; from 27.06.2007g.); SOSE of higher and postgraduate education (№ 604 from 31.10.2018; № 182 from 05.05.2020); Rules of educational process organization on credit technology of education (№ 198 from 2.06.2014); State program of education and science development of Kazakhstan for 2020 - 2025 years (№ 988 from 27.12.2019).

The content and structure of educational programs comply with state standards of higher education and are implemented through curricula and working educational programs that are common to all forms of education, based on educational and methodological complexes of specialties and disciplines.

The University implements 55 educational programs, namely 28 Bachelor's programs, 20 Master's programs and 7 Doctoral programs. Suleyman Demirel University has a trilingual education system, according to which 62% of its educational programs are taught in English, 20% are taught in Kazakh, and 18% are available in English, Kazakh or Russian.

Regulations on the development, approval and monitoring of the EP at Suleyman Demirel University from 03.09.2020 describes the order of development of the EP passport, requirements for the structure and content of the EP, the curriculum, EP monitoring, requirements and language of the EP, as well as the functions of collegial bodies such as the Educational and Methodological Council; the graduate department, stakeholders and learners.

The development of working curricula takes place on the basis of the TUPL recommended by the MES RK, the catalog of elective disciplines, developed by the graduating department and the individual educational plans of students.

Taking into account all external and internal normative documents, the university, represented by the developers of EP, pays great attention to the study of the requirements of the modern labor market for graduates through a survey of employers, graduates and experts from the field.

In accordance with the Methodological Guide for the work of higher educational institutions in conditions of academic and managerial independence Suleyman Demirel University in 2018 made the transition to an updated version of the Kazakh credit technology of learning with a ratio of 1:1 to ECTS. Taking into account ECTS the load of students is 180 ECTS credits.

The overall goal of the evaluated educational programs is to form such personal qualities in students as responsibility, citizenship, tolerance, patriotism, the desire to develop their creative potential, continuous improvement of professional knowledge taking into account the dynamic changes taking place in the modern economy, the ability to critically assess the level of their training, as well as the formation of general and professional competencies taking into account the focus of the educational program and labor market needs.

Faculty members of graduate departments, students and representatives of employers also take part in the development of evaluated educational programs. On the developed educational program 6B04102 Management, 7M04102 Management, 8D04102 Management gave positive feedback representatives of LLP "Payment Industry Technologies", LLP "RG Brands" and others.

In addition to the development of educational programs, the above working groups have developed plans for the development of the evaluated educational programs, which were approved at the meeting of the Academic Council of the University.

The main purpose of the development plan of the evaluated educational programs is their improvement in accordance with the vision, mission and strategy of the university, aimed at the formation of market-oriented, innovative model of university development, general and professional competencies of graduates.

The students of the evaluated programs have the opportunity to receive education through distance learning on the platform Google Meet.

Analytical part

During the direct visit of the EEC, the members of the commission noted that in the preparation, approval, modification and amendment of the EP stakeholders are involved who can recommend elective courses for inclusion in the catalog of elective disciplines, for their choice by students. On the evaluated educational program 6B04102 Management, 7M04102 Management, 8D04102 Management, there are positive reviews from potential employers, such as LLP "Payment Industry Technologies", LLP "RG Brands" and others.

The logical conclusion of training on educational programs is the final certification. It is noted that the list of topics of graduate works is reviewed annually by academic managers in connection with the emergence of new priorities in the development of science and education, improvement of technology, new teaching methods, with the development of fundamental research in science. In the implementation of educational programs provides the necessary integrity, combining the required balance between the theoretical and practical components of the educational process. It should be emphasized that the content of disciplines, all types of practice and graduate work are aimed at achieving the goals of the EP and the acquisition by students, professional and general cultural competencies.

The university has demonstrated an information policy that demonstrates the constant development of the EP and the communication of changes in the evaluated EP to all stakeholders. The university uses all available channels and technologies, including media, specialized events to inform stakeholders about changes in EP.

In the process of interviewing it is confirmed that there is a mechanism of communication with students, teaching staff, administrative staff and other stakeholders, including the presence of mechanisms for conflict resolution.

The materials submitted for evaluation indicate the presence of the process of development of quality management system, including in the context of updating the internal regulatory documentation.

Strengths/Best Practices

- the university has demonstrated the existence of a graduate model of the EP, describing learning outcomes and personal qualities

Recommendations of the EEC

1. to analyze the possibility of preparing students for professional certification;
3. to develop effective ways of implementing joint and/or double-diploma EP with foreign universities

The EEC conclusions on the criteria: according to the Standard "Development and approval of the educational program" accredited EP 6B04102 Management, 7M04102 Management, 8D04102 Management have 1 - strong, 2 - satisfactory, 2 - suggesting improvement.

6.4. Standard «On-Going Monitoring and Periodic Review of Educational Program»

- ✓ The HEI must ensure the revision of the structure and content of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society. The HEI must demonstrate the existence of a documented procedure for monitoring and periodic evaluation in order to achieve the goal of the EP and continuously improve the EP
- ✓ Monitoring and periodic evaluation of the SP should consider:
- ✓ the content of the program in the context of the latest achievements of science and technology in a particular discipline
- ✓ changes in the needs of society and the professional environment
- ✓ load, progress and graduation of students
- ✓ effectiveness of student assessment procedures
- ✓ needs and degree of satisfaction of students
- ✓ compliance of the educational environment and the activities of support services with the goals of the EP
- ✓ The management of the EP should publish information about changes to the EP, inform interested parties about any planned or undertaken actions within the EP
- ✓ Support services should identify the needs of various groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, mastering the EP as a whole

Proving part

In order to manage and improve the activities of Suleyman Demirel University, regular monitoring is carried out in various areas, including individual educational programs. The monitoring system is an important tool for managing the quality of university activities.

The purpose of monitoring is to evaluate the quality of management, teaching, research and educational work of the university, on the basis of which optimal solutions for the organization of effective activities of Suleyman Demirel University are chosen. The monitoring is conducted

in the following areas: educational programs, activities of the teaching staff and effectiveness of teaching, students and conditions for their personal development, research activities and its effectiveness, material and technical, library and information resources.

Surveys at Suleyman Demirel University are conducted in accordance with the approved program and include, in particular, the questionnaires "Faculty in the eyes of students", "Quality of teaching at the university", etc.

The results of the current and final control of students' knowledge are also monitored.

The university commission of the Academic Council regularly conducts an internal audit or check of the university documentation for adequacy, analysis, identification of changes, coordination and approval of documents. Existing documentation is systematically reviewed, updated, and, if necessary, reissued.

Internal audits of the quality assurance system are conducted to analyze and evaluate the effectiveness of the educational process, identify opportunities and ways to improve it; identify inconsistencies with regulatory requirements; determine the causes of detected inconsistencies; check and evaluate the effectiveness of corrective measures based on the results of previous audits; improve the activities of structural units in various areas.

During the audits of the units of the University, members of the commission collect objective evidence of compliance and non-compliance through observation, review of documentation and records of the QMS, as well as interviews with staff of the audited units. The results of the audit are presented to the staff and heads of departments in the form of copies of reports and acts of inconsistencies. The maintenance of files, internal and external documents of subdivisions are checked.

Internal quality assurance and examination of educational programs is provided by the Academic Council of the University named after Suleyman Demirel and other collegial bodies of the university.

At the meetings of the University Academic Council issues related to the quality of education, organization of internships, employment of graduates, as well as approval of documentation for the planning and organization of the educational process are considered.

Working educational programs are discussed annually at the meetings of departments, methodological committees of the department, reviewed and supplemented taking into account the achievements of science and practice, new requirements for the training of specialists.

Analytical part

At the same time, the Commission notes that concerning this standard, are reflected in the self-report and were confirmed during the visit of the EEC.

However, it was found that the stakeholders are not sufficiently informed about any planned or undertaken actions within the EP and where the changes made to the EP are published.

It was confirmed the monitoring of innovative methods of teaching, reflected the existence of a process of evaluation of the level of teaching through open classes of teachers, visits to classes by colleagues and authorized employees of the structural units, which are discussed at the meetings of the departments and relevant structural units.

It is confirmed by the information and documents indicating that the EP management has studied the market of educational services provided by other universities, including foreign ones, and used the results of this analysis to create its own unique and competitive profile of the evaluated EP.

Strengths/best practices

- Availability of developed regulations and forms of questioning and interviewing of students, teaching staff and stakeholders.

Recommendations of the EEC

1. Expand opportunities and ways to inform stakeholders of any actions planned or taken regarding the EP.

Conclusions of the EEC on the criteria: according to the Standard "Continuous monitoring and periodic evaluation of educational programs" accredited EP 6B04102 Management, 7M04102 Management, 8D04102 Management have 9 - satisfactory, 1 - suggesting improvement.

6.5. Standard «Student-Centered Learning, Teaching and Performance Evaluation»

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

Proving part

The training of highly qualified specialists is possible only if they work independently to consolidate the knowledge, skills and abilities received at the university. For this purpose, the whole system of professional training should be linked to the active independent work of students. The teacher organizes only the activation of cognitive activity of students, the cognition itself is carried out by them independently in the process of students' independent work.

In order to implement a student-centered approach to learning, teaching and assessment of progress, the University has developed an academic policy, which regulates the rights and responsibilities of students. The Academic Policy of Suleyman Demirel University is based on the principles of academic integrity, internal quality assurance, innovation and internationalization. The academic policy is obligatory for execution by all structural divisions of the university, teaching staff, employees and students.

The university policy in this area is based on the understanding that the student-centered approach to the management of the educational process involves the formation of partnerships with students. Such a relationship should be characterized by the presence of "feedback" with students, the availability of results and their analysis for all stakeholders.

According to the approved document, the university implements the principles of student-centered learning through the organization of the educational process, in which:

- students act as full members of the learning process, discuss and interact with the teacher in choosing goals and ways to achieve them, exploring at the same time the best ways to use and improve existing skills and knowledge;
 - curricula are formed based on the requirements of the future profession and the capabilities of the students;
 - the feedback of the students is taken into account when assessing the work of the teaching staff.
- The main element of the educational process in the university is a lecture, during which the main types of cognitive activity are most clearly manifested.

In practical lessons, after the analysis of a new topic, each student is given an individual task, consisting of theoretical and practical issues. Before handing out tasks, the teacher reveals their topics in the volume of hours of this section of the discipline. Students receive an instruction in the form of general or individual methodical instructions.

Work on practical and laboratory classes is built with the expectation to achieve their maximum content and the subsequent inclusion of all performers in the process of independent learning activities.

Internship training of students during practices is an integral part of the educational process and the source of determining new technical, educational and organizational problems of the studied disciplines and the entire specialty, which contributes to the improvement of the lecture course and enhances the interest of students in the subject.

A special value has a research and creative work of students, carried out independently under the guidance of a teacher to prepare articles, reports, essays, participation in competitions, competitions, conferences, seminars.

To improve the quality of education in a student-centered learning environment, the management of Suleiman Demirel University encourages the faculty to promote innovation and the use of information and communication technologies for learning and teaching; ensures the link between teaching, learning and research at all levels of study; provides a transparent description of learning outcomes and teaching load, flexible learning pathways and appropriate teaching and assessment methods; engages students and other stakeholders in

In the evaluated educational programs of Suleyman Demirel University teachers widely use in the educational process active and interactive forms of classes to form the necessary general and professional competences.

The educational process based on the use of interactive teaching methods is organized taking into account the inclusion in the process of all students in the group. Individual, paired and group work are organized, project work, role-playing games, work with documents and various sources of information are used. Interactive methods are based on the principles of interaction, student activity, reliance on group experience, obligatory feedback. An environment of educational communication is created, which is characterized by the interaction of participants, the accumulation of joint knowledge, the possibility of mutual evaluation and control.

Interactive learning improves the efficiency of the educational process; strengthens motivation to study the discipline; formation and development of professional skills of students; formation of communication skills; development of analysis skills, possession of modern technical means and information processing technologies; formation of the ability to find information independently and determine its reliability; reduction of classroom work and increasing the amount of independent work of students, graduate students and doctoral students.

Interactive forms of learning are used in the university for classroom studies, independent work of students and other types of educational activities at all levels of training. Moodle, Google Classroom, Google Drive (all) & Dropbox (all) were used for shared access to data and assignments.

University management assumes that in a student-centered learning environment, the anticipated expectations for learners are:

- Shared responsibility for implementing quality assurance with other internal stakeholder stakeholders;

- development of opportunities for self-monitoring, self-learning;
- having clear learning objectives, developing a learning strategy that includes classroom and out-of-classroom activities, and monitoring the achievement of learning objectives.

In its turn, this process for teachers implies joint responsibility for the implementation of internal quality assurance; working in partnership with students, strengthening mutual respect of teacher and learner; improving the forms and pedagogical methods of teaching.

Analytical part

Mechanisms for adequate evaluation of the results of independent work are given in the syllabi, which are handed out and explained to students.

The report on self-assessment of assessed educational programs sufficiently reflects the processes that provide equal opportunities for students to form an individual educational trajectory.

As a positive aspect we note that systematic development and introduction of innovative methods of teaching is shown, the work on revealing the level of students' satisfaction with places and organization of practice is reflected.

The results of successive study of the effectiveness of elective courses allow us to judge about stable positive dynamics in mastering the developed content of the programs, focused on the formation of professional competences of students.

The implementation of student-centered learning changes the requirements for teaching and in general for the teaching activity. According to this standard, the EEC notes the insufficient representation of own research in the field of teaching methodology of academic disciplines of EP (small number of teaching and learning aids recommended by RUMSU) for all the accredited EPs. The school management is responsible for the systematic development, implementation and effectiveness of active learning methods and innovative teaching methods. Teachers of the department create the most favorable conditions for students to master the disciplines of the specialty and obtain their academic degree.

Strengths/best practices

- The availability of a feedback system through the use of various teaching methods, including interactive methods, and assessment of learning outcomes.

Recommendations of the EEC

1. Develop, publish, and implement our own teaching methods, taking into account existing interactive and innovative teaching methods.

Conclusions of the EEC on the criteria: "Student-centered learning, teaching, and assessment" in 6B04102 Management, 7M04102 Management, 8D04102 Management have 9 - satisfactory, 1 - suggesting improvement.

6.6. Standard «Students»

- ✓ The HEI must demonstrate the policy of forming a contingent of students and ensure transparency, publicity of the procedures governing the life cycle of students (from admission to completion)
- ✓ The management of the EP should provide for special adaptation and support programs for newly enrolled and foreign students
- ✓ The HEI must demonstrate the compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education
- ✓ The HEI must provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for study

- ✓ The university should encourage students to self-education and development outside the main program (extracurricular activities)
- ✓ An important factor is the existence of a mechanism to support gifted students
- ✓ The HEI must demonstrate cooperation with other educational organizations and national centers of the «European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers» ENIC / NARIC in order to ensure comparable recognition of qualifications
- ✓ The HEI must provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, maintaining contact with them
- ✓ The HEI must demonstrate the procedure for issuing documents to graduates confirming the qualifications received, including the achieved learning outcomes
- ✓ The EP management must demonstrate that program graduates have skills that are in demand in the labor market and that these skills are really relevant
- ✓ The management of the EP must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates
- ✓ An important factor is the presence of an active alumni association/union

Proving part

In the process of formation of the contingent of students at Suleyman Demirel University is guided by the current regulatory and legal framework of the Ministry of Education and Science of the Republic of Kazakhstan. Admission of citizens to the University is carried out according to the results of the unified national testing (UNT) or comprehensive testing (CT), conducted according to the rules and procedures developed by the National Testing Center of the Ministry of Education and Science of RK (NTC)

At formation of a contingent of students the threshold levels of knowledge of English, as it is a language of training, and also with the threshold score of UNT for admission on the grant and paid department are defined.

There is an active career guidance work organized at Suleyman Demirel University, for which working groups are created to visit schools and colleges in Uralsk, Aktobe, Atyrau, Aktau, Kostanai and others.

The contingent of students is formed of groups, with training in the state, Russian and English languages. The University conducts systematic work on the collection and analysis of statistical data on the contingent of students and graduates. Table 3 shows the contingent of accredited EPs in the context of the last 3 years.

Table 3. The contingent of students of the educational program EP 6B04102 Management, 7M04102 Management, 8D04102 Management

Name of EP	2018-2019			2019-2020			2020-2021		
	total	grant	paid	total	grant	paid	total	grant	paid
6B04102 Management	126	38	88	140	38	82	159	73	86
7M04102 Management	4	1	3	9	6	3	9	8	1
8D04102 Management	1	1	-	2	1	1	4	1	3
Total	130	40	91	151	45	86	172	82	90

For the accredited EP 6B04102 Management, 7M04102 Management, 8D04102 Management an equal enrollment is observed for the last three years.

The organization of educational work is carried out in accordance with the normative documents of the MES RK, as well as the QMS of the university. In order to ensure the growth of the quality of educational services the systematically conducted questionnaire survey of students.

Student research work is one of the forms of scientific and research work of students. The results of the research work of students (NIRS, NIRM, SRD) find its continuation in writing theses and dissertations. Topics of theses and dissertations are determined taking into account the interests of students, the scientific priorities of the department's teaching staff and the relevance of the problems.

The university pays attention to the monitoring of annual employment and direct and feedback with the labor market, which allows to control the compliance of strategic plans with the real demand in the market of educational services.

The student government of the university is quite active. For example, the student organization "Academic club" provides assistance to students who have problems with academic performance.

The results of the questionnaire survey of students, conducted during the visit of the EEC of the IAAR, showed that:

- "Completely satisfied" - 70.2%, "Partially satisfied" - 24.1%, "Partially unsatisfied" - 3.8%, "Not satisfied" - 1.2%.

- Promptness of the response to feedback from teachers regarding the educational process "Fully satisfied" - 63.6%, "Partially satisfied" - 27.4%, "Partially unsatisfied" - 5.9%, "Not satisfied" - 2.1%, "Difficult to answer" - 0.9%.

Analytical part

The policy of formation of the contingent in the university is regulated and reflected in the Academic policy of the university. The principles of creating an educational environment for students to achieve the required professional level, methods of feedback and informing students are presented. The university systematically evaluates communication with employers.

One of the common tools to attract employers to the problems of young people in the labor market were "Career Day". Within the University, the Career Department deals with the employment of graduates.

Graduates of the accredited EPs are in demand in the labor market, and according to the data of the last three years the employment in the first year after graduation averages 97% for the EP "6B04102/7M04102/8D04102 - Management".

The university has a functioning Alumni Association. The graduates expressed their gratitude for the good knowledge they received within the walls of the university, noting that the university devotes a lot of time to the organization of work with students.

Besides, the graduates believe that the content of the disciplines, especially the specialized ones, should include more practical content based on real data from the national economy.

Based on the interviewing and questionnaire survey of students, familiarization with the educational infrastructure of the university and various documents, the EEC of the IAAR notes the following:

Strengths/best practices

- Special adaptation and support programs are provided for newcomers and foreign students;
- encouragement of students to self-education and development outside the main program (extracurricular activities); availability of a support mechanism for active learners.

Recommendations of the EEC on EP 6B04102 Management, 7M04102 Management, 8D04102 Management:

- continue on a systematic basis the implementation of non-formal learning (lectures with representatives of specialized companies on relevant sectoral topics);
- expand the opportunities of external and internal mobility for EP students

Conclusions of the EEC on the criteria:

According to the standard " Students" accredited educational programs EP 6B04102 Management, 7M04102 Management, 8D04102 Management have 2 - strong, 10 - satisfactory.

6.7. Standard «Teaching Staff»

- ✓ *The HEI must have an objective and transparent personnel policy in the context of the EP, including recruitment (including invited teaching staff), professional growth and development of staff, ensuring the professional competence of the entire staff*
- ✓ *The HEI must demonstrate the compliance of the qualitative composition of the teaching staff with the established qualification requirements, the strategy of the university, and the goals of the EP*
- ✓ *The management of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching*
- ✓ *The HEI should provide opportunities for career growth and professional development of teaching staff, including young teachers*
- ✓ *The HEI must involve in the teaching of specialists from relevant industries with professional competencies that meet the requirements of the EP*
- ✓ *The HEI must demonstrate the existence of a motivation mechanism for the professional and personal development of teaching staff*
- ✓ *The HEI must demonstrate the widespread use of information and communication technologies and software in the educational process by the teaching staff (for example, on-line training, e-portfolio, MEPs, etc.)*
- ✓ *The HEI must demonstrate the focus on the development of academic mobility, attracting the best foreign and domestic teachers*
- ✓ *The HEI must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, determine the contribution of the teaching staff, including those invited, to achieving the goals of the EP*
- ✓ *An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country*

Proving part

The personnel policy of Suleyman Demirel University is developed in accordance with the Development Strategy of the University and represents the main directions and approaches of human resources management to implement the mission and strategic goals of the university.

BS SDU personnel policy is based on the system of rules "Rules of hiring employees of Suleyman Demirel University", "Regulations on Salaries of employees of Suleyman Demirel University", "Regulations on Training and Professional Development of employees of SDU", "Regulations on Probation and Adaptation of employees of SDU", "Rules of internal labor order of Suleyman Demirel University", "Methodology of grading positions in SDU", "Regulations of personnel procedures at Suleyman Demirel University". All the above-mentioned rules are freely accessible at the electronic portal PMS (Personnel information system) to which every employee of the University has access.

Graduate departments of the evaluated EPs have sufficient personnel potential to implement educational programs at a high level.

Persons with higher (or postgraduate) education in the relevant fields are admitted to the competition to fill positions of teaching staff and researchers.

When selecting teaching staff for the educational programs to be evaluated, preference is given to candidates who have a degree and speak a foreign language.

The level of their qualification can also be confirmed by the following components: basic education, breadth of additional education (advanced training, internships), professional experience, as well as work experience in the relevant industry, ability to communicate, desire to improve the program and enhance learning, participation in professional societies, receiving scholarships and grants, titles in the field of science and technology, etc.

Teachers need to participate in the implementation of research and scientific and methodological works, as evidenced by the presence of scientific publications per year, reports on research and scientific and methodological works, participation in scientific conferences.

Each teacher must know and be able to justify the place of his/her discipline in the curriculum, its relationship with the previous and subsequent disciplines and understand the role of the discipline in the formation of a specialist.

The analysis shows that the staff composition of all departments responsible for the accredited educational programs at all levels of study meets the qualification requirements.

The qualitative composition of the teaching staff for the academic year 2021-2022 is 46 full-time faculty. These are highly qualified specialists, among them: 7 doctors of science, professors, 23 candidates of science (65% have academic degrees). Implementation of the program "Management" is provided by scientific and pedagogical staff of the relevant department.

Teachers use in the learning process interactive methods and multimedia, various innovative technologies that increase high involvement and motivation of students.

The data on the departments shows that every year they improve their qualifications. Forms of professional development are internships, refresher courses and seminars in higher education institutions, etc. The most important factor in upgrading the qualifications of teaching staff is their participation in international academic mobility programs.

Another important area of strengthening the human resources capacity of the educational programs being evaluated is the research work. In recent years, the quality of research work at Suleyman Demirel University has increased significantly, as faculty members implementing the evaluated educational programs are published in journals peer-reviewed in the CCSON MES RK, Scopus, Web of Science. This is evidenced by the data of published research papers.

In general, all accredited educational programs are provided with high quality human resources, which contribute to the achievement of the strategic objectives of the university.

Analytical part

The university is responsible for its employees, provides them with favorable conditions for work. University activities in this direction are reflected in the Charter of Suleyman Demirel University, in the social package for employees, in the system of payment. Faculty members of the assessed programs regularly improve their qualifications. Professional development of the teaching staff of the evaluated EPs was confirmed by the relevant methodological and professional certificates.

According to the results of the survey of teaching staff, the evaluated programs satisfactorily, for example, ensuring their needs with the content of the educational program - 69%; the university provides the opportunity for continuous development of the potential of the teaching staff - 61.3% are satisfied, the level of action at the university appropriate medical offices and cabinets - 51% satisfied, the attention of the school management to the content of the educational program - 67.1% of satisfied teaching staff.

Strengths/best practices

- demonstrated opportunities for career growth and professional development of the teaching staff, including young teachers

Recommendations of the EEC

1 Organize the development by faculty information and communication technologies and software tools in the educational process (e.g., MOOCs, etc.) to expand online learning opportunities

According to the standard "Faculty" accredited educational programs EP 6B04102 Management, 7M04102 Management, 8D04102 Management have 1 - strong, 9 - satisfactory.

6.8. Standard «Education Resources and Student Support Systems»

- ✓ *The HEI must guarantee the compliance of the infrastructure, educational resources, including material and technical, with the goals of the educational program*
- ✓ *The management of the EP must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment to ensure the achievement of the objectives of the EP*
- ✓ *The HEI must demonstrate the compliance of information resources with the needs of the university and the ongoing EP, including in the following areas:
technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs)
library resources, including a fund of educational, methodical and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases
examination of the results of research, final works, dissertations for plagiarism
access to educational Internet resources
functioning of WI-FI on its territory*
- ✓ *The HEI must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of research work of teaching staff, staff and students*
- ✓ *The HEI should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy*
- ✓ *The management of the EP must demonstrate the existence of procedures for supporting various groups of students, including information and counseling*
- ✓ *The management of the EP must show the existence of conditions for the advancement of the student along an individual educational trajectory*
- ✓ *The HEI must take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)*
- ✓ *The HEI must ensure that the infrastructure meets the safety requirements*

Proving part

Suleyman Demirel University has sufficient financial resources and educational infrastructure for quality training and achieving the goals of educational programs in accordance with the established standards of the system of higher professional education. There are 58 classrooms in the academic building of the campus in Kaskelen. Kaskelen has 58 classrooms for practical classes in various disciplines: including 12 classrooms for Business School, 8 lecture rooms for theoretical classes and for lectures in various disciplines; the number of different laboratories in 4 faculties - 21, computer labs - 5. The total area of the building is 39,651.6 m².

There is a 324-seat Student Dining Hall on the first floor, a 200-seat Staff Dining Hall on the second floor, and two 40-seat VIP Lounge to receive guests. The University also has 2 cafeterias, 1 café on the third floor, and a summer terrace with 186 seats in total. There are also cafeterias in the Student House.

The Student House on campus consists of 4 blocks. Blocks A and B are for girls, blocks C and D are for boys. The Student House is designed for 1280 beds, with 20 rooms on each floor, with no more than 4 people living in each room. On the second floor of Block A is the guest house of the University, the capacity is 35 people. The total area of the dormitory - 19560.6 m².

The material and technical base and educational infrastructure of the university are periodically updated with the development of new technologies and trends in information and communication means.

The library fund of the scientific library consists of various types of publications of educational, teaching, scientific, reference and information, fiction. The fund of academic literature is a collection of Russian and foreign editions on all cycles of disciplines studied at the University, teaching materials designed for both the mastering of the theoretical course, laboratory work, practical part of disciplines and for students to master special disciplines of course and diploma design.

Electronic textbooks, computer programs, a bank of audio and video materials are always available to students. Lectures and practical classes are held with the help of innovative technologies, audio and video equipment. Modern academic library and reading room equipped with tutorials and methodological materials allow organizing classroom and independent work of students in all specialties in the best way.

Constant updating and acquiring new databases, enriching the library collection with electronic publications - allows to fully meet all the needs of users. Library staff select information from internal and external databases, electronic catalog (selection of literature by subject and keyword), and with the help of the Internet.

Library resources are sufficient to achieve the goals of the evaluated educational programs. The operating hours of the scientific library meet the needs of students.

The questionnaire on the satisfaction of students and undergraduates with the quality of service in the library shows that more than 81% of respondents are fully satisfied with its work.

In order to improve the efficiency of the educational process at the university uses an automated system of the Center for Student Services (CSU) each student through a request for Helpdesk is given a personal e-mail with a student ID-number, through which the student will have access to a personal account in the student portal, educational portal, access to the office on the online platform, access to Wi-Fi, and provided with a student ID-card.

The PMS portal was created for the purpose of maintaining academic processes such as grading, registering students for courses (for faculty) and receiving reports (for administration). The University's PMS (Personal Management System) portal <https://pms.sdu.edu.kz> was launched in January 2015. The last update was in the summer of 2020. Course requisites and other additional features were added in the update. The portal consists of 4 parts: academic operations, information, services, and profile. The main element is the portal infrastructure, which displays channels and manages all security, personalization, and settings. For example, the portal determines who visits the portal or campus and when, provides security for grading, e-attendance and course availability. These are presented in the portal as Students Information, Curricula, Course Schedule, System Calendar, Rules and Regulations, Forms and Reports.

There is also a mobile version of the MYSDU student portal. A student can track his or her own academic activities using a cell phone. The mobile version is informative content with a user-friendly interface that presents, for example, a student's profile, schedule, program structure, electronic attendance, course registration information, entry records, etc.

Suleiman Demirel University considers academic honesty to be an integral part of the intellectual development of students. Instances of academic dishonesty can seriously damage the reputation of the university. Therefore, all learners, faculty, and staff have an obligation to be honest and ethical in their educational and professional activities. Behavior leading to academic dishonesty is strictly prohibited.

Academic dishonesty, academic unfairness, academic fraud - any type of dishonesty associated with the performance of tests, examinations, essays, term papers, theses, research papers, etc.

Plagiarism checking of the results of research works, graduate works and dissertations of students is carried out through the Turnitin anti-plagiarism system (www.turnitin.com). According to the rules for writing graduate papers of the faculties of Suleyman Demirel University, the recommended threshold value of the originality of papers varies depending on the

specifics of the specialties and faculties. For example, in the Business School this value is 80%. All final papers are checked for plagiarism after the student completes the writing process according to the deadlines specified in the academic calendar. According to the results of the check, the persons responsible for the research work of each department issue a certificate indicating the percentage of the text borrowed. Only after this procedure, the student's work is allowed to be defended by the supervisor. The university guarantees fairness and consistency in passing the examination. As part of that commitment, students are obliged to abide by the appropriate examination control rules.

In general, the information resources of Suleiman Demirel University correspond to the specifics of the implemented educational programs. At the University students have access to Internet resources, Wi-Fi is available in all buildings.

Special attention in Suleyman Demirel University is paid to such an important process of educational activity as the organization and carrying out internships.

In accordance with the acting normative documents at Suleyman Demirel University, the main and obligatory types of practices of students and master students at the university are: teaching, pedagogical, industrial, pregraduation and research.

All types of practices are carried out in accordance with the working programs of practices. The program is developed by the graduating department in collaboration with the department of practice, professional development and career development taking into account the profile of the specialty. Internship programs are coordinated with the enterprises (institutions, organizations) defined as the base of practice.

There shall be signed contract with organizations (enterprises, institutions) which determined it as bases of professional practice, which is made on the basis of standard form of contract. The contract with the bases of professional practice of students shall be signed at least one month prior to the beginning of practice.

The direction of students for all types of practices is registered by the order of the rector with the indication of the terms of the practice, practice base and the head of practice.

When the sending for internship, the student is given the reference, the working plan-schedule of practice, coordinated with the base of practice, and the diary on practice passing according to the established form.

As the heads of practice professors, assistant professors, the experienced teachers who are well knowing specificity of a trade and activity of bases of practice are assigned.

The head of practice organizes the necessary preparation of students for practice, consults according to the program of practice, carries out the control of a course of practice, makes check of reports of students on practice, submits to the department the written review on practice passing, spends reception of reports on practice passing.

Students and Master students while passing the practice shall:

- fully comply with the practice program, keep a practice diary according to the form established by the university;
- obey the rules of the internal order acting on the respective base of practice;
- study and strictly follow the rules of labour protection, industrial safety and sanitary technics;
- submit to the head of practice a written report in the established form, a diary signed by the head of the base of practice about fulfillment of all tasks.

Educational practice of students may be carried out in the educational units of the University or in enterprises, institutions and organizations.

Curricula of educational programs determine the number of credits corresponding to each type of practice.

In order to facilitate the career development of graduates the following work is carried out:

- formation of databases of graduates to expand employment opportunities and create quality employment;
- organizing the activities of the Alumni Association;
- training and assistance in writing resumes;

- assistance to students in finding places of professional practice;
- organizing and conducting events aimed at employing students and graduates;
- conducting presentations of employing companies;
- negotiating with employers, signing agreements on cooperation, internships and job placement;
- assisting employers in finding talented and highly qualified employees from among the graduate students of Suleyman Demirel University.

There are 21 teaching laboratories at the University, 2 of them for the Business School:

- Data Analysis Laboratory. The main task of this laboratory is to conduct practical and laboratory classes in the discipline of Data Analysis with the use of special stands. The lab has been collaborating with the SAS Institute for 3 years; it is also important to note that the Data Analysis Lab uses DataCamp for the Classroom
- AIFC BCPD SDU Finlab - The AIFC BCPD SDU Finlab is a state-of-the-art, 20-seat lab with a full range of training software for today's professionals, including the Eikon data terminal from Thomson Reuters.

The student support system includes individual assistance and counseling on the educational process and social support.

An important body providing support to students during their studies at the university is the Institute of Advising (curator), whose activities are regulated by the Regulations. The institute is organized to ensure the quality of educational work and social support for students.

On the issues of the educational process, students can appeal to the curator (advisor), which assists in choosing a trajectory of study (forming an individual curriculum) and the development of the educational program during the study period, as well as all information on the organization of the educational process can see in handbooks-guides, the academic calendar.

In addition, students have the opportunity to contact the head of the graduate department, the dean of the faculty.

In the case of problems related to the educational process, for example, passing the examination session on an individual schedule, the student appeals to the dean of his/her faculty and provides the dean of the faculty supporting certificates: illness, in connection with the birth of a child, the death of close relatives, in connection with service or training business trip.

If a student has completed the course program in full, but has not achieved a minimum transfer point, in order to increase his GPA, he is given the opportunity in the summer semester to re-study individual disciplines on a paid base.

In case the student disagrees with the results of the exams, he has the opportunity to submit an application for appeal, analysis of which shows that most often this situation may arise when the student believes that among the correct answers there may be another correct answer, which he informs the members of the appeals committee.

The university website has a section of the rector's blog, which allows students to post their appeals directly to the rector.

One of the types of social support for students with special life situations and disabilities is the provision of benefits for tuition fees. Currently, the university is working on development of strategy in the sphere of inclusive education in accordance with the principles of Salamanca Declaration (1994), the Law of the Republic of Kazakhstan № 39-III LRK "On social protection of disabled people in the Republic of Kazakhstan". In order to meet the requirements of students with disabilities, a barrier-free educational environment has been created in the campus: ramps have been installed (a gentle rise, a path to enter, replacing the stairs to move wheelchairs and baby carriages); tactile tiles for students with disabilities have also been installed. As mentioned above, there are plans to install 2 elevators (with sponsorship).

An important place in the activities of the university occupies the issue of ensuring the safety of students, undergraduates, faculty and staff. Safety requirements in the learning process are defined by the Law of the Republic of Kazakhstan dated July 13, 1999 number 416 "About counteraction to terrorism". On the basis of the Law "About counteraction to terrorism" the "Passport of antiterrorist security of an object vulnerable to terrorism" was developed. The

"Suleyman Demirel University" Institution. Suleyman Demirel" dated October 30, 2019. This Passport is agreed by the authorized bodies of the Republic of Kazakhstan.

The University has adopted and approved a pass regime. Access to the University uses ACS (Access Control and Management System). Security is ensured by round-the-clock security of the facility. Approximately 170 video surveillance cameras are installed on campus. A Trezor M radio wave security system is installed along the perimeter of the University.

Analytical part

The information on material, technical and information resources reflects a trend towards improvement.

The mechanism of plagiarism examination of the results of graduation papers is implemented by the commission, but it is advisable to rely on the results of specialized software in the work of the commission.

According to the results of the analysis of the results of the activities assessed by the EP according to this standard, we conclude that the assessment of the completeness and accessibility of the material, technical and information resources available to the EP was carried out. It shows the dynamics of resources and learning environment, library support of the educational process, highlights the activities aimed at improving the resource support of the implementation of EP by the EP management. During the interviewing of heads of structural subdivisions it was found out that the conditions for students with special educational needs are at the stage of implementation (ramps).

In the implementation of educational activities the university is guided by regulatory documents governing the mandatory regulatory requirements for the material and technical, educational and laboratory base of educational organizations. There is information support of educational and scientific and educational activities with access to full-text electronic resources of educational and scientific importance, which satisfies the needs of students and teaching staff.

Strengths/best practices

- access to educational Internet resources and most information resources.

Recommendations of the EEC

1. Create greater opportunities for support and social protection of various groups of students in the accredited EP, as well as take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)

According to the standard "Educational Resources and Student Support Systems" accredited educational programs EP 6B04102 Management, 7M04102 Management, 8D04102 Management have 1 - strong, 11 - satisfactory, 1 - presumptive improvement.

6.9. Standard «Public Information»

- ✓ *The HEI guarantees that the published information is accurate, objective, up-to-date and reflects all areas of the university's activities within the framework of the educational program*
- ✓ *Informing the public should include support and explanation of the national development programs of the country and the system of higher and postgraduate education*
- ✓ *The management of the HEI should use a variety of ways to disseminate information (including the media, web resources, information networks, etc.) to inform the general public and interested parties*
- ✓ *Information about the educational program is objective, up-to-date and should include:*
- ✓ *the purpose and planned results of the EP, the qualifications to be awarded*
- ✓ *information and evaluation system of educational achievements of students*

- ✓ *information about academic mobility programs and other forms of cooperation with partner universities, employers*
- ✓ *information about the opportunities for the development of personal and professional competencies of students and employment*
- ✓ *data reflecting the positioning of the EP in the market of educational services (at the regional, national, international levels)*
- ✓ *An important factor is the publication on open resources of reliable information about the teaching staff, in the context of personalities*
- ✓ *The university must publish audited financial statements for the EP on its own web resource*
- ✓ *The university must post information and links to external resources based on the results of external evaluation procedures*
- ✓ *An important factor is the placement of information about cooperation and interaction with partners, including scientific/ consulting organizations, business partners, social partners and educational organizations*

Proving part

An important principle of Suleyman Demirel University is information transparency, which is implemented through the provision of information about the activities of interested groups, including applicants, students, graduates, parents, employers and the general public. Informing the public is carried out in accordance with the Regulation on Information Policy and in accordance with the Brand Book of Suleyman Demirel University

Suleyman Demirel University publishes information about its activities:

- about the implemented educational programs;
- The achievements of the students and teachers;
- The successes of its graduates;
- On educational, scientific and public events;
- about interaction with enterprises and organizations of science, business, mass media;
- employment opportunities for graduates;
- Information about students, information about teaching staff, reports, etc.

The University has defined the media for publication - these are national and city newspapers and other media (official website, social networks, etc.).

The official website of the university provides information about the university, here applicants, students can find answers to all questions on educational resources and other activities of the university. Information is presented in three language versions: state, Russian and English languages.

In accordance with the career guidance plan the following activities are carried out:

- information booklets on educational programs of Suleyman Demirel University are published, which are distributed year-round through students, campaign groups of the university;
- Information stands are made out and updated, where the information about the University educational programs is placed;
- Career guidance group of Suleyman Demirel University, according to the approved schedule conducts information and explanatory work with graduates of general educational institutions throughout the country on the choice of educational programs and admission to university.

To inform the public, meetings are held with the target audience: employers, heads of sectoral enterprises, legal authorities, banks, etc.

Suleyman Demirel University Alumni Association, based on voluntary membership is a public association created by alumni of the university to protect the common interests and goals of the united citizens. The main purpose of the Association is to consolidate the efforts of alumni to increase the public importance and recognition of the university; to maintain the corporate spirit of its alumni, to form a set of ties among the members of the Association.

The main activities of the Association are organization of interaction between alumni of the university and strengthening their relationship with the university; development and strengthening of the traditions of the university; attracting talented applicants to the university for training in programs of higher professional education; holding thematic meetings; organization and holding master classes for graduates and university students; support of scientific programs and projects of talented students, graduate students and teachers by members of the Association; creation of educational

Analytical part

Information about the activities of Suleyman Demirel University and the implementation of EP is published on the website of the university, in social networks, in particular "Facebook" <https://www.facebook.com/pages>.

The official website of the university does not systematically present the development plan of assessed EPs 6B04102 Management, 7M04102 Management, 8D04102 Management. Information on the website, mainly on structural units, respectively, does not fully reflect the results of the university, there is no information about the activities, including information about academic mobility programs and other forms of cooperation with partner universities, employers, in the context of the teaching staff individually. There are no references to the availability of adequate and objective information about teaching staff in the context of personalities. Thus, the effectiveness of using the site to improve the educational process is not high enough.

Commission members note the need to place accurate, objective and up-to-date information within the EP, including:

- implemented EPs, with an indication of the expected learning outcomes;
- information on the possibility of awarding a qualification at the end of the program;
- information on passing grades and learning opportunities available to students;
- information about the achievements of the teaching staff.

At the same time, well presented and actually proven information about the activities of the EP in social networks, in terms of international cooperation. And also the system of traditional activities is outlined.

Assessment of satisfaction with the information about the activities of the university, the specificity and progress of the EP is carried out annually through questionnaires, surveys, feedback, as well as through the blog of the rector. Questioning of students, conducted during the visit of EEC IAAR, showed that the satisfaction of students' awareness of the courses, EP, and academic degrees - 67.6%.

According to the results of survey: the level of accessibility of deanery, satisfied - 65.7% of students; accessibility of computer classes and Internet resources completely satisfied 63.6% of students; classrooms, classrooms for large groups - 75.7%, the quality of services in libraries and reading rooms - 81.3%, the availability of health services to students - 63.8%, training rooms, classrooms for large groups - 75.7%. Full satisfaction of students with dormitory is 60.3% (not satisfied - 5.9%; partially satisfied - 12.8%; difficulty in answering - 6.4%).

Strengths/best practices

- The use of a variety of ways to disseminate information is confirmed, including the media, information networks to inform the general public and stakeholders.

Recommendations of the EEC

1. Post information about academic mobility programs and other forms of cooperation with partner universities, employers
2. To publish on a regular basis on its own web-resource audited financial statements on EP.

According to the standard "Informing the Public" accredited educational programs EP 6B04102 Management, 7M04102 Management, 8D04102 Management have 10 - satisfactory, 2 - presumptive improvement.

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

Standard «Management of Educational Program»

- the strengths of the accredited EPs are the functioning mechanisms for formation and revision of EP development plan; clear identification of those responsible for business processes within EP, distribution of staff job responsibilities, delineation of functions of collegial bodies; proof of openness, accessibility for students, teaching staff and employers.

Standard «Information Management and Reporting»

- the involvement of students, staff, and faculty in the processes of collecting, analyzing, and making decisions based on information has been demonstrated;
- it is demonstrated that the management of the EP promotes the provision of the necessary information in the relevant fields of science

Standard «Development and Approval of the Education Program»

- the university has demonstrated the existence of a graduate model of the EP, describing learning outcomes and personal qualities

Standard «On-Going Monitoring and Periodic Review of Educational Program»

- Availability of developed regulations and forms of questioning and interviewing of students, teaching staff and stakeholders.

Standard «Student-Centered Learning, Teaching and Performance Evaluation»

- The availability of a feedback system through the use of various teaching methods, including interactive methods, and assessment of learning outcomes.

Standard «Students»

- Special adaptation and support programs are provided for newcomers and foreign students;
- encouragement of students to self-education and development outside the main program (extracurricular activities); availability of a support mechanism for active learners.

Standard «Teaching Staff»

- demonstrated opportunities for career growth and professional development of the teaching staff, including young teachers

Standard «Education Resources and Student Support Systems»

- access to educational Internet resources and most information resources.

- The use of a variety of ways to disseminate information is confirmed, including the media, information networks to inform the general public and stakeholders.

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

Standard «Management of Educational Program»

- Intensify the implementation of joint/double degree education and academic mobility;
- to systematize the work on innovation management within the framework of EP, including the analysis and implementation of innovative proposals.

Standard «Information Management and Reporting»

- Continue regular reporting, reflecting the availability of mechanisms of communication with students, employees and other stakeholders, including evaluation of the effectiveness and efficiency of departments, scientific research

Standard «Development and Approval of the Education Program»

- to analyze the possibility of preparing students for professional certification;
- to develop effective ways of implementing joint and/or double-diploma EP with foreign universities

Standard «On-Going Monitoring and Periodic Review of Educational Program»

- Expand opportunities and ways to inform stakeholders of any actions planned or taken regarding the EP.

Standard «Student-Centered Learning, Teaching and Performance Evaluation»

- Develop, publish, and implement our own teaching methods, taking into account existing interactive and innovative teaching methods.

Standard «Students»

- continue on a systematic basis the implementation of non-formal learning (lectures with representatives of specialized companies on relevant sectoral topics);
- expand the opportunities of external and internal mobility for EP students

Standard «Teaching Staff»

- Organize the development by faculty information and communication technologies and software tools in the educational process (e.g., MOOCs, etc.) to expand online learning opportunities

Standard «Education Resources and Student Support Systems»

- Create greater opportunities for support and social protection of various groups of students in the accredited EP, as well as take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)

Standard «Public Information»

- Post information about academic mobility programs and other forms of cooperation with partner universities, employers
- To publish on a regular basis on its own web-resource audited financial statements on EP.

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

Create conditions (install ramps, elevators, etc.) for the education of persons with disabilities at Suleyman Demirel University.

Appendix 1: Evaluation table "SPECIALIZED PROFILE PARAMETERS"

**Conclusion of the external expert commission to evaluate the quality
of educational programs 6B04102 Management, 7M04102 Management,
8D04101 Management of Institution
"Suleyman Demirel University"**

item No.	No.	Evaluation criteria	Position of the educational organization			
			Strongly Satisfactory	To be im pr ov ed	Un sati sfa cto ry	
Standard «Management of Educational Programme»						
1	1.	The university must demonstrate the development of the goal and development strategy of the EP based on the analysis of external and internal factors with the wide involvement of various stakeholders		+		
2	2.	The quality assurance policy should reflect the relationship between research, teaching and learning		+		
3	3.	The university demonstrates the development of a culture of quality assurance		+		
4	4.	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		+		
5	5.	The management of the EP ensures the transparency of the development plan for the development of the EP based on an analysis of its functioning, the real positioning of the university and the focus of its activities on meeting the needs of students, the state, employers and other stakeholders		+		
6	6.	The EP management demonstrates the functioning of the mechanisms for the formation and regular revision of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, meeting the needs of students, employers and society, making decisions aimed at continuous improvement of the EP	+			
7	7.	The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of the EP development plan		+		
8	8.	The EP management must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national development priorities and the development strategy of the educational organization		+		
9	9.	The university must demonstrate a clear definition of those responsible for business processes within the EP, the	+			

		distribution of staff duties, and the delimitation of the functions of collegial bodies				
10	10.	The management of the EP ensures the coordination of the activities of all persons involved in the development and management of the EP, and its continuous implementation, and also involves all interested parties in this process		+		
11	11.	The management of the EP must ensure the transparency of the management system, the functioning of the internal quality assurance system, including its design, management and monitoring, and the adoption of appropriate decisions		+		
12	12.	The management of the EP must carry out risk management		+		
13	13.	The management of the EP should ensure the participation of representatives of interested parties (employers, teaching staff, students) in the collegiate management bodies of the educational programme, as well as their representativeness in making decisions on the management of the educational programme		+		
14	14.	The university must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals		+		
15	15.	The management of the EP must demonstrate its openness and accessibility for students, teaching staff, employers and other interested parties	+			
16	16.	The management of the EP confirms the completion of training in education management programmes.		+		
17	17.	The management of the EP should strive to ensure that the progress made since the last external quality assurance procedure is taken into account in preparation for the next procedure		+		
Total on standard			3	14	0	0
Standard «Information Management and Reporting»						
18	1.	The university must ensure the functioning of the system for collecting, analyzing and managing information based on modern information and communication technologies and software		+		
19	2.	The EP Guide demonstrates the systematic use of processed, adequate information to improve the internal quality assurance system		+		
20	3.	The management of the EP demonstrates the existence of a reporting system that reflects the activities of all structural units and departments within the EP, including an assessment of their performance		+		
21	4.	The university must determine the frequency, forms and methods for assessing the management of the EP, the activities of collegial bodies and structural divisions, top management		+		
22	5.	The university must demonstrate a mechanism for ensuring the protection of information, including determining the		+		

		persons responsible for the reliability and timeliness of information analysis and data provision				
23	6.	The university demonstrates the involvement of students, employees and teaching staff in the processes of collecting and analysing information, as well as making decisions based on them	+			
24	7.	The management of the EP must demonstrate the existence of mechanisms for communication with students, employees and other interested parties, including conflict resolution		+		
25	8.	The university must ensure the measurement of the degree of satisfaction with the needs of students, teaching staff and staff within the framework of the EP and demonstrate evidence of the elimination of identified shortcomings		+		
26	9.	The university must evaluate the effectiveness and efficiency of activities in the context of the EP		+		
		<i>The information collected and analyzed by the university within the framework of the EP should take into account:</i>				
27	10.	key performance indicators		+		
28	11.	dynamics of the contingent of students in the context of forms and types;–		+		
29	12.	level of progress, students' achievements and expulsion		+		
30	13.	satisfaction of students with the implementation of the EP and the quality of education at the university		+		
31	14.	availability of educational resources and support systems for students		+		
32	15.	employment and career growth of graduates		+		
33	16.	Students, teaching staff and staff must document their consent to the processing of personal data		+		
34	17.	The management of the EP should contribute to the provision of the necessary information in the relevant fields of science	+			
Total on standard			2	15	0	0
Standard «Development and Approval of the Education Programme»						
35	1.	The HEI must demonstrate the existence of a documented procedure for the development of the EP and its approval at the institutional level		+		
36	2.	The HEI must demonstrate the compliance of the developed EP with the established goals and planned learning outcomes		+		
37	3.	The management of the EP should determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
38	4.	The HEI demonstrates the existence of a EP graduate model that describes learning outcomes and personal qualities	+			
39	5.	The qualification awarded upon completion of the EP must be clearly defined, explained and correspond to a certain level of the NSC, QF-EHEA		+		
40	6.	The management of the EP must demonstrate the modular structure of the program based on ECTS, ensure that the		+		

		structure of the content of the EP corresponds to the goals set, with a focus on achieving the planned learning outcomes for each graduate				
41	7.	The management of the EP must ensure that the content of academic disciplines and learning outcomes correspond to each other and the level of education (bachelor's, master's, doctoral studies)		+		
42	8.	The management of the EP must demonstrate the conduct of external reviews of the EP		+		
43	9.	The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development and quality assurance of the EP		+		
44	10.	The EP management must demonstrate the uniqueness of the educational programme, its positioning in the educational market (regional/national/international)		+		
45	11.	An important factor is the possibility of preparing students for professional certification			+	
46	12.	An important factor is the presence of a joint (s) and/or two-degree EP with foreign HEI			+	
Total on standard			1	9	2	0
Standard «On-Going Monitoring and Periodic Review of Educational Programme»						
47	1.	The HEI must ensure the revision of the structure and content of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society		+		
48	2.	The HEI must demonstrate the existence of a documented procedure for monitoring and periodic evaluation in order to achieve the goal of the EP and continuously improve the EP		+		
		<i>Monitoring and periodic evaluation of the SP should consider:</i>				
49	3.	the content of the program in the context of the latest achievements of science and technology in a particular discipline		+		
50	4.	changes in the needs of society and the professional environment		+		
51	5.	load, progress and graduation of students		+		
52	6.	effectiveness of student assessment procedures		+		
53	7.	needs and degree of satisfaction of students		+		
54	8.	compliance of the educational environment and the activities of support services with the goals of the EP		+		
55	9.	The management of the EP should publish information about changes to the EP, inform interested parties about any planned or undertaken actions within the EP			+	
56	10.	Support services should identify the needs of various groups of students and the degree of their satisfaction with the organization of training, teaching, assessment, mastering the EP as a whole		+		

			Total on standard	0	9	1	0
Standard «Student-Centered Learning, Teaching and Performance Evaluation»							
57	1.	The management of the EP should ensure respect and attention to various groups of students and their needs, providing them with flexible learning paths		+			
58	2.	The management of the EP should ensure teaching based on modern achievements of world science and practice in the field of training, the use of various modern methods of teaching and evaluating learning outcomes that ensure the achievement of the goals of the EP, including competencies, skills to perform scientific work at the required level		+			
59	3.	The management of the EP should determine the mechanisms for distributing the teaching load of students between theory and practice within the framework of the EP, ensuring the mastery of the content and achievement of the objectives of the EP by each graduate of a procedure for responding to complaints from students.		+			
60	4.	An important factor is the availability of own research in the field of teaching methods for the disciplines of the EP				+	
61	5.	The HEI must ensure that the procedures for evaluating learning outcomes are in line with the planned results and goals of the EP		+			
62	6.	The HEI must ensure the consistency, transparency and objectivity of the mechanism for assessing the learning outcomes of the EP, the publication of criteria and assessment methods in advance		+			
63	7.	Assessors should be proficient in modern methods for assessing learning outcomes and regularly improve their skills in this area		+			
64	8.	The EP management must demonstrate the existence of a feedback system on the use of various teaching methods and the assessment of learning outcomes		+			
65	9.	The management of the EP must demonstrate support for the autonomy of learners while providing guidance and assistance from the teacher		+			
66	10.	The management of the EP must demonstrate the existence		+			
			Total on standard	0	9	1	0
Standard «Students»							
67	1.	The HEI must demonstrate the policy of forming a contingent of students and ensure transparency, publicity of the procedures governing the life cycle of students (from admission to completion)		+			
68	2.	The management of the EP should provide for special adaptation and support programs for newly enrolled and foreign students	+				
69	3.	The HEI must demonstrate the compliance of its actions with the Lisbon Recognition Convention, including the existence and application of a mechanism for recognizing		+			

		the results of academic mobility of students, as well as the results of additional, formal and non-formal education				
70	4.	The HEI must provide an opportunity for external and internal academic mobility of students, as well as assist them in obtaining external grants for study		+		
71	5.	The university should encourage students to self-education and development outside the main program (extracurricular activities)	+			
72	6.	An important factor is the existence of a mechanism to support gifted students		+		
73	7.	The HEI must demonstrate cooperation with other educational organizations and national centers of the «European Network of National Information Centers for Academic Recognition and Mobility / National Academic Recognition Information Centers» ENIC / NARIC in order to ensure comparable recognition of qualifications		+		
74	8.	The HEI must provide students with internship places, demonstrate the procedure for facilitating the employment of graduates, maintaining contact with them		+		
75	9.	The HEI must demonstrate the procedure for issuing documents to graduates confirming the qualifications received, including the achieved learning outcomes		+		
76	10.	The EP management must demonstrate that program graduates have skills that are in demand in the labor market and that these skills are really relevant		+		
77	11.	The management of the EP must demonstrate the existence of a mechanism for monitoring the employment and professional activities of graduates		+		
78	12.	An important factor is the presence of an active alumni association/union		+		
Total on standard			2	10	0	0
Standard «Teaching Staff»						
79	1.	The HEI must have an objective and transparent personnel policy in the context of the EP, including recruitment (including invited teaching staff), professional growth and development of staff, ensuring the professional competence of the entire staff		+		
80	2.	The HEI must demonstrate the compliance of the qualitative composition of the teaching staff with the established qualification requirements, the strategy of the university, and the goals of the EP		+		
81	3.	The management of the EP should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning and teaching		+		
82	4.	The HEI should provide opportunities for career growth and professional development of teaching staff, including young teachers	+			
83	5.	The HEI must involve in the teaching of specialists from relevant industries with professional competencies that meet the requirements of the EP		+		

84	6.	The HEI must demonstrate the existence of a motivation mechanism for the professional and personal development of teaching staff		+		
85	7.	The HEI must demonstrate the widespread use of information and communication technologies and software in the educational process by the teaching staff (for example, on-line training, e-portfolio, MEPs, etc.)		+		
86	8.	The HEI must demonstrate the focus on the development of academic mobility, attracting the best foreign and domestic teachers		+		
87	9.	The HEI must demonstrate the involvement of each teacher in promoting a culture of quality and academic integrity at the university, determine the contribution of the teaching staff, including those invited, to achieving the goals of the EP		+		
88	10.	An important factor is the involvement of teaching staff in the development of the economy, education, science and culture of the region and the country		+		
Total on standard			1	9	0	0
Standard «Education Resources and Student Support Systems»						
89	1.	The HEI must guarantee the compliance of the infrastructure, educational resources, including material and technical, with the goals of the educational programme		+		
90	2.	The management of the EP must demonstrate the sufficiency of classrooms, laboratories and other facilities equipped with modern equipment to ensure the achievement of the objectives of the EP		+		
		<i>The HEI must demonstrate the compliance of information resources with the needs of the university and the ongoing EP, including in the following areas:</i>				
91	3.	technological support for students and teaching staff in accordance with educational programs (for example, online learning, modeling, databases, data analysis programs)		+		
92	4.	library resources, including a fund of educational, methodical and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		
93	5.	examination of the results of research, final works, dissertations for plagiarism		+		
94	6.	access to educational Internet resources		+		
95	7.	functioning of WI-FI on its territory	+			
96	8.	The HEI must demonstrate that it creates conditions for conducting scientific research, integrating science and education, publishing the results of research work of teaching staff, staff and students		+		
97	9.	The HEI should strive to ensure that the educational equipment and software used for the development of educational programs are similar to those used in the relevant sectors of the economy		+		

98	10.	The management of the EP must demonstrate the existence of procedures for supporting various groups of students, including information and counseling		+		
99	11.	The management of the EP must show the existence of conditions for the advancement of the student along an individual educational trajectory		+		
100	12.	The HEI must take into account the needs of different groups of students (adults, working, foreign students, as well as students with special educational needs)			+	
101	13	The HEI must ensure that the infrastructure meets the safety requirements		+		
Total on standard			1	11	1	0
Standard «Public Information»						
102	1.	The HEI guarantees that the published information is accurate, objective, up-to-date and reflects all areas of the university's activities within the framework of the educational programme		+		
103	2.	Informing the public should include support and explanation of the national development programs of the country and the system of higher and postgraduate education		+		
104	3.	The management of the HEI should use a variety of ways to disseminate information (including the media, web resources, information networks, etc.) to inform the general public and interested parties		+		
		<i>Information about the educational program is objective, up-to-date and should include:</i>				
105	4.	the purpose and planned results of the EP, the qualifications to be awarded		+		
106	5.	information and evaluation system of educational achievements of students		+		
107	6.	information about academic mobility programs and other forms of cooperation with partner universities, employers			+	
108	7.	information about the opportunities for the development of personal and professional competencies of students and employment		+		
109	8.	data reflecting the positioning of the EP in the market of educational services (at the regional, national, international levels)		+		
110	9.	An important factor is the publication on open resources of reliable information about the teaching staff, in the context of personalities		+		
111	10.	The university must publish audited financial statements for the EP on its own web resource			+	
112	11.	The university must post information and links to external resources based on the results of external evaluation procedures		+		
113	12.	An important factor is the placement of information about cooperation and interaction with partners, including		+		

	scientific/ consulting organisations, business partners, social partners and educational organisations				
	Total on standard	0	10	2	0
	TOTAL	10	96	7	0