



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of work of the external expert commission on assessment of
for compliance with the requirements of the standards of primary
specialized accreditation of educational programs

7M04118 Healthcare Management EMBA (primary accreditation)

8D04105 Business Administration DBA (primary accreditation)

6B04204 Law (primary accreditation)

ESIL UNIVERSITY

between February 26 and February 28, 2025.

INDEPENDENT ACCREDITATION AND RATING AGENCY
External expert committee

*Addressed
to the IAAR Accreditation Council*



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2025

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(I) LIST OF ABBREVIATIONS AND ACRONYMS

BD – Basic Disciplines
EALA – External Assessment of Learning Achievements
SAC – State Attestation Commission
SCES – State Compulsory Education Standard
DLT – Distance Learning Technologies
UNT – Unified National Testing
EHEA – European Higher Education Area
ECTS – European Credit Transfer System
ILC – Information and Library Complex
ICT – Information and Communication Technologies
ISP – Individual Study Plan
EC – Elective Component
CT – Comprehensive Testing
CLT – Credit-Based Learning Technology
CED – Catalogue of Elective Disciplines
MES RK – Ministry of Education and Science of the Republic of Kazakhstan
MEP – Modular Educational Program
RW – Research Work
SRW – Student Research Work
MC – Mandatory Component
GED – General Education Disciplines
EP – Educational Programs
PD – Profile Disciplines
TAS – Teaching and Academic Staff
RIEL – Republican Interuniversity Electronic Library
RK – Republic of Kazakhstan
WC – Working Curriculum
QMS – Quality Management System
SVE – Secondary Vocational Education
IWS – Independent Work of Students
IWSI – Independent Work of Students under Instructor Supervision
SC – Standard Curriculum
EMCD – Educational and Methodological Complex of the Discipline
EMD – Educational and Methodological Department
EMC – Educational and Methodological Council

(II) INTRODUCTION

In accordance with the order #15-25-OD dated 05.02.2025 of the Independent Accreditation and Rating Agency from February 26 to 28, 2025, the external expert commission assessed the compliance of educational programs 7M04118 “Management in Healthcare” EMBA (primary accreditation), 8D04105 “Business Administration” DBA (primary accreditation), 6B04204 ‘Law’ (primary accreditation) Esil University with the standards of primary specialized accreditation of IAAR (dated “25” May 2018 №68-18/1-OD, edition one).

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

Membership of the EEC:

- 1) **IAAR Commission Chairman** - Akpanbetov Darkhan Berikovich, PhD in Technical Sciences, Associate Professor, First Vice-Rector - Vice-Rector for Academic Work and International Relations, International Engineering and Technology University (Republic of Kazakhstan) *Off-line participation*
- 2) **IAAR Expert** - Sousana Michailidou Ph.D Professor Vice Chancellor for Academic Affairs Webster University Athens Campus (Athens, Greece) *Online Participation*
- 3) **IAAR Expert** - Omarkulov Bauyrzhan Kadenovich, Candidate of Medical Sciences, Associate Professor, Karaganda State Medical University (Republic of Kazakhstan) *Off-line participation*
- 4) **IAAR Expert** - Rakisheva Aigul Kuanyshbaevna, Candidate of Economic Sciences, Associate Professor, Humanitarian-Technical Academy (Republic of Kazakhstan) *Off-line participation*
- 5) **IAAR Expert** - Galiakbarova Guzal Gazinurovna, PhD, L.N.Gumilyov Eurasian National University (Astana, Republic of Kazakhstan). *Off-line participation*
- 6) **IAAR expert, employer** - Bekenov Yerlan Khamzenovich, Deputy Director of Orta Invest LLP, Master (Republic of Kazakhstan) *Off-line participation*
- 7) **IAAR expert, student** - Aruzhan Muratkyzy Tynymbaeva, L.N.Gumilev Eurasian National University (Republic of Kazakhstan). L.N.Gumilyov Eurasian National University (Republic of Kazakhstan) *Off-line participation*
- 8) **IAAR Coordinator** - Aiym Dumanbekova Daulbekova, IAAR International Cooperation Project Manager (Republic of Kazakhstan) *Off-line participation*
- 9) **IAAR Coordinator** - Saidulaeva Malika Akhyadovna, Project Manager of Independent Accreditation and Rating Agency (Republic of Kazakhstan) *Off-line participation*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

KazUEFIT from 04.03.2022, within the framework of the ongoing rebranding, was renamed the Institution “ESIL UNIVERSITY”. Esil University is actively working to achieve its strategic goals, as well as to meet the established indicators and quality criteria.

Training of students on educational programs of the cluster is carried out on the basis of the state license № KZ081LAA00032358, issued by the Committee for Control in the sphere of education and science of the Ministry of Education and Science of the Republic of Kazakhstan from 01.04.2022.

University in February 2019 passed institutional accreditation (accredited for 7 years until 2026) The University pays close attention to its presence and positioning in the international and national arenas, regularly participating in authoritative rankings of universities and educational programs.

In order to meet the demands of the labor market Esil University developed educational programs 7M04118 “Management in Healthcare” EMBA and 8D04105 “Business Administration” DBA, 6B04204 “Law”, aimed at training competitive professionals in the labor market, able to analyze the activities of legal, juridical, economic objects, make scientifically based conclusions and choose the necessary forms of organization of production and management, make managerial decisions. The name of educational programs of the presented cluster is determined by the Classifier of specialties of higher and postgraduate education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan on October 13, 2018 № 569 and correspond to the content of training and objectives of educational programs 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “Law”.

Development of educational programs 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “Jurisprudence” is based on the principles of competence-based approach and academic freedom of the university in the organization of the educational process, flexibility and mobility of educational programs and is carried out taking into account the main directions of development of the Bologna process and international standards of education, the experience of training specialists in leading Kazakhstani and foreign universities.

There are 13 lecturers involved in the educational process on the EP 7M04118 “Management in Healthcare” EMBA, of which 4 are full-time and 9 invited lecturers-practitioners in the field of management in healthcare. OP 7M04118 “Management in Healthcare” EMBA is staffed by highly qualified teachers. Staff teachers are candidates of sciences, doctors of sciences, PhD, which is 100% of the number of lecturers.

At EP 8D04105 “Business Administration” (DBA) 5 lecturers are involved in the educational process, all of them are full-time. Among them there are 4 doctors of sciences and 1 PhD, the seniority is 100%.

Within the framework of EP 6B04204 “Law” training is provided by 31 teachers, of which 29 are full-time teachers. The share of full-time teachers from their total number is $29/31 = 94\%$. The share of teachers with academic degrees and titles from the total number of teachers is $22/31 = 70.9\%$. The share of masters from the total number of teachers is $6/31 = 19,3\%$. Nine teachers with practical experience are involved in the educational process.

In general, the teaching staff of the chair “Law” consists of 19 people, 18 of them are full-time, 1 is a part-time employee. The staff of the department is represented by 2 PhDs, 7 Candidates of Law, 4 PhDs, 6 Masters of Law. The share of faculty members with academic degrees and titles is $13/19 = 68.4\%$.

(IV) A DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational programs 7M04118 Healthcare Management EMBA (primary accreditation), 8D04105 Business Administration DBA (primary accreditation), 6B04204 Law (primary accreditation) are being accredited by NAAR for the first time.

(V) ECC VISIT DESCRIPTION

The work of the EEC was carried out based on the approved Program of the visit of the IAAR external expert commission to Esil University (international specialized accreditation) in the period from 26 to 28 February 2025.

In order to coordinate the work of the EEC, an on-line introductory meeting was held on 25.02.2025, during which the powers were distributed among the members of the commission, the schedule of the visit was specified, and agreement was reached on the choice of examination methods.

To obtain objective information about the quality of educational programs and the entire infrastructure of the university, to clarify the content of self-assessment reports, meetings with the rector, vice-rectors of the university in the areas of activity, heads of structural units, deans, heads of departments, teachers, students, employers were held. A total of 60 representatives took part in the meetings (Table 1).

Table 1 - Information on staff and students who participated in meetings with the IAAR EEC

Category of participants	Quantity
Rector	1
Vice-rectors	3
Heads of structural units	11
Deans	3
Heads of departments	3
Teaching staff	14
Students, masters, doctoral students	25
Total	60

During the visual inspection, the EEC members got acquainted with the state of the material and technical base, visited the laboratories EDSmart Premium, Esil Studio - tick-tock studio, subscription department of the library, WELCOME center, conference hall, legal laboratory of the First Economic Arbitration, scientific library, computer class, forensics room, specialized auditorium named after A.A. Nurumov, courtroom, assembly hall. During the meetings of the EEC NAAR with the target groups of the university, the mechanisms of implementation of the university policy were clarified and the individual data presented in the self-assessment report of the university were specified.

Members of the EEC visited the practice bases of the accredited programs: Training Polygon of the Operational and Criminalistic Department of the Astana Police Department (online), Law Office of B.T. Boleuliev, Scientific and Practical Center of Forensic Expertise (online), Astana Police Department of the Ministry of Internal Affairs of the RK (online), State Institution "Agency for Protection and Development of Competition of the RK".

In accordance with the accreditation procedure was conducted a survey of 7 teachers, 59 students, including 1st year students, students of EMBA, DBA programs.

In order to confirm the information presented in the Self-Assessment Report, 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 Esil University.

Within the framework of the planned program, the recommendations for the improvement of accredited educational programs of Esil University, developed by VEC according to the results of the examination, were presented at the meeting with the management on 28.02.2025.



✓ An institution of higher and/or postgraduate education should have a published quality assurance policy. The quality assurance policy should reflect the link between research, teaching and learning.

✓ The higher and (or) postgraduate education institution should demonstrate the development of a culture of quality assurance, including in terms of QA.

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

✓ The management of the EP demonstrates readiness to ensure the transparency of the development plan of the EP based on the analysis of its functioning, the real positioning of the EP and the orientation of its activities to meet the needs of the state, employers, students and other stakeholders. The plan should contain the terms of the beginning of the implementation of the educational program.

✓ The management of the EP demonstrates the existence of mechanisms for the formation and regular revision of the EP development plan and monitoring of its implementation, assessment of the achievement of learning objectives, compliance with the needs of students, employers and society, decision-making aimed at continuous improvement of the EP.

✓ The EP management should involve representatives of stakeholder groups, including employers, students and faculty in the formation of the EP development plan.

✓ The EP management should demonstrate the individuality and uniqueness of the EP development plan, its consistency with national priorities and development strategy of the organization of higher and/or postgraduate education.

✓ The organization of higher and (or) postgraduate education should demonstrate clear definition of those responsible for business processes within the EP, unambiguous distribution of staff job responsibilities, delineation of functions of collegial bodies.

- ✓ *The management of the EP should provide evidence of transparency of the management system of the educational program.*

✓ The management of the EP should demonstrate the existence of an internal system of quality assurance of the EP, including its design, management and monitoring, their improvement, evidence-based decision-making.

✓ The management of the EP should implement risk management, including within the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at risk mitigation.

✓ The management of the EP should ensure the participation of representatives of employers, teaching staff, students and other stakeholders in the composition of collegial management bodies of the educational program, as well as their representativeness in decision-making on the management of the educational program.

✓ The EP must demonstrate the management of innovation within the framework of the EP, including the analysis and implementation of innovative proposals.

✓ The management of the EP should demonstrate evidence of willingness to be open and accessible to learners, faculty, employers and other stakeholders.

✓ *The management of the EP should be trained in educational management programs.*

Esil University has an approved Quality Assurance Policy, which is published on the website and is available to all interested parties (<https://esil.edu.kz/documentation>, <https://esil.edu.kz/dokumenty/>). One of the principles of the Policy is the implementation of the results of scientific research in the educational process. The university has established a Quality Assurance Committee, which includes university teachers, employers, students, approved the Internal Policy for Quality Assurance of Education of “Esil University” (https://old.esil.edu.kz/upload/iblock/211/y8urml6rsy7tsv0t53gfg6j7tajsujwyy/Vnutr_politika_obe_sp_kachestva_18.04.2022_1.pdf). There are approved for 2023-2024 academic year Quality Objectives (<https://esil.edu.kz/dokumenty/>).

In accordance with the University Mission (<https://esil.edu.kz/mision/>), the Development Strategy of Esil University for 2021-2025 ([https://esil.edu.kz/wp-content/uploads/2025/02/%D0%A1%D1%82%D1%80%D0%B0%D1%82%D0%B5%D0%B3%D0%B8%D1%8F-EsU-%D0%BE%D1%82-7.12.2023-%D0%B3-1 edited.pdf](https://esil.edu.kz/wp-content/uploads/2025/02/%D0%A1%D1%82%D1%80%D0%B0%D1%82%D0%B5%D0%B3%D0%B8%D1%8F-EsU-%D0%BE%D1%82-7.12.2023-%D0%B3-1%ED%9C%8E%D0%B3.pdf)), the quality policy, the goals of training, competencies and qualifications of graduates of accredited EPs are formulated taking into account the social expectations of the society.

The Internal Quality Assurance Policy reflects the general approaches, key principles and basic mechanisms established at Esil University to ensure quality and develop a culture of continuous quality improvement.

The internal quality assurance policy has the following objectives:

- Defines the general structure of the internal system of quality assurance of education;
- contributes to ensuring and improving the quality of education;
- supports mutual trust and promotes the recognition of learning outcomes and mobility of learners beyond the national education system;
- provides information on quality assurance to the educational space of Kazakhstan and the

European Higher Education Area.

The internal quality assurance system is realized through the processes and standards of internal quality assurance, which involve all units of the University. The University is responsible for the quality of education provided and its assurance.

The University's internal quality assurance policy reflects the link between research, teaching, learning and takes into account both the national and intra-university context: <https://esil.edu.kz/dokumenty>. The policy is implemented, monitored and reviewed in line with changing requirements.

In EsU, the EP development plan is reviewed, adjusted every year by the heads of EPs <https://esil.edu.kz/department-of-management-documents/>. According to the cluster EP development plans, the analysis of available resources, in particular, financial and information resources, human resources, material and technical base is systematically carried out. For example, the sufficiency of classrooms, laboratories, computers to the established norms and rules is checked. The analysis of classroom adequacy assessment is carried out at the beginning of the academic year.

Esil University“ has developed educational programs 7M04118 ”Management in Healthcare“ EMBA, 8D04105 ”Business Administration“ DBA, 6B04204 ” Law“, aimed at training competitive professionals in the labor market, able to analyze the activities of legal, juridical, economic objects, make scientifically based conclusions and choose the necessary forms of organization of production and management, make managerial decisions. The name of educational programs of the presented cluster is determined by the Classifier of specialties of higher and postgraduate education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan on October 13, 2018 № 569 and correspond to the content of training and objectives of educational programs 7M04118 “Management in healthcare” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “ Law”.

Development of educational programs 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “ Law” is based on the principles of competence-based approach and academic freedom of the university in the organization of the educational process, flexibility and mobility of educational programs and is carried out taking into account the main directions of development of the Bologna process and international standards of education, the experience of training specialists in leading Kazakhstani and foreign universities.

Modular educational programs with learning paths have been developed for the implemented areas of training, providing the possibility of alternative choice of disciplines, which are arranged sequentially by semesters to ensure a logical connection between disciplines and modules.

Each of the accredited EPs is characterized by its individuality, which is determined by a number of factors:

- the content of elective disciplines, which are annually reviewed and updated in accordance with the requirements of the labor market;
- Demand from bachelor's, master's and doctoral students;
- provision of human resources at the department of the cluster, international business school (hereinafter - IBS) specializing in the EP, confirmed by relevant education, academic degrees in relevant specialties, the publication of textbooks and scientific publications;
- availability of contracts for practical training of students at all levels of education;
- expansion of relations with employers, who are experts and active participants in the development of MEP (module educational program), with the potential to conclude contracts for internships and employment of graduates;

One of the strands of quality assurance policy is the link between research, teaching and learning. This is reflected in the following key messages:

- professional orientation of the educational program as a whole, its interrelation with the direction and topics of scientific research of the department;

- definition of theoretical and practical problems, issues, tasks, achievements of the research, which are expedient and promising for implementation in the educational process;
- selection of elective disciplines, types of practical training, determination of the type, volume and form of implementation of R&D results at each academic stage;
- topics of diploma theses, master's and doctoral theses/projects.

Educational program “Management in Health Care EMBA” (1 year) is implemented at the level of Master's degree (7M041), with the award of the degree of Master of Business Administration.

Educational program “Business Administration” DBA (3 years) is implemented at the level of Doctorate (8D041), with the award of the degree of Doctor of Business Administration.

Educational program “Law” (4 y.) is implemented at the level of training: Bachelor's degree (6B041) - with the award of the degree of Bachelor of Law.

The educational program corresponds to the 6th, 7th, 8th level of the NRC, ORC and ISCED. EPs include a system of documents developed and approved by the higher education institution taking into account the requirements of the labor market, in accordance with the requirements of the State Educational Standards of the Republic of Kazakhstan, the Mission, Policy and Goals in the field of quality of the University, with the use of innovative educational technologies.

Analytical part

The analysis of the submitted documents and materials confirms that the objectives of the accredited programs correspond to the mission, goals and objectives of the university, reflected in the HEI Development Strategy, which defines the key vectors of training competitive specialists, modernization of the educational process, integration of scientific, educational and innovative activities, entry into a common international scientific and educational space.

The quality assurance system of the university includes continuous monitoring of the quality of education to identify the degree and completeness of the implementation of educational standards, compliance of the operational objectives of the university with the strategic requirements of the labor market, the level of teachers' capabilities in training a competitive specialist.

During the analysis of the submitted documents of the university, the EEC experts revealed that the development programs of the accredited EPs do not correspond to the planning terms with the university development program. It is also recommended to revise the internal policy on quality assurance, in particular in the definitions of objectives and mechanisms for their achievement.

At the same time, it is worth paying attention to the contradiction in the procedure of document adoption. Thus, most of the internal regulatory documents (e.g., Internal Quality Assurance Policy, Anti-Corruption Policy, Academic Policy, Regulations on Scientific research work of Master student, Rules for Admission to Training, and other documents at the link - <https://esil.edu.kz/dokumenty/>) contradict in the order of their approval. Thus, for example, the title page states that the document is approved by the Rector, on the next page - by the Academic Council. In this regard, it is recommended to develop and approve an internal document, which will reflect the list of documents, approval of which is within the competence of the Board of Directors, Rector, Academic Council, etc., which will help to avoid double approval including.

Esil University" regularly analyzes the real positioning of educational programs to improve their quality. The analysis is carried out by the EP management at the departments, as well as by the Department of planning and monitoring of the educational process. The results of the analysis are considered at the meetings of the scientific methodology seminar and the Academic Council of the University. The needs of the state, stakeholders and students are reflected in the mission, goals and objectives of the cluster EP, which is primarily related to the training of highly qualified specialists of a new formation, in demand in the national and international labor markets. In order to achieve these goals, the EP passports and graduate models have been developed. The needs of

employers, business community, other stakeholders and students are determined on the basis of a survey of master's and doctoral students, interaction with partner enterprises, academic community and university graduates.

The implementation of accredited EPs' plans and the efficiency of their implementation is monitored in the process of EP audit on the basis of the Regulations on Audit https://old.esil.edu.kz/upload/iblock/068/P_o_provedenii_audita_EP-22.pdf.

The mechanisms for analyzing the internal situation and its use in the implementation of the EP development plan include: annual reports of faculties and departments, annual audit of EPs, analysis of the quality management system by the HEI management, monitoring system (questionnaires, surveys) and decisions made based on the results of its analysis; analysis of the demand for resources and information systems of the information website, AIS "Platonus" and other subsystems.

The listed reporting enables the HEI management to monitor the indicators characterizing the EP, necessary for operational, tactical and strategic management of the educational process.

When working with the submitted documents on accredited EPs, the experts found out that the Development Plans 7M04118 "Management in Healthcare" EMBA (from 16.10.2024), 8D04105 "Business Administration" DBA (from 16.10.2024), EP 6B04204 "Law" at all levels of education are the same, therefore they are subject to revision and finalization in the definition of indicators and outcomes.), EP 6B04204 "Law" at all levels of education are the same, in connection with which are subject to revision, and finalization in the definition of indicators and outcomes, including the Development Plan of EP 6B04204 "Law" (from 30.05.2024) - to bring in line with the Concept of development of higher education and science in the Republic of Kazakhstan for 2023-2029.

During the meetings with the main focus groups the members of the EEC did not receive answers and evidence testifying to the uniqueness and individuality of the EP "Management in Healthcare", "Business Administration", "Law".

Assessment of the achievement of learning objectives, compliance with the needs of students, employers, labor market is carried out on the basis of questionnaire survey of consumers of educational services <https://esil.edu.kz/otchet-sotsiologicheskogo-issledovaniya/>.

Direct participation in the procedures of development and approval of EPs is taken by the heads of departments, heads of EPs. In case of revealing the discrepancy between the real situation and the original plans, the EP development plan is adjusted with the help of the following procedures: analysis of the qualitative component of the EP; online survey of employers; survey of master's and doctoral students; analysis of the content of syllabuses and teaching materials of disciplines; survey of university graduates; analysis of all types of EP resources.

The cluster EP management develops the EP Development Plan, which are formed on the basis of the HEI strategic development plan, mission and quality policy, as well as direct participation of employers and stakeholders.

The cluster EP management sends official letters to the leading profile organizations and institutions of the region in order to directly participate in the formation of the cluster EP development plan and make proposals for the EP improvement.

When working with focus groups, EEC members revealed that the university management has demonstrated readiness for openness and accessibility for stakeholders and interested parties (students, faculty, etc.). All stakeholders have the opportunity to make an appointment with top managers and the rector. There is an opportunity to address working issues to vice-rectors and heads of structural units, university management in the working order without prior appointment. In addition, anyone has the opportunity to address the rector personally through his blog on the university website. This indicates the accessibility of the management and its interest in the development of feedback from the team.

At the same time, there are a number of areas of activity that require the attention of both the

university management and the management of accredited educational institutions.

The cluster's EP development Plan contains key performance indicators. In order to increase the effectiveness of the implementation of the educational program, constant monitoring is provided over the improvement of the educational process, revision of work programs and curricula, as well as updating the system of advanced training of teaching staff. In particular, the presented plans for the development of EP are absolutely identical for all accredited EP. The form of the EP development plan, established by the Regulation on the Procedure for Developing an EP development Plan and Monitoring its Implementation, does not contain targets that allow us to conclude the extent to which the relevant tasks and activities are being implemented

The management of educational programs collects and analyzes proposals from undergraduates and doctoral students, teachers, employers and partners on the adjustment of existing plans for the development of educational institutions and the development of new ones. Employers and business partners of the university have the right to provide their own feedback on the current development plans of the University and propose their adjustments. Representatives of employers, students, and teaching staff who are members of the Academic Committees of the EP cluster are directly involved in the development and revision of the EP development plans, and the Academic Council (total number of 21 members) includes 1 employer, 2 students, and 2 professors. In this regard, the Higher Attestation Commission experts believe that it is necessary to review and expand the participation of teaching staff, since the Academic Council is, first of all, a collegial body consisting of university scientists to a greater extent.

The HEC experts revealed that effective risk management measures have not been developed for the EP "Healthcare Management", "Business Administration", EP "Law". Also, the heads of these educational institutions have not submitted a document regulating the development, implementation and management of innovations in the educational process. The existence of these shortcomings requires the addition of an institutional procedure for the development and adjustment of development plans, updating development plans to meet the requirements of the updated document, and regular monitoring of its implementation with the publication of the results.

During the survey, the answer to the question "How is the management of the educational institution paying attention to the content of the educational program?" - 5 (71.4%) The PPP answered – "very well", 2 (28.6%) – "well".

To the question "How do the university and its management support the development of new educational programs / academic disciplines/ teaching methods", 4 (57.1%) answered "very well", 3 (42.9%) answered "well".

The results of the student survey showed high satisfaction with the explanation of the rules and strategies of the educational program (fully satisfied – 51 (86.4%), partially satisfied – 5 (8.5%), partially dissatisfied – 2 (3.4%), 1 (1.7%) – couldn't answer).

Strengths/best practices in EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law":

- The willingness of management to be open and accessible to stakeholders and stakeholders (students, teaching staff, etc.).

Recommendations for EP "EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law":

1. The university management should review the internal quality assurance policy, in particular in defining goals and mechanisms for their achievement. The deadline is until the beginning of the 2025-2026 academic year.

2. The university management will approve the University's Development Program until 2029. The deadline is until the beginning of the 2025-2026 academic year.

3. The heads of the EP "Healthcare Management", "Business Administration", and "Law" should review the Plan for the development of educational programs and bring them into line with the levels of education (bachelor's degree, master's degree, doctoral degree), specify indicators and final results. The deadline is until the beginning of the 2025-2026 academic year.

4. The heads of the EP "Healthcare Management", "Business Administration", "Law" should review the Plan for the development of educational programs, specify their uniqueness and individuality. The deadline is until the beginning of the 2025-2026 academic year.

5. The heads of the Health Care Management EP, Business Administration, and Law departments should develop effective risk management measures in the context of accredited medical institutions. The completion dates are until the end of the 2025-2026 academic year.

7. The heads of the EP "Healthcare Management", "Business Administration", "Law" should develop an internal document regulating the development, implementation and management of innovations. The completion dates are until the end of the 2025-2026 academic year.

8. It is recommended that the university management develop and approve an internal document that will contain a list of internal regulatory documents, the approval of which is within the competence of the Board of Directors, Rector, Academic Council, etc. The deadline is until the end of the 2025-2026 academic year.

Conclusions of the EEC according to the criteria:

According to the standard "Educational program Management" according to EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law" have: 1 – strong, 13 – satisfactory positions, 1 – requires improvement.



6.2. *The Information Management and Reporting Standard*

- ✓ The organization must demonstrate that it has a system for collecting, analyzing, and managing information based on the use of modern information and communication technologies and software tools, and that it uses a variety of methods to collect and analyze information in the context of EP.
- ✓ EP management must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.
- ✓ EP management should demonstrate fact-based decision-making
- ✓ EP should provide for a system of regular reporting that reflects all levels of the structure, including assessment of the performance and effectiveness of departments and faculties, scientific research
- ✓ The organization must establish the frequency, forms, and methods of evaluating the management of the EP, the activities of collegial bodies and structural units, senior management, and the implementation of scientific projects.
- ✓ The organization must demonstrate the establishment of procedures and the protection of information, including the identification of persons responsible for the accuracy and timeliness of information analysis and data provision.
- ✓ An important factor is the existence of mechanisms for involving students, employees, and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on it.
- ✓ The management of the educational institution must demonstrate the existence of a mechanism for communicating with students, employees, and other interested parties, as well as mechanisms for resolving conflicts.
- ✓ The organization must demonstrate that it has mechanisms in place to measure the degree of satisfaction of the needs of teaching staff, personnel, and students within the framework of the educational program.
- ✓ The organization must provide for the assessment of the effectiveness and efficiency of its activities, including in relation to the educational program.
- ✓ The information to be collected and analyzed within the framework of the EP should take into account:
 - key performance indicators
 - dynamics of the student body in terms of forms and types
 - level of academic performance, student achievement, and dropout rates
 - student satisfaction with the implementation of the EP and the quality of education at the university
 - accessibility of educational resources and support systems for students
- ✓ The organization must confirm that it implements procedures for processing the personal data of students, employees, and teaching staff based on their documented consent.

Proof part

Information systems, both of its own design and commercial products, have been implemented in the information and educational environment of the Esil University Institution. This ensures a high degree of automation of information management processes. Information management is carried out in accordance with the regulation "Internal quality assurance system" <https://esil.edu.kz/ru/students/dokumenty/>.

Information management at the University is provided through information systems:

- university website <https://esil.edu.kz/> social media pages;
- the Platonus AIS educational process management system <https://pl.esil.edu.kz/>;
- e-mail, information and service system, distance learning system, electronic library catalog, electronic library, scientific electronic library repository.

The educational process management system improves the effectiveness of all ongoing processes and the quality of university education. All regulations governing the educational process are approved by the Academic Council of the University. The original documents are stored in the Department of Quality Assurance and Strategic Analysis, the electronic version of the document is located in the Electronic Document Management System of the University Documentolog <https://esil.edu.kz/about-us/>, and on the university's website, which all heads of university departments and students have access to <https://esil.edu.kz/ru/students/dokumenty/>.

The satisfaction of students of accredited educational institutions, as well as the satisfaction of teaching staff, employees with working conditions, and available resources is assessed through questionnaires and surveys. The results of the survey of students and teaching staff presented in the Appendix to the Self-Assessment Report demonstrate a generally high level of satisfaction with the conditions of study and work at the university.

There are various conflict resolution mechanisms. Thus, for the period of the examination session (intermediate attestation), an appeals commission is created at the university from among teachers whose qualifications correspond to the profile of the disciplines being appealed. In addition, the university operates: The regulation on intolerance to harassment (https://old.esil.edu.kz/upload/iblock/0b8/o12c419e986159yb56zi5xi5x3pri320/P-o-neterpimosti-k-kharassmentu_-23.01.2024.pdf), The Regulation on the Commission for reviewing

applications from students, employees and applicants (approved on 02/28/2023, <https://old.esil.edu.kz/upload/iblock/11e/P-o-Komissii-po-rassmotreniyu-obrashcheniy...-.pdf>), The rules of the internal labor regulations and corporate ethics of the Esil University Institution (approved on December 23, 2022, <https://old.esil.edu.kz/upload/iblock/149/Pravila-vnutrennego-trudovogo-rasporiadka-i-KE-uchrezhdeniya-Esil-university.pdf>), Student and Teacher Honor Code (approved on 30.06.2022, <https://old.esil.edu.kz/upload/iblock/ef6/Kodeks-chesti-obuch-i-PPS.pdf>). The mechanism for resolving conflicts of interest and relationships is based on the following postulates: mandatory disclosure of information about a real or potential conflict of interest, individual consideration and assessment of reputational risks for the university in identifying each conflict of interest and its resolution, confidentiality of the disclosure of information about the conflict of interest and the process of its resolution, respect for the balance of interests of the university and the employee in resolving the conflict of interest protecting an employee from harassment in connection with reporting a conflict of interest, which was promptly disclosed and settled.

Esil University adheres to the principle of information openness and builds communication channels for interaction with students, employees and other stakeholders. Consideration of complaints and suggestions from students is provided at all levels: department, dean's office, registrar's office, vice-rectors, rector. The university management strives to prevent possible corporate conflicts (any disagreement or dispute between management and staff, teaching staff or students, as well as between teaching staff and students, etc.). For the norms of business ethics of staff and students, the university has a Student and Teacher Honor Code.

The website, social networks of the university, as well as the media are used to inform interested parties. The satisfaction of stakeholders in the quality of the information received and in its completeness is analyzed through feedback from them. <https://esil.edu.kz/entrant/>, <https://esil.edu.kz/students/>.

On the page <https://esil.edu.kz> information (academic calendar, schedule of classes and exams, educational materials, as well as information about scholarships and other types of financial support) is available in the "Students" section, as well as on the AIS Platonus educational portal.

Collegial and corporate forms of management have been introduced at the university. <https://esil.edu.kz/administrative-divisions/>: Academic Council <https://esil.edu.kz/academic/>, the Rector's Office, the Scientific and Methodological Council, Faculty councils, department meetings. Collegial management bodies participate in the planning, monitoring and improvement of the university's educational system.

In order to protect information, the following information protection systems are used: Firewall - Palo Alto, Kaspersky Anti-virus, Vulnerability Scanner Nessus Vulnerability Scanner from Tenable. Backups are performed according to the regulations of the Information Security Department. All employees and students of the university were familiarized with the document (consent sheet) and signed that they agree with the collection, storage and processing of personal data. When applying to the university, applicants must, along with other documents, write a statement that they agree to the collection, storage and processing of personal data for educational and other purposes that do not contradict the legislation of the Republic of Kazakhstan. Signed agreements are stored in students' personal files.

Esil University has wide access to the ELSEVIERe-books information database, which provides access to 11 million full-text articles from 2,500 journals, 23 thematic collections, 15,000 books, 6 reference book series (164 volumes), etc. The University provides access to catalogs of the Republican Interuniversity Electronic Library (RMEB), the Kazakh National Electronic Library (KazNEB), the Republican Scientific and Technical Library (RNTB), to world databases and resources: Springer Link, The Reuters Foundation, to foreign citation databases Web of Science (CA) and Scopus (Elsevier).

The analytical part

Based on the results of the analysis of materials for compliance with the requirements of the criteria of the Standard "Information Management and Reporting" of accredited educational institutions, it should be noted that the university has established an information and reporting management system. The nature and structure of information flows correspond to the main functional processes implemented by the university.

The University has mechanisms for ensuring information protection, conflict resolution, and information collection and analysis, taking into account specific parameters defined by the Standard.

One of the mechanisms for assessing the effectiveness and efficiency of the university's activities, including in the context of the EP, is conducting opinion polls / questionnaires.

Assessment of the quality of the educational program by the main stakeholders:

- students' assessment of the teaching activities of the teaching staff involved in the implementation of the educational program after each academic period;
- Annual graduate survey on the quality of the educational program, learning environment, and support services;
- survey of employers on the quality of graduate training (every two years);
- annual collection and analysis of employment results, analysis of graduates' career growth.

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

- key performance indicators;
- the dynamics of the student body in terms of forms and types;
- academic performance, student achievements, and expulsion;
- satisfaction of students with the implementation of the EP and the quality of education at the university;
- availability of educational resources and support systems for students;
- employment and career development of graduates.

The information collected and analyzed by the university takes into account key performance indicators, the dynamics of the student body in terms of forms and types, the level of academic achievement, student achievements and graduation, student satisfaction with the implementation of the educational program and the quality of education at the university, the availability of educational resources and support systems for students, employment and career growth of graduates. This information is reflected in the annual reports of the University.

The University monitors the employment of graduates, acts as a key and connecting link between graduates and the labor market (employers).

Employment monitoring is carried out according to approved statistical reporting forms:

- reports on employment in the system of EPVO of the Ministry of Education and Science of RK (form No. 10);
- reports of the "Employment" module in AIS "Platonus", with supporting documents: certificates and applications from the place of work of graduates.

The Career Center pays great attention to the employment of graduates, job fairs have become an annual tradition, promoting interaction between the university and employers on the issue of employment of graduate students.

During the online questionnaire survey of faculty members, 4 (57.1%) faculty members evaluated the openness and accessibility of management for the teaching staff as "very good", 3 (42.9%) - as "good".

Participation in management decision-making was rated "very good" by 5 (71.4%) faculty members, "good" by 2 (28.6%).

At the same time, to the question “How do the management and administration of the university perceive criticism in their address?” 5 (71.4%) faculty members answered “very well”, 2 (28.6%) - “well”.

An online questionnaire of trainees showed:

- 88.1% of students are fully satisfied with the content and information content of the website of the educational organization in general and faculties in particular, 8.5% are partially satisfied, 3.4% found it difficult to answer;

- 81.4% of students are fully satisfied, 13.6% are partially satisfied, 1.7% are not satisfied and 3.4% find it difficult to answer;

- 91.7% of students are fully satisfied with informing students about the courses, educational programs and academic degree, 8.3% are partially satisfied.

Strengths/best practices for EP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law: none.

Recommendations for EP “EP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law”: not available.

EEC conclusions on the criteria:

According to the standard “Information Management and Reporting” on educational programs “EP7M04118 ”Health Management“ EMBA, 8D04105 ”Business Administration“ DBA, 6B04204 ”Law” have: 16 - satisfactory positions.

6.3. Standard “Development and Approval of Educational Program”

- ✓ The organization must define and document the procedures for developing the curriculum and its approval at the institutional level.
- ✓ The curriculum management must ensure that the content of the curriculum complies with the established goals, including the expected learning outcomes.
- ✓ EP management must demonstrate the existence of mechanisms for reviewing the content and structure of EP, taking into account changes in the labor market, employer requirements, and social demands.
- ✓ EP management must ensure the existence of developed EP graduate models describing learning outcomes and personal qualities.
- ✓ EP management must demonstrate that external reviews of EP content and planned implementation results have been conducted.
- ✓ The qualification awarded upon completion of the EP must be clearly defined and correspond to a specific level of the NQF and QF-EHEA.
- ✓ The EP management should determine the impact of disciplines and professional practices on the formation of learning outcomes
- ✓ An important factor is the possibility of preparing students for professional certification.
- ✓ The EP management should provide evidence of the participation of students, teaching staff, and other stakeholders in the development of the EP and ensuring its quality
- ✓ The EP management must ensure that the content of academic disciplines and planned outcomes correspond to the level of education (bachelor's, master's, doctoral).
- ✓ The structure of the EP should include various types of activities that ensure that students achieve the planned learning outcomes.
- ✓ An important factor is the correspondence between the content of the EP and the learning outcomes of the EP implemented by higher and/or postgraduate education institutions in the EHEA.

Proof part

The basis for the development of the EP is the State Standards of Higher and Postgraduate Education, approved by the order of the Minister of Science and Higher Education of RK from July 20, 2022 № 2, professional standards (if available), sectoral qualification framework. Reference Book of Positions, Regulation on the modular construction of the EP, etc. For the development, coordination, improvement of the EP in the university Academic Committees are created, the composition includes stakeholders: faculty members by profile, employers, students of the relevant educational programs.

Each of the accredited EPs has a detailed description of graduate models that differ by the level of education. In the passport of EP 6B04204 - “Law, 7M04118” Management in Health Care“, 804105 “Business Administration” there is a graduate model describing the learning outcomes and formation of personal qualities, which is a system of formed qualities. All necessary qualification requirements are formed according to the national standards of higher and postgraduate education. The graduate model is posted on the university website. https://esiledu-my.sharepoint.com/:b:/g/personal/cafedra_pravo_esil_edu_kz/Ebr5PKCfI39ChJ_Mn4R7csABF6GThERv_5Efy48Sif4-BA?e=zzdxu1.

The qualification resulting from the mastering of the EP is clearly defined according to a certain level of the NQF in higher and postgraduate education, hence the qualifications framework in the European Higher Education Area.

Informing students and other stakeholders about the assigned qualification, the relevant EP, the results of training is carried out by placing the approved EP on the website in the tabs “Educational programs” on the page of the graduating department.

The qualification degree of Bachelor of Law corresponds to the current professional standards of the RK, NRC, which presupposes a wide range of theoretical and practical knowledge in the professional field; skills and abilities to independently develop and put forward various options for solving professional problems; personal and professional competencies to independently manage and control the processes of work and learning activities within the framework of the strategy, policy and goals of the organization, as well as to discuss problems, argue and analyze the results of the work of the organization.

The qualification degree of Master of Business Administration corresponds to the current professional standards of RK, NQF. It means that the Master possesses conceptual knowledge in the field of management and management of medical organizations; understands the essence of management from the strategic positions of the organization's activity in the modern market environment. Also the master possesses personal and professional competencies to determine the strategy, activities of the unit and the organization; can make decisions and responsibilities at the

level of units.

EMBA's educational program contains:

1. Disciplines for the formation of professional competencies and personal development, leadership skills;
2. Execution of a master's thesis or project;
3. Final certification

The qualification of Doctor of Business Administration DBA degree corresponds to the professional standards of RK, NQF. This means that the DBA Doctor is proficient in the methodology of system approach to organization, modern approaches to management and analytical methods of management, methods of diagnostics, analysis and problem solving, as well as methods of decision-making and their implementation in practice, understands the current trends in the development of the world economy and globalization, navigate the issues of international competition.

The DBA education program contains:

1. Theoretical training;
2. Research work, including the fulfillment of the doctoral thesis;
3. Final certification.

The qualification level of graduates is largely determined by the quality of their training, which includes the following components: the quality of educational programs and educational technologies; the quality of human and scientific potential of the university involved in the educational process; the quality of educational process facilities (material, technical and laboratory base, teaching and methodological support), etc.

The Attestation Commission decides on the awarding of qualification.

EP 6B04204 "Law" corresponds to the 6th level of the NQF, EP 7M04118 "Management in Healthcare" EMBA - to the 7th level of the NQF, 8D04105 "Business Administration" DBA - to the 8th level of the NQF. Information about the existence of the NQF, its general provisions and structure, as well as the required competencies of bachelors and masters, doctoral students is brought to the attention of students in the process of involving them in the discussion of the content and structure of the EP.

After completing the EP 6B04204 "Law" qualification of the graduate is determined as a result of passing the final certification - writing and defense of a thesis, and / or passing state examinations on the EP. The faculty of the department has information about the results of training, including the assigned qualification, because the results of the examination session during the period of study of the student, as well as the results of the IA are discussed at the meeting of the department "Law" in order to improve the performance of students.

After the completion of EP 7M04118 "Management in Healthcare" EMBA and 8D04105 "Business Administration" DBA the qualification of the graduate is determined as a result of passing the final certification - writing and defense of a master's thesis/project, doctoral dissertation for doctoral students DBA.

Each module of the educational program is focused on achieving a specific learning outcome. Learning outcomes are formulated for the program as a whole, for each module and individual discipline.

In total, during the period of study on the EP 6B04204 "Law" it is necessary to master 240 ECTS, 7M04118 "Management in Healthcare" EMBA - 60 ECTS, 8D04105 "Business Administration" DBA - 180 ECTS.

The structure and content of the EP allows students to achieve certain learning outcomes. Learning outcomes are formulated both for the EP as a whole, and for each module and individual discipline. The volume of one module is 3-5 or more credits and includes two or more academic disciplines. In the composition of the module is determined by the share of each component in credits in direct proportion to its volume in the total labor intensity of the module.

The content of the EP is designed through the definition of academic disciplines of the program. The EP is developed in the context of professional functions and consists of a list of academic disciplines, the content of which allows to achieve the purpose and learning outcomes of the EP.

After determining the list of disciplines in the context of competencies and learning outcomes, the labor intensity of disciplines in credits is determined.

Analysis of the content of the EP (including academic disciplines, practice programs, examination materials, etc.) and learning outcomes for compliance with the learning level is carried out by the department.

The content of the ISW is reflected in the UMKD, syllabus indicating the amount of independent work during the academic period, the number and nature of assignments, their labor intensity and deadlines, forms of current and interim control <http://old.esil.edu.kz/upload/iblock/486/UMKD-03.02.23.pdf>.

The compliance of the content of academic disciplines and learning outcomes with the learning level is determined by internal and external expert reviews. Experts note that the content of academic disciplines in the EP corresponds to the learning outcomes <https://cloud.mail.ru/public/JVxL/qgtnZs6D>.

The examination of EPs is based on the principles of transparency, objectivity, systematic, organization of expert work and is subject to mandatory review. The external examination of the OP is carried out according to the Regulation on the modularization of the EP.

Analytical part

The analysis makes it possible to conclude that the university has a documented procedure for the development of EP and its approval at the institutional level, ensures the compliance of the content of accredited EP with the established objectives. There are developed models of the OP graduate describing learning outcomes and personal qualities. The content of disciplines, accredited EPs and learning outcomes corresponds to the level of education. While the Bachelor's degree program is aimed at training legal professionals with a set of basic applied competencies, Master's degree programs focus on the formation of professional skills that allow solving a wide range of analytical and research tasks.

The management of accredited EPs demonstrates external expertise and reviewing of EPs: in the annexes to the Self-Assessment Report there are employers' reviews of EPs, acts of their approval, reviews of working curricula of disciplines. However, the analysis of the content of the submitted documents indicates a formal approach to the organization of this activity. The reviews for EP 7M04118 "Management in Healthcare" EMBA and 8D04105 "Business Administration" DBA have an identical structure, which illustrates general information about the EP, its purpose, objectives, expected learning outcomes, and the conclusion is that the reviewed EPs can be used to provide basic educational programs in the relevant area of training. At the same time, the issues of relevance of the thematic content of the EP, compliance of the expected learning outcomes with the requirements of the labor market, competence-criteria assessment of learning outcomes provided by the EP, as well as the directions of possible development of the EP are not disclosed in any way. Taking into account the necessity and importance of the EP agreement with employers (in the form of signing an act), it should be noted that this procedure requires formalization at the institutional level (Procedure "Management of the modular educational program) and expanding the base of highly professional experts in this field.

During the visit the VEC experts were presented reviews from employers on accredited OPs. However, the reviews presented 6B04204 "Law" (https://esiledumy.sharepoint.com/personal/cafedra_pravo_esil_edu_kz/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fcafedra%2Fpravo%2Fesil%2Fedu%2Fkz%2FDocuments%2F%D0%AD%D0%BA%D1%81%D0%BF%D0%B5%D1%80%D1%82%D0%BD%D1%8B%D0%B5%20%D0%B7%D0

%B0%D0%BA%D0%BB%D1%8E%D1%87%D0%B5%D0%BD%D0%B8%D1%8F&ga=1)

are mainly from employers from the sphere of criminal law specialization, in this regard, the University management is recommended to demonstrate to what extent the accredited EP is aimed at training of lawyers in general, and not in a particular specialization, given that the purpose of the EP in the Register of educational programs is specified as - preparation of competitiveness in the field of criminal law.

Also, taking into account that for the University to conduct professional certification of graduates today is one of the urgent issues that will increase the possibility of employment, the EP 6B04204 “Law” should provide an opportunity to prepare students for professional certification.

Management justifies the individuality and uniqueness of accredited EPs by their focus on the practical application of knowledge, innovative methods and technologies in the practical activities of specialists in the field of management and business administration. However, the framework approach, which can be applied to any EPs of similar orientation, should be concretized towards revision of EPs from the point of view of their competitiveness and uniqueness in accordance with national priorities and peculiarities of the region's development. It is also necessary to revise the structure and content of modular educational programs in EMBA and DBA.

In the self-assessment report it is presented that in order to ensure the quality of the EP the students, teaching staff and representatives from employers participate in the stages of development (indicated in the content of the EP as developers) and implementation of the EP (as part of collegial bodies: AC according to the Regulations on Academic Committees, https://old.esil.edu.kz/upload/iblock/4eb/P-ob-Akadem-komitetakh_31.08.2022.pdf).

On the part of students, the introduction of changes in the content of the EP, including the QED, in terms of inclusion of other disciplines, is based on their proposals during participation in extended meetings of the department, as well as the results of participation of students in surveys. On the part of employers participation in the development and further improvement of the EP is expressed in the external expertise, based on which programs are also (if necessary) revised and updated. At the suggestion of experts, the EP includes disciplines aimed at the formation of skills in demand in the labor market. But, during the analysis of the submitted documents and conversation with students and faculty, the members of the EEC did not receive answers and evidence that students and faculty are actively involved in the development and discussion of the EP.

The online faculty questionnaire conducted during the IAAR VEC visit demonstrated that the content of the educational program satisfied the needs “very well” - 6 (85.7%) of the surveyed faculty members, “well” - 1 (14.3%).

71.4% of teaching staff believe that “very well” the attention of the institution's management is paid to the content of the educational program, 28.6% - “well”.

The support of the university and its management for the development of new educational programs was assessed as “very good” by 57.1% of faculty members, and “good” by 42.9%.

Questioning of students showed that 83.1% of students are fully satisfied with the quality of educational programs, 11.9% of students are partially satisfied, 5.0% of students found it difficult to answer.

Strengths/best practices for EP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law: none.

Recommendations for EP 7M04118 “Healthcare Management” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “Law”:

1. Heads of EP “Management in Healthcare”, “Business Administration”, ‘Law’ to expand the base of experts (including from different areas of law - for OP “Law”) for external

review of EPs. The deadlines for implementation - until the end of the 2025-2026 academic year.

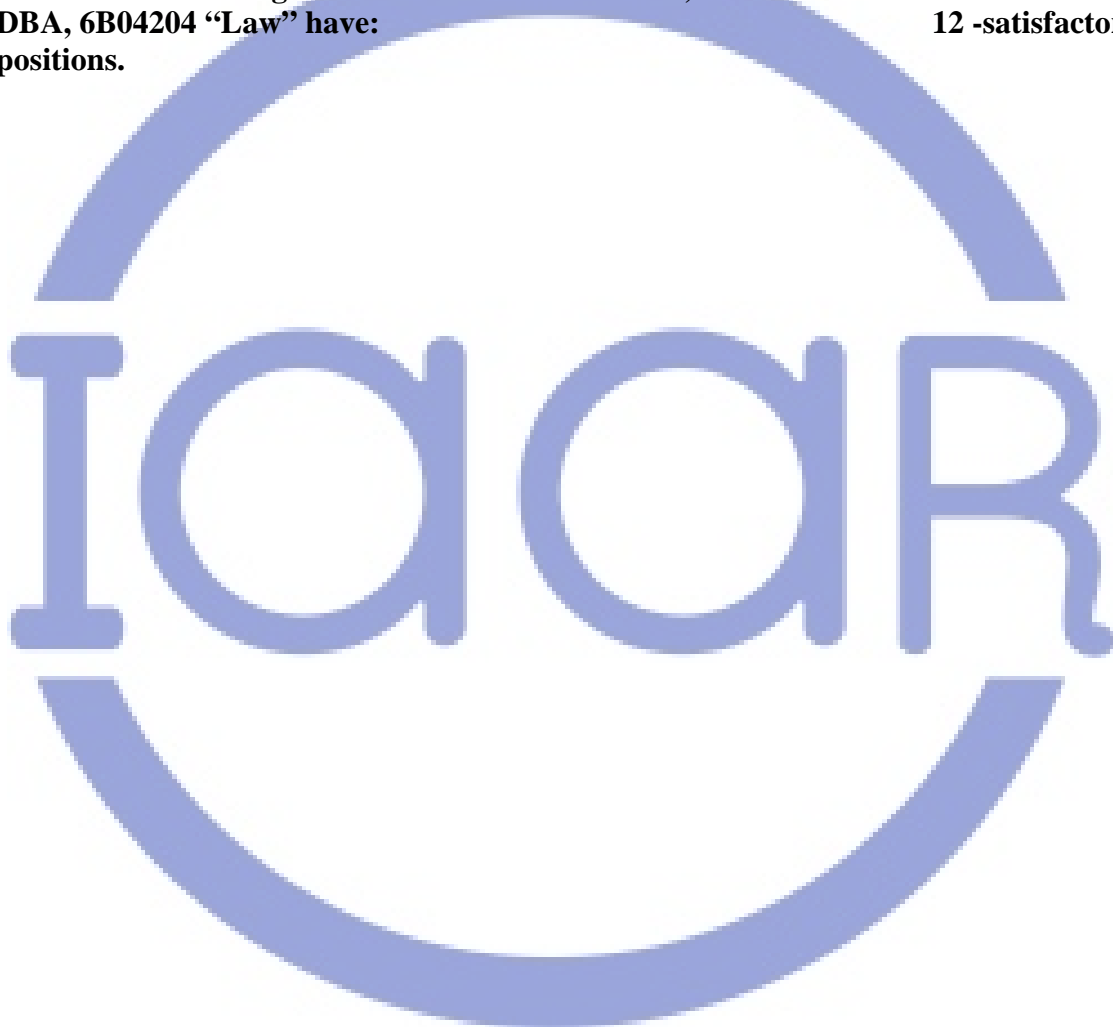
2. Heads of EP “Management in Healthcare” to revise the structure of modular educational programs. Deadlines - until the end of 2025-2026 academic year.

3. Heads of EP “Management in Health Care”, “Business Administration”, “Law” to involve students, faculty and other stakeholders in the development and discussion of the EP. Deadlines - until the end of 2025-2026 academic year.

4. Heads of EP 6B04204 “Jurisprudence” shall provide for the possibility of preparing students for professional certification. The deadlines for implementation - until the end of the 2026-2027 academic year.

Conclusions of the VEC on criteria:

According to the standard “Development and approval of educational program” on EP 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “Law” have: 12 -satisfactory positions.



6.4. Standard “Continuous Monitoring and Periodic Evaluation of Educational Programs”

- ✓ The EO should define mechanisms for monitoring and periodic evaluation of the EP to ensure the achievement of the goal and meeting the needs of learners, society and show the orientation of the mechanisms for continuous improvement of the EP
- ✓ Monitoring and periodic evaluation of the EP should include:
 program content in light of the latest scientific achievements in a specific discipline to ensure the relevance of the discipline being taught
 changes in the needs of society and the professional environment
 workload, academic performance, and graduation rates of students
 effectiveness of student assessment procedures
 expectations, needs, and satisfaction of students with EP training
 educational environment and support services, and their compliance with EP objectives
 Monitoring and periodic evaluation of the EP should include:
 program content in the light of the latest advances in discipline-specific science to ensure the relevance of the discipline taught
 changes in the needs of society and the professional environment
 student workload, performance and graduation
 effectiveness of student assessment procedures
 expectations, needs and satisfaction of students with EP training
 educational environment and support services, and
- ✓ The management of the EP should demonstrate a systematic approach in monitoring and periodic evaluation of the quality of the EPs.
- ✓ EOs, management of the EP should define a mechanism for informing all stakeholders about any planned or undertaken actions regarding the EPs
- ✓ All changes made to the EP must be published..

Evidentiary part

The University determines and consistently applies procedures for monitoring, periodic evaluation and revision of educational programs to ensure compliance with the needs of students and society. The University ensures the participation of students, employers and other stakeholders in the evaluation and revision of programs.

New educational programs are considered at the meetings of collegial bodies (Academic Committee (AC), Scientific and Methodological Council (NMC) and approved by the Academic Council of the University.

The Academic Committee organizes activities on the analysis and evaluation of educational programs of the university, organization of educational activities, its members include teachers, employers and students. The Academic Committee's work plan is approved annually. For example, the Plan for 2024-2025 academic year was approved by the Vice-Rector for Research and Development and I Turekulova D.M. on August 28, 2024. According to the Plan for EP “Management in Healthcare”, “Business Administration” at the meeting of the Academic Committee of the International Business School (IBS) discussed and agreed programs, development plans, audit plans of EP, discussed the issues of readiness of educational and program materials, staffing of teaching staff of EP for 2024-2025 academic year (Minutes № 2 of October 16, 2024).

For monitoring and periodic assessment of EP in the university various methods are used: assessment of current academic performance of students, final attestation, attestation of all types of practice, checking the state of methodological support of the educational process, collection and analysis of data on customer satisfaction.

The department of planning and monitoring of the educational process of the university carries out the evaluation of educational and methodical work. The results of the monitoring are reported at the meeting of the scientific methodological seminar of the university, following the results of which the necessary decisions are made.

In addition, there is monitoring of graduates' employment, which shows the demand for graduates in the labor market. There have been no graduates from accredited programs yet, as the programs have recently opened.

In order to assess the quality of implementation of educational programs to the requirements of the Ministry of Education and Science of the Republic of Kazakhstan “On approval of evaluation criteria for educational organizations” and the requirements of the Standards for internal quality assurance at the University is carried out internal monitoring and examination of the quality of implementation of educational programs.

Internal monitoring is conducted in accordance with the Regulation on the audit of educational programs.

Based on the results of internal monitoring, a report is prepared with a conclusion on the identified discrepancies and recommendations for their elimination in accordance with the relevant plans for their elimination.

When conducting internal monitoring, the following activities are carried out:

- Faculty interviews (knowledge and understanding of key strategic documents, quality assurance policies and procedures);
- checking the availability and analysis of EP development plans, EP implementation reports, decisions of collegial bodies, planning and reporting on R&D, minutes of departmental meetings and other documents;
- checking the availability of relevant documentation on the websites of the departments and faculties;
- visual inspection of workplaces, infrastructure and storage conditions of service documentation at the departments;
- visits to teaching staff training sessions, the results of visits to classes are provided in the protocols of visits to classes, conclusions and suggestions are discussed with teachers and provided to departments for familiarization and work;
- discussing identified discrepancies with department heads.

Based on the results of monitoring, a final report is formed. The reports are preliminary discussed with faculties, departments and sent to them for familiarization and elimination of identified remarks.

Monitoring of students' mastering of the EP is carried out according to the Rules of current control of progress and interim attestation of students from October 10, 2022. For storage and processing of data, students are used: AIS "Platonus", information-service system, distance learning system.

The registrar's office monitors the graduation of students through the AIS "Platonus", including in the context of EPs, year of graduation, faculties and monitoring of students' progress, including in the context of EPs (GPA report of students in the AIS "Platonus", report of academic arrears).

The history of academic achievements of students is accumulated in the student's progress log and reflected in the transcript.

Monitoring of academic achievements is carried out through a consolidated statement of academic progress in AIS "Platonus".

Through the registration for disciplines (modules) is formed an individual learning plan of the student. The number of mastered credits is controlled by the Office Registrar (GPA report of the student in AIS "Platonus").

Implementation of systematic monitoring of doctoral student's dissertation research progress through annual certification of intermediate results. Doctoral students submit a report to the IBS twice a year. Monitoring of students' progress and achievements in the assessment of educational results, performance and defense of dissertation works is carried out systematically, comprehensively and at different stages of the educational process implementation.

Monitoring of student satisfaction is also conducted through annual questionnaires to students about the quality of teaching disciplines and questionnaires to graduates about the quality of education and employment.

The University has various Support Services, among them:

- School of Young Teacher (Regulation dated 31.08.2022);
- Center for Inclusive Education (Regulation of 25.04.2023);
- Support for gifted students (Regulation of 28.02.2023);

The main purpose of the above services is to provide social assistance to students, adaptation to different conditions, support in difficult life situations, encouragement for achievements.

The University on a regular basis informs the public about the directions of its activities, conditions and features of the implementation of educational programs.

The university management has demonstrated its openness and accessibility for students, faculty and employers. Thus, for example, the reception hours for personal issues are determined, meetings with the rector are held on a systematic basis. Traditional forms of feedback are used as a channel of communication for innovative proposals: meetings with the management and the rector's blog.

Analytical part

The analysis of the studied documents, as well as the results of interviews with students, faculty members and visits to the practice base (both offline and online) allowed us to conclude that the content of academic disciplines within educational programs is not always updated and takes into account modern trends in the development of the country, does not always reflect the goals and objectives of the EP. Moreover, during the interviews with the university management it was revealed that a new University Development Strategy is currently being developed, which will include new trends of university development. In this regard, there is a need to revise the content of academic disciplines.

Questioning of students, conducted during the visit of the IAAR EEC, showed that:

- the level of responsiveness to feedback from teachers regarding the learning process is fully satisfied - 48 (81.4%); partially satisfied - 8 (13.6%); satisfied with the quality of teaching fully - 50 (84.7%), partially satisfied - 8 (13.6%).

Strengths/best practices for OP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law: none.

Recommendations for OP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law:

1. Heads of OP “Management in Healthcare”, “Business Administration”, “Law” to update the content of disciplines in the light of the latest achievements of science and practice. The deadline is the end of 2025-2026 academic year.

VEC conclusions on criteria:

According to the standard “Continuous monitoring and periodic evaluation of educational programs” EP 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “Law” have: 10 - satisfactory positions.

6.5. Student-Centered Learning, Teaching, and Assessment of Learning Standard

- ✓ The management of the EP should ensure respect and attention to different groups of learners and their needs, provide them with flexible learning paths
- ✓ The management of the EP should envisage the use of different forms and methods of teaching and learning
- ✓ An important factor is the availability of own research in the field of teaching methodology of EP academic disciplines
- ✓ The management of the EP should demonstrate the existence of feedback mechanisms on the use of different teaching methods and assessment of learning outcomes
- ✓ The EP management should demonstrate that mechanisms are in place to support learner autonomy while being guided and assisted by the instructor.
- ✓ The management of the EP should demonstrate that there is a procedure in place for responding to learner complaints
- ✓ EOs should ensure consistency, transparency and objectivity of the learning outcomes assessment mechanism for each EP, including appeals
- ✓ The EO should ensure that the procedures for assessing the learning outcomes of EP students correspond to the planned results and objectives of the program, publication of criteria and methods of assessment in advance
- ✓ The EO must define mechanisms to ensure that each graduate of the educational program achieves the learning outcomes and ensure the completeness of their formation
- ✓ Evaluators should be familiar with modern methods of assessing learning outcomes and regularly upgrade their skills in this area.

Proof part

The management of accredited EPs defines student-centered learning as one of the key directions of activity, when teachers and students are active subjects of the educational process. This position allows to create unique learning conditions for each student, to provide opportunities for self-realization of each student, as well as to contribute to the professional growth of the teacher.

The management of accredited EP provides equal opportunities for students, including regardless of the language of instruction, to form an individual EP aimed at the formation of professional competencies.

The university has created conditions for the education of different categories of citizens with disabilities. For example, in room 111 there is equipment for the visually impaired - computer "magnifiers" and tactile tiles. For wheelchair users there is a sanitary unit, an entrance group and a classroom on the 1st floor. For the hearing impaired in room 111 there is equipment for sound amplification.

Necessary conditions are also created for foreign students, the university provides consulting and assistance in organizational issues of accommodation and training.

Necessary conditions are created for a student to choose an individual educational trajectory, which include:

- opportunity to choose the language of instruction, form of instruction, elective disciplines, and teachers;
- electronic registration of the discipline of choice;
- formation of an individualized education plan;
- organization of an additional semester for repeated or additional study of disciplines;
- familiarization with personal results of educational achievements;
- opportunity to study within the framework of academic mobility;
- the opportunity to use educational portals;
- the possibility of using the university's library resources, including electronic ones.

In order to assist students with credit technology in choosing a learning path, forming an individual curriculum and mastering the educational program at the departments annually, from among experienced teachers are appointed advisors, who in their activities are guided by the Regulations on Advisors (<https://old.esil.edu.kz/upload/iblock/94b/P-ob-edvayzere.pdf>). To choose elective disciplines, presentations of disciplines by faculty members are organized.

The university carries out systematic work on monitoring the academic performance of students. The mechanisms of ensuring the mastery of each student within the framework of accredited programs are determined by: Rules of current control of academic progress and interim attestation of students (<https://old.esil.edu.kz/upload/iblock/0a9/Pravila-provedeniya-tekushchego-kontrolya-uspevaemosti-i-promezhutochnoy-attestatsii-obuchayushchikhsya.pdf>),

Rules of granting academic leaves to students of the Institution “Esil University” (<https://old.esil.edu.kz/upload/iblock/f1e/PR-predostav.-akadem-otpusk.pdf>), Rules of transfer, reinstatement and expulsion of students of the Institution “Esil University” (https://old.esil.edu.kz/upload/iblock/254/Pr.perevoda_vosstanov.i-otchisl.obuch_sya.pdf).

There is a procedure of consideration of appeals of students and teachers in case of disagreement and complaints during the whole academic year according to the Regulations on the Commission for consideration of appeals of students, employees and applicants of the Institution “Esil University” (<https://old.esil.edu.kz/upload/iblock/11e/P-o-Komissii-po-rassmotreniyu-obrashcheniy...-.pdf>).

The head of the department and the heads of educational programs of the cluster are responsible for the implementation of the requirements of the criterion, the use of various forms and methods of teaching and learning. In order to implement innovative technologies, the following activities are carried out: release of methodological materials, trainings and training seminars for teaching staff, etc.

Quality control of teaching at the university is carried out both through mutual visits to classes, open classes of teachers, and analyzing the results of attendance and performance of students, boundary and final control, the results of final certification on the studied disciplines at the level of the department, dean's office and the university.

The study load of the student is reflected in the individual education plan and includes the mastering of the theoretical part and passing the practice.

Themes of diploma theses, master's and doctoral dissertations are assigned to students and approved by the Academic Council. For example, the topics of doctoral dissertations of OP “Business Administration” DBA Esbergenova B.M. “Management of environmental entrepreneurship in Kazakhstan on the principles of innovative models” and Kauapova A. “Problems of commercialization of cultural sphere in Kazakhstan” are approved at the meeting of the Academic Council. “Problems of commercialization of the sphere of culture in Kazakhstan” approved at the meeting of the Academic Council (Minutes № 6 from 26.12.2024).

The independent work of students is monitored during the implementation of the program. Tasks for independent work of students, the mechanism for assessing the results of SRW are defined in the EMCD and syllabuses of academic disciplines. The form of independent work is determined by teachers in the development of EMCD. As forms and methods of control of independent work of students are used Internet conferences, exchange of information files, practical classes, colloquiums, credits, testing, presentations, etc. The results of independent work of students are evaluated by the students. The results of independent work of students are exhibited by teachers in the electronic journal in the AIS “Platonus”.

Criteria for evaluating the results of independent work of students are: the level of mastering the educational material, the ability to use theoretical knowledge when performing practical tasks, the ability to actively use electronic educational resources, to find the required information, study it and apply it in practice, the validity and clarity of the answer, etc.

Current control of students' knowledge is carried out according to the schedule of the educational process in various forms, prescribed in the syllabus of the relevant discipline. For all disciplines of EP annually developed and updated control questions and exam tickets, depending on the form of examination. As it has been repeatedly mentioned, the teacher records the current progress of the student in the examination and rating electronic sheet in the AIS “Platonus”.

Rating control is carried out 2 times a semester. The results of rating assessment of EP 7M04118 “Management in Healthcare” EMBA and 8D04105 “Business Administration” DBA, 6B04204 ‘Law’ are entered in AIS “Platonus”. There is a threshold score (50) required for a result to be scored as satisfactory.

In order to achieve the planned learning outcomes and objectives of the EP it is important to provide feedback, including the analysis of procedures for assessing the learning achievements of

students.

In order to achieve the planned learning outcomes and objectives of the EP it is important to provide feedback, including the analysis of procedures for assessing the learning achievements of students.

In the period of the examination session, the departments approve the list of independent examiners, whose task is to take the exam in the academic group. The grade for the exam is put in the exam sheet on the day of the exam, signed by the independent examiner and the student. The schedule of examinations for students is prepared by the registration department no later than two weeks before the beginning of the examination session. The examination is accepted both in oral and written forms.

According to the Regulations on Appeal in “Esil University”, Minutes № 14 of 24.03.2022 for the period of the examination session, based on the submission of the department in consultation with the dean of the faculty, issued an order of the vice-rector for academic work to create an appeal committee of teachers of the relevant profile of at least three people. During the session, the student has the right to apply for appeal after passing the exam. Appeal Commission makes a decision on the declared appeal. With the decision of the Appeal Commission student familiarizes himself at the department. With a positive decision of the issue, to the examination assessment of the student added additional points.

Students who have not passed the exam satisfactorily, can enroll in the summer semester for the repayment of academic debt. The progress of students at the end of sessions is discussed at the meeting of the department and appropriate measures are taken.

Also, if necessary, students on the basis of the order of the faculty are allowed to individually pass the examination session, earlier or later than the established deadlines, in such cases as: the need to travel abroad (foreign citizens, for individual treatment, for training on academic mobility), in connection with pregnancy, family circumstances and other reasons.

Thus, the university ensures consistency, transparency and objectivity of the learning outcomes assessment mechanism for each educational program.

Management of EP 7M04118 “Management in Healthcare” EMBA and 8D04105 “Business Administration” DBA, 6B04204 ‘Law’ organized a system of feedback support of trainees by means of questionnaires “Satisfaction with the quality of teaching”, which are in AIS “Platonus”. Students after studying the course are surveyed, which allows monitoring the quality of the educational process. Also in the questionnaires learners can leave their comments and wishes.

In addition, the forms of feedback are: boxes of complaints and suggestions placed in the academic building; virtual reception, which includes the rector's blog <https://esil.edu.kz/rectors-blog/>), pages in social networks (“Instagram”, “Facebook”), the system of complaints and suggestions. The university website in the section “Administrative Departments” provides information about the heads of educational programs with the indication of classrooms, phone numbers and e-mail addresses. On the personal pages of the rector and vice-rectors for directions there is information about the hours of reception on personal issues. Proposals and recommendations can be made during the meetings of collegial bodies, which include students and teachers.

Analytical part

IAAR EEC members note that in order to improve the quality of educational services, various teaching methods are introduced in the educational process, such as problem lecture, case management, problem solving method, project method. However, the study of documents, material and technical base of the university, interviews with students, faculty, attendance of classes on disciplines allowed to find out that modern digital technologies and other active methods of learning and teaching are not sufficiently used.

During the study of documents, interviews with the management of EPs, teaching staff it

was revealed that the accredited EPs do not actively conduct their own research in the field of teaching methodology of academic disciplines.

The results of questioning of students showed that 47 (79.7%) are fully satisfied with teaching methods, 10 (16.9%) are partially satisfied; 50 (84.7%) are fully satisfied with the quality of teaching, 8 (11.9%) are partially satisfied; 41 (69.5%) are fully satisfied with the timeliness of assessment of learning achievements, 15 (25.4%) are partially satisfied.

Strengths/best practices for EP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law: none.

Recommendations for EP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law:

1. Heads of EP “Management in Healthcare”, “Business Administration”, “Law”, to use more widely various forms and active methods of learning and teaching. Deadlines for implementation - until the end of 2025-2026 academic year.

2. Heads of EP “Management in Healthcare”, “Business Administration”, “Law” to conduct their own research in the field of teaching methodology with subsequent implementation in the educational process. The deadlines for implementation - until the end of the 2025-2026 academic year.

VEC Criteria Conclusions:

According to the standard “Student-centered learning, teaching and learning assessment” educational programs 7M04118 “Health Management” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “Law”: have 9 satisfactory positions, 1 position - requiring improvement.

6.6. The “Learners” Standard

- ✓ The EO should demonstrate the existence of a policy of forming the contingent of students in the context of the EP, to ensure transparency and publication of its procedures regulating the life cycle of students (from enrollment to completion).
- ✓ EP management should determine the order of formation of the contingent of students based on:
 - minimum requirements for applicants
 - maximum group size for seminars, practical, laboratory and studio classes
 - forecasting the number of state grants
 - analysis of available material and technical, information resources, human resources
 - analysis of potential social conditions for students, including the provision of places in the dormitory.
- ✓ The management of the EP should demonstrate readiness to conduct special adaptation and support programs for new entrants and international learners
- ✓ EO should demonstrate compliance with the Lisbon Recognition Convention, the existence of a mechanism to recognize the results of academic mobility of students, as well as the results of additional, formal and non-formal learning.
- ✓ The EO should cooperate with other educational organizations and the national centers of the “European Network of National Information Centres for Academic Recognition and Mobility/National Academic Recognition Information Centres” ENIC/NARIC in order to ensure comparable recognition of qualifications
- ✓ EOs should provide opportunities for external and internal mobility of OP learners, as well as readiness to assist them in obtaining external grants for training
- ✓ The management of the EP should demonstrate readiness to provide trainees with internship places, facilitate employment of graduates, and maintain communication with them
- ✓ The EO should provide for the possibility to provide graduates of the OP with documents confirming the obtained qualification, including the achieved learning outcomes, as well as the context, content and status of the obtained education and evidence of its completion.

Proof part

To implement a systematic policy of forming the contingent of students, the university carries out a set of activities, such as: visits to schools, colleges, wide presentation of information about educational programs on the university website, preparation of booklets, etc.

Admission of applicants is carried out on the basis of the Rules of admission to study at Esil University for educational programs of higher education (approved by Rector Taubayev A.A. 21.06.2024). Information about the educational programs of the university, benefits for training, the list of required documents, the list of specialties of the university, benefits for training, the list of required documents is available on the official website of the university in the tab “Entrants” <https://esil.edu.kz/entrant/>, also on the tabs <https://esil.edu.kz/law/> (Law) and <https://esil.edu.kz/ibs/> (MBS), on the information boards of the Admissions Committee and in promotional booklets.

For admission to the shortened form of education (3 years) on the basis of secondary vocational education, the applicant must have a qualification specified in the diploma of secondary vocational education, which must be related to the selected group of educational programs. This requirement is based on the order of the Minister of Education and Science of the Republic of Kazakhstan from April 01, 2019 № 134.

In order to ensure the formation of the student contingent and increase the effectiveness of career guidance work, the “Vocational Guidance Department” was established. This department provides organizational, methodological, advertising and information support of the process of formation of the student contingent and preparation of applicants for admission to the university.

Statistical indicators of student contingent formation are recorded in the database “Electronic Admission Commission”. The Department of Registration of Students' Movement (DRSM) and dean's offices of faculties monitor data on enrolled students in the information system “Platonus” to ensure continuous interaction with the contingent.

Formation of the student body and the results of the admission committee are discussed at the meetings of the departments, the rectorate and the Academic Council of the University. In accordance with the state educational standard, the contingent of students is divided into the category of grant-based and fee-based students.

For EP 7M04118 “Management in Education” EMBA, 8D04105 “Business Administration” DBA (order of the Ministry of Education and Science of the Republic of Kazakhstan from 31.10.2018 № 600) the university independently determines the requirements. For EP 7M04118

“Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA university has developed the Rules of admission to Esil University for educational programs of international business school (approved by the Rector Taubaev A.A. 18.04.2022) Admission to the MBA/EMBA program is held three times a year - in the fall, winter and spring, the DBA program is held 2 times a year - in the fall and winter. For EP 7M04118 “Health Management”, EP 8D04105 “Business Administration” training is paid only.

The EMBA program accepts citizens with higher education and at least 3 years of work experience in a managerial position.

The DVA program accepts citizens with a Master's degree/MBA/PhD, 5 years of work experience, 2 of them in a management position.

The data on enrollment and contingent by accredited EPs are presented in Table 2.

Table 2 - Admissions and enrollment data are presented in the table.

Educational program	Admission to 2023-2024 academic year	Admission to 2024-2025 academic year
EP 7M04118 “Management in Healthcare” EMBA		11
EP 8D04105 “Business Administration” DBA	1	2
EP 6B04204 “Law”	-	134*
* Note: of 134 people in the specialty “Law”, 2 people were expelled by order No. 01-31/52 of 11.02.2025. 2 people were expelled by the order № 01-31/52 from 11.02.2025.		

11 people are studying under the specialty “Management in Healthcare” EMBA.

3 people are studying on the specialty “Business Administration” DBA, including 1 person in the 2nd year, 2 people in the 1st year.

On EP “Law” from 134 people enrolled, 2 people were expelled on the basis of the Order №01-31/52 from 11.02.2025. Currently, 132 people are studying, including: in the Kazakh department - 77 people, in Russian - 55. There is also 1 foreign student Turgangzhan Yerbolan (PRC).

On the basis of 4 g.o. - 71 persons (48 persons k/o, 23 persons p/o), on the basis of TYPE 3 g/o - 24 persons (15 persons k/o and 9 persons p/o), on the basis of TYPE 2 g/o - 27 persons (11 persons k/o and 16 persons p/o), on the basis of VPE - 10 persons (3 persons k/o and 7 persons p/o).

Student adaptation programs begin with the information and organizational stage. Group supervisors conduct tours of the university campus, as well as surveys among students to assess their level of adaptation and satisfaction with the educational process. The university has created conditions for learning, including classrooms for classes, libraries for independent work, sports halls, areas for leisure and development of creative potential.

The university carries out work on adaptation of freshmen to university life and their assimilation of the rules of internal order. Each student receives reference material, which contains information about the organization of the educational process at the university. To ensure maximum convenience of access, this guide is placed on the official website of the University and is given to students at the beginning of the academic year.

In order to fully support freshmen, the university holds Orientation Week, which includes introductory lectures on the credit system, GPA calculation, transferring, summer session, and other important issues.

Movement of the contingent, the procedure of transfer and reinstatement of students, previously expelled from the University, is carried out in full compliance with the approved by the Ministry of Science and Higher Education of the Republic of Kazakhstan Rules of transfer and reinstatement of students by types of educational organizations and Rules of transfer, reinstatement and expulsion of students of the Institution “Esil University”, as well as established by the Academic Council of the University transfer grade point average (GPA).

The University provides support for socially vulnerable students on the basis of the Regulations on the provision of educational benefits in the institution “Esil University”: students orphans under the age of 23 years are given a 50% discount on the cost of education, established in the year of enrollment, disabled from childhood, disabled persons of the first and second groups of discounts in the amount of 20% of the cost of education, students from large families (a family of 4 or more jointly residing minor children) in the amount of 20% of the cost of education, students who have 2 or more children, students who have 2 or more children, students who have 2 or more children, students who have 2 or more children. The decision on granting educational benefits to students is made by a specially created Commission on discounts and benefits to students of the University at the beginning of the academic year and after the winter examination session (hereinafter - the Commission) and is formalized in the minutes. Extracts from the minutes of the Commission meeting are attached to the Rector's order on granting educational benefits together with the documents considered by the Commission.

At the meeting of the EEC members with the students, the latter confirmed the discounts provided by the university on tuition fees.

The University pays close attention to the support of international students. For them the registration of documents is organized, Kazakh and Russian language courses are held, accommodation in dormitories is provided. For foreign students the university has developed a “Program of adaptation of foreign students to the conditions of study in Esil university.

The educational process at the university is based on the credit-module system. The student's progress is evaluated using GPA - weighted average of his/her academic achievements in the chosen specialty.

The complex of control and evaluation of knowledge provides for current, intermediate, final control and state final certification. Assessment of all forms of control is exhibited in percentages according to the point-rating letter system of assessment of educational achievements in each discipline. The procedure for assessing knowledge is regulated by the Rules of current progress control and interim attestation of students.

To monitor students' academic achievements and quality of education after interim attestation, a report is prepared and the results of the session are analyzed. The results are discussed at the meetings of departments, faculty councils and rectorate.

To eliminate the academic debts of failing students, an additional semester is organized in the summer period. During the summer semester students have the opportunity not only to eliminate debts, but also to take advanced courses to increase the transfer grade (GPA) or simply take additional courses.

Final attestation of students, masters and doctoral students of the University is regulated by the Regulations on the final attestation of students. The timing of attestation is determined by the academic calendar and working curricula.

The University implements a program of academic mobility, including both international exchange with foreign universities and national - study in leading Kazakhstani universities. Academic mobility is carried out on the basis of concluded agreements and memorandums with partners. The Department of International Cooperation organizes academic mobility in accordance with the Regulations on academic mobility of students and teachers of the University.⁶

Students who have studied in foreign universities under the program of academic mobility, is given the opportunity to re-credit credits received during the training in disciplines

corresponding to the profile of training and educational program. Upon arrival of the mobility participant, the minutes of the meeting on the issue of re-credit of disciplines of the student on the basis of the scheme of re-crediting credits in the framework of academic mobility are drawn up. Students who have studied in foreign universities under the program of academic mobility, is given the opportunity to re-credit credits received during training in disciplines corresponding to the profile of training and educational program. Upon arrival of the mobility participant, the minutes of the meeting on the issue of re-credit of disciplines of the student on the basis of the scheme of re-crediting credits in the framework of academic mobility are drawn up.

To provide students of educational programs of the cluster with bases for practical training, memorandums and agreements on cooperation are concluded. For example, for EP “Management in Health Care” EMBA internship bases are the Ministry of Health of the Republic of Kazakhstan, the hospital of the Medical Center of the Presidential Administration of the Republic of Kazakhstan. For EP “Business Administration” DBA GU “Agency for Protection and Development of Competition of the Republic of Kazakhstan”. During the work of EEC this practice base was visited. On EP “Law” concluded: a memorandum of cooperation with the Judicial Administration of the RK on Astana, agreements with the Center of Forensic Expertise of the Ministry of Justice of the RK, GU “Academy of Law Enforcement Agencies at the GP RK”, Police Department of Astana MIA RK, RGU “Department of Judicial Administration of the RK on Astana”, Interdistrict Court for Civil Cases of Astana, a private lawyer in Astana.

The Career Center deals with employment issues at “Esil University”. The Career Center provides comprehensive support to students in employment upon graduation, creating a favorable environment for future professional self-realization.

The Youth Affairs Committee has been established at the University. With the support of this committee there are student clubs such as “Esil Art Studio” (club of creative directions, organizes internal events, it is a student association of dance, vocal, theater and design), “Esil Society assistance” (the activity of the club consists in the ideas of “service to society” as volunteering, helping the University in solving and implementing social problems, organizing charity events, actions, fairs, participation in the life and assistance to socially unprotected segments of society), “Esil Media club” (the main tasks of the club are - <https://esil.edu.kz/list-of-student-clubs/>). Through the activities of such clubs, students meet new people, expand their social circle and create long-term friendships and professional connections, develop leadership skills, personal interests and hobbies, and enhance professional skills.

Analytical part

The university provides an opportunity for external and internal mobility of students of EP. Memorandums and agreements are concluded for the development of interaction between internal and external mobility. In the Self-Assessment Report, the university notes that despite the efforts made, the development of international exchange programs faces a number of problems: insufficient level of foreign language skills of both students and faculty; high cost of participation in academic mobility programs; predominance of unilateral nature of academic mobility.

Thus, the study of university documents and interviews with students revealed the insufficient development of academic mobility of students in accredited programs.

The results of the questionnaire survey of students showed that the level of accessibility and responsiveness of the university administration are fully satisfied - 83.1% (49 people); partially satisfied - 6 (10.2%); accessibility of academic counseling is fully satisfied - 49 (81.4%); partially satisfied - 8 (15.3%); accessibility of health care services is fully satisfied - 50 (49 people).); partially satisfied - 6 (10,2%); accessibility of academic counseling fully satisfied - 49 (81,4%); partially satisfied - 8 (15,3%); accessibility of health care services fully satisfied - 50 (84,7%);

partially satisfied - 5 (8,5%); accessibility of library resources fully satisfied - 55 (88,1%); partially satisfied - 7 (11.9%).

Strengths/best practices for EP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law: none.

Recommendations for EP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law:

1. The University management should annually develop a plan of internal and external academic mobility of students and ensure its implementation. The terms of implementation - until the end of 2025-2026 academic year, further - on a permanent basis.

VEC Criteria Conclusions:

According to the standard “Learners” EP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law: have 12 - satisfactory positions.

6.7. “Faculty” Standard

- ✓ EOs should have an objective and transparent personnel policy, including in the context of EPs, including recruitment, professional growth and development of staff; ensuring professional competence of the entire staff
- ✓ The EO should demonstrate the compliance of the staff potential of the teaching staff with the specifics of the EPs
- ✓ The management of the EP should demonstrate an awareness of responsibility for its employees and ensuring favorable working conditions for them
- ✓ EP leadership must demonstrate a change in the role of the instructor due to the shift to student-centered learning
- ✓ EO should define the contribution of the teaching staff to the implementation of the EP development strategy, and other strategic documents
- ✓ EO should provide opportunities for career growth and professional development of the teaching staff of EPs
- ✓ The management of the EP should demonstrate willingness to involve practitioners of relevant industries in teaching
- ✓ EO should demonstrate the motivation for professional and personal development of teachers of EPs, including encouragement for integration of scientific activity and education, application of innovative teaching methods

An important factor is the readiness to develop academic mobility within the framework of the EP, attracting the best foreign and domestic teachers.

Proof part

The management of the EP pays paramount importance to the issue of providing qualified personnel. Selection and placement of scientific and pedagogical staff are carried out in strict compliance with the current legislation of the Republic of Kazakhstan and internal regulatory documents of the University (e.g., Rules of competitive replacement of positions of teaching staff of the institution “Esil University”, approved by the Board of Directors (Minutes №3 dated 06.04.2022, Pr EsU 19-01), Rules of internal labor regulations and corporate ethics of the institution “Esil University”, approved by the Rector dated 23.12.2022 (Pr EsU 20-05), etc.).

The process of recruitment of faculty members is ensured by the transparency of personnel procedures. For the implementation of EP 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “Jurisprudence” the staff is fully staffed with teaching staff with academic degrees and experience in pedagogical and practical activities, and meets the requirements.

Quantitative composition of teaching staff in 2024-2025 academic year (at the time of accreditation):

- EP 7M04118 “Management in Healthcare” EMBA - 13 persons, of which 4 are full-time and 9 guest lecturers-practitioners in the field of management in healthcare;
- EP 8D04105 “Business Administration” DBA - 5 persons, of which all of them are full-time. Among them there are 4 doctors of sciences and 1 PhD, staffing is 100%;
- Within the framework of EP 6B04204 “Law” training is carried out by 31 teachers, 29 of them are full-time. The share of full-time teachers from their total number is $29/31 = 94\%$. The share of teachers with academic degrees and titles from the total number of teachers is $22/31 =$

70.9%. The share of masters from the total number of teachers is $6/31 = 19,3\%$. Nine teachers with practical experience are involved in the educational process.

In general, the teaching staff of the chair “Law” consists of 19 people, 18 of them are full-time, 1 is a part-time employee. The staff of the department is represented by 2 PhDs, 7 Candidates of Law, 4 PhDs, 6 Masters of Law. The share of faculty members with academic degrees and titles is $13/19 = 68.4\%$.

EP 7M04118 “Management in Healthcare” EMBA is staffed by highly qualified teachers:

Dr. Turekulova D.M. - “Strategic Management”;

Dr. S.V. Ryumkin - “Business Research”;

Ph.D. Kushebina G.M. - “Operations Management - 1 part”;

PhD Chereeva B.T. - “Negotiation Technique”.

Guest lecturers have foreign education, MBA/EMBA, DBA/Master's degree, are leading experts in the field of healthcare and medical management, with many years of experience in senior positions in major medical organizations.

EP 8D04105 Business Administration DBA is staffed by highly qualified faculty members:

Turekulova D.M. - Doctor of Economics, Professor, holder of the title “The best teacher of the university - 2014” of the Ministry of Education and Science of the Republic of Kazakhstan, holder of the international scholarship ‘Bolashak’ (Northampton, UK, 2013-2014), holder of the badges of the Republic of Kazakhstan “Honorary Worker of Education”, “Honored Professor of Kazakhstan - 2020”, corresponding member of the European Academy of Natural Sciences (Edinburgh), corresponding member of the Russian Academy of Natural Sciences. Since 2020 she has been leading the project № AP08857332 “Management of regional competitiveness in the context of sustainable development of Kazakhstan based on the concept of “Evidence-based policy”;

Beisengaliev B.T. - Doctor of Economics, Professor, Academician of the Russian Academy of Natural Sciences, holder of the Order of Peter the Great “Unprecedented Things Happen” from the Russian Academy of Natural Sciences;

Taubayev A.A. - Doctor of Economics, Professor, holder of the titles “The best teacher of the university - 2015”, “The best researcher - 2021”, awarded with the Certificate of Merit of the Minister of Education and Science (2017), a letter of thanks from the Rating Agency “Expert RA Kazakhstan” for active participation in the VI Economic Forum of National Business (2014). He is a scientific supervisor of the projects: “Science-intensive high-tech sector in the countries of the Eurasian Economic Union: monitoring of development and prospects of interaction” (2018-2020), “Institutional status of science in modern Kazakh society: assessment of representativeness problems and development of priority directions of a new paradigm of development of the prestige of science” (2021-2023);

Ryumkin S.V. - Doctor of Economics, Associate Professor, Acting Professor, participant of the international project SAGRIS. Improvement of postgraduate education in the field of sustainable agriculture and agro-systems of the future in the Russian Federation and Kazakhstan (15.01.2020. - 14.01.2023, the coordinator and grant holder of the project was the University of Nürtingen-Gaislingen, Germany);

Chereeva B.T. - PhD, acting associate professor, head of the project “Zhas galym” “AR14972672 Improving the efficiency of management of state property in post-crisis conditions”.

The management of EP 6B04204 - “Law” carries out the attraction of specialists from the relevant branches of practice to teaching. So, for example, at the department “Law” carry out their activities teachers-practitioners: Buleuliev B.T. - lawyer-member of the Bar Association of Astana, Imangaliev N.K. - chief specialist of the Center of the judicial system and law enforcement agencies RSE “Institute of Parliamentarism”, Saulen N. - chief specialist of the center for agrarian issues, ecology and environmental legislation RSE “Institute of Parliamentarism”, Nurlumbayeva

L. E. - lawyer of the Department of strategic projects of JSC “Group of Companies Allur”, Ku. E. - lawyer of the Department of Strategic Projects of JSC “Group of Companies Allur”, Kulibek A.B. - legal consultant of the Chamber of Legal Consultants “United Center of Services”, Karipova A.I. - arbitrator of the Kazakhstan International Economic Arbitration, Kazikanov T.T. - senior consultant of RGU “Military unit 01068” under the Ministry of Defense of the Republic of Kazakhstan.

A.A. Evaluation of the competencies of teaching staff and monitoring of the quality of training is carried out through the organization of mutual visits. For example, the schedule of mutual visits of teaching staff for the 1st semester of bachelor's degree 2024-2025 academic year in the Department of “Law”, approved by the Dean of the Faculty of Applied Sciences Mukhamedjanova A.A. is presented to the members of the EEC. (https://esiledu-my.sharepoint.com/:b:/g/personal/cafedra_pravo_esil_edu_kz/ES7AuXKxybZPkZW35CsDzsEBzuyCyghSU-sOJ_dmzNG0eA?e=nHrPVH).

Teachers of accredited EPs integrate the results of their research into practice and teaching process, thus contributing to the implementation of the University Development Strategy and other strategic documents. In particular, the teaching staff of EP 6B04204 “Law” actively integrate the results of their research into practice and teaching process, for example:

- monographs of Dr. J.S., Associate Professor Buleuliev B.T. “New Criminal Procedure of RK: Towards Investigative Judges and Jury Trials” (2022), PhD Saulen N. “History and Modernity of Executive Power” (2022);

- Karipova A.E. is the author of the following works: “Ensuring the effectiveness of the institute of bailiffs in the Republic of Kazakhstan” (2024), “Actual problems of establishing adoption in family law of the Republic of Kazakhstan” (2024), “Album of schemes on the Administrative Procedural and Procedural Code of the Republic of Kazakhstan” (2023), “Album of schemes on administrative procedures and process” “Digital Transformation of Public Administration” (2024) - author's certificates presented during the visit of the VEC;

- Kulibek A.B. is the author of the following works: “Criminalistics” (textbook, 2022), “Economic kylmystar boyynsha sotqa deyingi tergeu barysynda kujattardy jasau boyynsha” (textbook, 2022), “Zaңdyқ conflictology” (textbook, 2023), “Advocacy - electronic textbook” (2024) - author's certificates were presented during the visit of the EEC;

- Saulen N. is the author of the monograph “History and Modernity of the Executive Power of the Republic of Kazakhstan” (2022) - author's certificates were presented during the VEC visit;

- scientific articles of faculty members published in the editions recommended by the authorized body.

A.E. An important component of EP's personnel policy is a system of professional development, which is planned and contributes to the achievement of the University's strategic development goals. Thus, during their visit to the University, members of the EEC were presented with information on professional development and retraining of staff at the Law Department over the past three years, as well as at the International Business School. During the 2023-2024 academic year, the teaching staff of the Law Department took various professional development and retraining courses in the subjects they teach and received certificates for 72 hours of training: Zhusupov A.D. – “Issues of the relationship between theory and practice in financial and tax legal relations”; Kemelbekov S.T., Mäney H. – “Professional competence of a lawyer and teaching skills” (advanced training courses in Omsk, Autonomous Non-Profit Organization of Additional Professional Education “Omsk Regional Institute”); Karipova A.E.

«Organized by the Nazarbayev University Research Centre for Entrepreneurship», 27-29 November 2023, Nazarbayev University; и др. An important component of the human resources policy of the OP is the system of professional development, which is of a planned nature and contributes to the solution of strategic objectives of the University development. Thus, when visiting the University, the members of the EEC are provided with information about professional

development and retraining of staff at the Department of “Law” for the last three years, as well as at the International Business School. For 2023-2024 academic year the teaching staff of the department “Law” have passed various courses of professional development and retraining in the profile of the taught disciplines and have certificates in the amount of 72 hours: Zhusupov A.D. - “Issues of correlation between the theory and practice of financial and tax legal relations”; Kemelbekov S.T., Monev H. - “Professional competence of a lawyer and pedagogical skills” (advanced training courses in Omsk, Autonomous non-profit organization of additional professional education “Omsk Regional Institute”); Karipova A.E. - “Organized by the Nazarbayev University Research Centre for Entrepreneurship”, 27-29 November 2023, Nazarbayev University; and others.

An important aspect is the provision of academic mobility based on the Regulation on Academic Mobility of Students and Faculty of “Esil University”, approved by the Rector on 18.04.2022 (<https://old.esil.edu.kz/upload/iblock/706/P-ob-akadem.-mobil.pdf>), which provides the necessary requirements and documented obligations for outgoing and incoming academic mobility programs.

The University actively develops cooperation with other higher education institutions both in Kazakhstan and abroad. This cooperation is carried out on the basis of agreements on mutual exchange of experience and is realized within the framework of joint EPs (<https://esil.edu.kz/partners-for-international-cooperation/>).

During the visit to the University, the management of EP 6B04204 “Law” announced the plans to sign in the near future an agreement on academic cooperation in the implementation of joint EPs with the Federal State Budgetary Educational Institution of Higher Education “V.F. Yakovlev Ural State Law University” (Russian Federation, Ekaterinburg).

On 26.12.2024 by the decision of the Board of Directors (Minutes #8) the Regulation on the system of remuneration of labor of the institution “Esil University” was approved, aimed at motivating employees and encouraging performance. During the meeting with the members of the EEC, the faculty members told about the peculiarities of payments according to the new Regulation (Criteria for faculty members are regulated by Annex 1 to the Regulation). Also, the teaching staff confirmed that from January 01, 2025 all employees of the University were paid according to the updated system. The implemented remuneration system is focused on the performance of employees and provides for differentiated remuneration depending on their contribution to the achievement of operational and strategic goals of the University. Salaries include fixed and variable parts. The variable part of the salary is formed on the basis of objective criteria, including the quality of work performed, compliance with labor discipline and initiative. Performance is assessed using an automated system (<https://cloud.esil.edu.kz>), which ensures transparency and objectivity of accruals.

During the visit, VEC members visited the recently opened and commissioned multifunctional TV studio, which is planned for online lecture recording.

The Quality Assurance and Strategic Analysis Department conducts questionnaire survey of the teaching staff in order to identify the level of satisfaction with working conditions. The results of the analysis of EsU faculty satisfaction aspects for 2024 are published on the University's website - <https://esil.edu.kz/otchet-sotsiologicheskogo-issledovaniya/>.

Analytical part

During the interviewing the faculty members expressed their satisfaction with the current personnel policy of the University, repeatedly emphasizing that the management of the University maximally shows its responsibility for its employees, as well as openness in the process of personnel management.

The analysis for the reporting period allows us to state that the qualitative indicator of staffing of teaching staff is sufficient for the implementation of accredited programs and meets the

qualification requirements.

The staff potential of teaching staff corresponds to the strategy and specifics of accredited EPs, it allows us to state that in the conditions of constantly accelerating process of knowledge updating, the construction of an effective system of formation of quality teaching staff is one of the priority tasks of EsU. At the same time, on the EP “Business Administration” DBA would strengthen the practical orientation of the program by attracting top managers of large companies, famous Kazakhstani and foreign businessmen to conduct classes, trainings, master classes, guest lectures.

The analysis also allows us to state that the management of EsU monitors the activities of the teaching staff, the organization of the educational process, as well as the relevant personnel policy. At the same time, taking into account that EsU management plans to adopt a new University Development Strategy in the near future (it became known during the meeting), it seems appropriate to develop and adopt a fundamental document - Personnel Policy.

The management of the EP ensures compliance with the principle of democratic approach to personnel management. The teaching staff have the opportunity to address the management of the EP in the working order to solve professional and personal issues during the reception hours, which was repeatedly mentioned by the teaching staff themselves during the interviews as one of the positive aspects of work in this university.

Also, during the visit, the EEC experts on this Standard found that there is a low level of academic mobility of teaching staff in the implemented EPs (information on academic mobility presented during the EEC visit mainly did not apply to accredited EPs), in particular outgoing to foreign universities, which may lead to lack of access to resources of external higher education institutions. In this regard, the management of accredited EPs needs to increase the level of academic mobility of the teaching staff, including by developing and adopting an appropriate plan. Taking into account that the University has concluded cooperation agreements with other universities, there is an opportunity to intensify the development of academic mobility programs both external and internal.

At the same time, visits to the classes of the teaching staff of the EP 6B04204 “Law” showed that the teaching staff does not sufficiently apply information and communication technologies, new and innovative forms and methods of teaching material presentation.

The information given in the self-assessment report about the existing experience of involving practitioners in teaching was fully confirmed in the course of discussions with focus groups.

According to the results of the questionnaire, the teaching staff expresses satisfaction with:

- correspondence of the content of the educational program to scientific and professional interests and needs 6 (85,7%) - very good, 1 (14,3%) - good,
- level of opportunities provided by the University for professional development and career growth of the teaching staff (5 (71,4%) - very good, 2 (28,6%) - good),
- the degree of academic freedom of teaching staff (4 (57.1%) - very good, 3 (42.9%) - good.

Strengths/best practices for EP 7M04118 Healthcare Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law: none.

Recommendations for EP 7M04118 Health Management EMBA, 8D04105 Business Administration DBA, 6B04204 Law:

1. To the head of EP “Business Administration” DBA to attract top managers of large companies, famous Kazakhstani and foreign businessmen to conduct classes, master classes, guest lectures to strengthen the practical orientation of the program. The deadlines for implementation - until the beginning of the 2026-2027 academic year.

2. To develop and start implementing the action plan to expand the external and internal

mobility of teaching staff in the context of academic programs and to attract the best foreign and domestic teachers. The deadline for implementation - by the end of the academic year 2025-2026.

3. to intensify the use of information and communication technologies, new and innovative forms and methods of teaching/learning, including through active use of the multifunctional TV studio. Deadlines for implementation - from 2025-2026 academic year.

VEC Criteria Conclusions:

According to the Standard “Faculty” educational programs 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “Law” 9 criteria are disclosed, of which have positions: satisfactory - 9. According to the Standard “Faculty” educational programs 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA, 6B04204 “Law” 9 criteria are disclosed, of which have positions: satisfactory - 9.



6.8. “Educational Resources and Student Support Systems” Standard

- ✓ The EO should ensure that there are sufficient learning resources and learner support services to ensure that the aim of the EP is achieved
- ✓ The EO must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of different groups of learners in the context of the OP (adults, working, foreign learners, as well as learners with disabilities).
- ✓ The management of the EO should demonstrate that procedures are in place to support different groups of learners, including information and counseling
- ✓ EP management should demonstrate the compliance of information resources with the specifics of the EP, including: technological support for students and faculty (e.g., online learning, modeling, databases, data analysis programs)
- library resources, including the fund of educational, methodological and scientific literature on general education, basic and specialized disciplines in hard copy and electronic media, periodicals, access to scientific databases
- expertise of the results of research and development, graduate work
- ✓ EO demonstrates planning to provide the EP with training equipment and software tools similar to those used in the relevant industries.

Proof part

Resources (material and technical, information, library, infrastructure) used to organize the learning process are sufficient and meet the requirements.

The library fund is an integral part of information resources and includes educational, educational and methodological, scientific, reference, industrial and practical literature, normative legal acts, as well as additional literature for personal self-development.

The number of publications in Kazakh, Russian or other languages of instruction in the library's collection is proportional to the contingent of students by language of instruction, and the quality of the collection meets the modern requirements of training specialists in the profile of the University.

Students are provided access to the world information by remote access to domestic, Russian and foreign full-text resources: the Republican Interuniversity Electronic Library (RMEL), Astana branch “Republican Scientific and Technical Library”, JSC “National Center for Scientific and Technical Information”, National Academic Library of RK, which allows you to search for the necessary literature and provides access to electronic databases.

Information about the availability of the fund of educational, educational-methodical and scientific literature for OP 6B04204 “Jurisprudence” was presented during the EEC visit, book supply for EP 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA is presented in Table 3.

Table 3 - Book supply for EP 7M04118 “Management in Healthcare” EMBA, 8D04105 “Business Administration” DBA

EP cluster	total	Educational literature			Scientific literature		
		total	Russian	English	total	Russian	English
Business Administration	3565	2495	2141	354	1070	955	115
Health care management	2436	1589	1502	87	847	755	92

On the website of the University in the section “Electronic Library” there is an opportunity to enter the personal account by the link - <https://cloud.esil.edu.kz/>. At present, there are 4250 e-books on all subjects in the e-library database.

During the visit to the scientific library, its staff familiarized with the work of the library. The library has a subscription, 5 reading rooms for 140 seats, including 1 electronic reading room, a periodicals room, an electronic room, a scientific literature room, a fiction room and two book depositories. The library has at its disposal 40 computers, 1 large-size copier, 3 MFPs. All computers are connected to the Internet, students have access to information resources, various

databases, collections of digitized documents, websites and web portals.

The library is available to faculty and students during the whole working day: reading rooms work from 08.00 to 19.00 hours without a lunch break, the lending library works from 09.00 to 19.00 hours without a break.

The indicators of material and technical equipment of the educational process are a characteristic of the Institute's potential and a guarantee of its sustainability. The University carries out a set of measures to form a modern material base, information space and effectively developed communication infrastructure, as well as to introduce new forms and methods of providing educational services based on modern information technologies. Thus, VEC members visited the multifunctional TV studio, Tick-Tock studio, recording studio, Media Hub, Welcome Center, lecture halls, training laboratory, forensics room, training courtroom, legal laboratory of the First Economic Arbitration, etc.

The process of examining graduate theses and dissertations for plagiarism is presented in the Anti-Plagiarism Regulation approved by the Rector dated 18.04.2022, P EsU 13-02 (<https://old.esil.edu.kz/upload/iblock/c61/P-ob-Antiplagate.pdf>).

Material-technical, library and information resources used for the organization of the learning process of EPs are sufficient and meet the requirements of the implemented EPs. The University has high technical equipment with modern computers. An information database has been created, which functions within each structural unit and allows to solve production issues promptly and flexibly.

At the same time, during the interview the University management voiced plans to build a separate 4-storey academic building, campus-type dormitory under PPP mechanism for 500 places.

Most classrooms are decorated with stands, furnished with furniture and office equipment, some are equipped with interactive whiteboards, projectors and computers connected to a local area network and have a connection to broadband Internet access - 100 Mbps. There is also Wi-Fi wireless Internet in the academic building and the University dormitory. All electrical appliances and office equipment meet safety requirements.

Provision with information resources in the context of cluster EPs and basic equipment of HEI with information resources correspond to the indicators of the University Strategic Development Plan.

The following types of software are utilized at the University:

- ERP system Platonus 6.0 is a system of administration and support of the educational process, which allows to automate the main processes of support of the educational process(<https://pl.esil.edu.kz>);
- the University's corporate website (<https://esil.edu.kz>), which contains University news, access to class schedules, the Rector's blog, and information for applicants and students;
- digital e-university platform Digital ESU (<https://digital.esil.edu.kz>) - includes modules providing internal business processes, including access to corporate mail;
- online training portal (<https://dl.esil.edu.kz>) - provides support and maintenance of online training, with the implementation of a module of close integration with the Platonus system;
- Antiplagiat.ru originality checking system (esil.n06.antiplagiat.com);
- Oes.kz online proctoring system (<https://esil.oes.kz/>).

In terms of supporting mass online courses, in addition to purchasing a subscription to the popular MOOC platform Coursera (50 licenses), the University has deployed its own MOOC platform - mooc.esil.edu.kz, which hosts training materials in open access (more than 30 courses).

In addition to the well-known webinar support platforms Zoom and MSTeams, the University has its own webinar platform (meet.esil.edu.kz), which has no restrictions on both the time of the webinar and the number of participants.

In addition, it is possible to record video lessons (in a multifunctional TV studio).

The dean's office and the department take into account the needs of various groups of students in the context of the EP. There are special designations for students with special needs, and an entrance group for wheelchair users. The Center for Inclusive Education is functioning.

Medical services are provided by the Astana Clinic private polyclinic, and a service agreement No. 50 was signed between the University and the RSE at the Alatau PHE dated January 21, 2025.

During the meeting with the students, the latter noted that the University has created conditions for movement between the academic building and the dormitory on a specially designated bus at the appointed hours.

Analytical part

The University demonstrates a sufficient number of educational resources and student support services that are accessible and appropriate to the objectives of accredited educational institutions. There is a continuous improvement of material, technical and information resources. The management of the educational institution creates conditions for effective student advancement along an individual educational trajectory, including consultations with advisors. The university creates conditions for conducting scientific research, integrating science into the educational process, and publishing the results of research work by staff and students.

The university has created all the necessary conditions for the educational process and the student support system. When carrying out educational activities, the university is guided by regulatory documents regulating mandatory regulatory requirements for the material, technical and educational laboratory facilities of educational organizations.

The logistical, library, and information resources used to organize the learning process meet the requirements of each implemented educational program. During a visual inspection of the premises and classrooms involved in the implementation of accredited educational programs, the WEC members made sure that the material and technical conditions had been created to meet the special educational needs of certain categories of students in terms of the University's infrastructure (tracks for the visually impaired, etc.).

The library is equipped accordingly, and it regularly updates its book collection. Access to electronic resources is open to everyone. In addition, there is a wireless Internet connection in the library.

During the visit to the library, the members of the WEC drew attention to the need to expand the fund of educational, methodological and scientific literature on EMBA EP 7M04118 "Management in Healthcare", as well as subscriptions to electronic international library resources.

An important factor in ensuring the quality of education and a guarantee of the successful development of accredited educational institutions is the continuous improvement of material, technical, information resources and student support systems.

The presence of a sports hall (provided by the RSE at the Alatau PHB), medical care (provided by the Astana Clinic), a canteen and an assembly hall, and a dormitory allows for effective social policy.

At the same time, taking into account the annual increase in the number of students (the representatives of the University themselves spoke about this), there is a need to expand the material and technical base, including the need for academic buildings.

Strengths/Best practices for EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law": missing.

EEC Recommendation for EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law":

1. The University management should expand the material and technical base, taking into account the growing number of students and the needs of various groups of students. The deadline

is until the beginning of the 2028-2029 academic year.

2. The University management should expand the fund of educational, methodological and scientific literature on EMBA EP 7M04118 "Management in Healthcare", with a subscription to electronic international library resources. The completion dates are until the end of the 2025-2026 academic year.

Conclusions of the EEC according to the criteria:

According to the Standard "Educational resources and student support systems" EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law" 9 criteria are disclosed, of which 9 have positions: satisfactory.



6.9. The "Informing the Public" Standard

- ✓ The EO must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include: expected learning outcomes of the implemented educational program qualifications and/or qualifications that will be awarded upon completion of the educational program teaching and learning approaches, as well as the assessment system (procedures, methods and forms) , information on passing grades and educational opportunities provided to students information about graduate employment opportunities
- ✓ The management of the EP should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.
- ✓ Public awareness should include support and explanation of the national development programs of the country and the system of higher and postgraduate education
- ✓ The EO must demonstrate that the information on the web resource characterizes it in general and in the context of educational programs .
- ✓ An important factor is the availability of adequate and objective information about the teaching staff of the EP
- ✓ An important factor is to inform the public about cooperation and interaction with partners within the framework of the EP.

Proof part

EsU has its own official website – <https://esil.edu.kz/> , the main page of which contains information about the University, its mission and vision, information about the leadership, strategic documents, etc.

In the "Internal regulatory documents" section (<https://esil.edu.kz/dokumenty/>) relevant internal documents have been posted regarding the rules of admission to training, the provision of educational benefits, the ongoing monitoring of academic performance and intermediate certification of students, the rules for competitive replacement of teaching staff positions, etc..

On the page of the Department of Law (<https://esil.edu.kz/department-of-international-trade-and-law/>) general information about the department and the implemented educational programs, achievements of teaching staff, staff, etc. is presented. In the "Documents" section (<https://esil.edu.kz/documents-department-of-international-trade-and-law/>) the Development Plan, Passport, KED EP 6B04204 – "Law", etc. are posted.

There is a separate page of the International Business School (<https://esil.edu.kz/ibs/>), where information about its programs is posted.

The EsU management uses a variety of ways to disseminate information, including leadership briefings, open days, and job fairs (<https://esil.edu.kz/?s=%D0%9A%D0%BE%D0%BD%D1%82%D0%B0%D0%BA%D1%82%D1%8B+-+ESIL+UNIVERSITY>), round tables, exhibitions of achievements, demonstration of implemented new technologies and equipment, career guidance months and weeks.

Every year, a "Career Day" is organized and held for University graduates, where employers are invited. The main purpose of the Career Day is to assist students and graduates in temporary and permanent employment, as well as to assist employers in recruiting promising young professionals.

One of the directions to assist in the employment of graduates is to post information on the Career Center's page (<https://esil.edu.kz/ru/career>), in social networks <https://www.instagram.com/kuefcareer> , <https://www.facebook.com/groups/kuefcareer/> , which contains information about the availability of vacancies, announcements of events (workshops, trainings, etc.), links to invitations to seminars for businessmen.

In order to employ graduates, the possibilities of the electronic labor exchange are used to post resumes (www.enbek.kz).

The University publishes information about the results of participation in various external assessment procedures and ratings (<https://esil.edu.kz/sertifikaty/>).

Analytical part

Informing the public about accredited EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law" is carried out by posting information on the official EsU website, on social networks, directly when stakeholders contact the structural divisions of the University. The University management uses a variety of ways to disseminate information – this is the official website of the University. <https://esil.edu.kz/> , social networks, briefings conducted by management, open days, job fairs, round tables, exhibitions of

achievements, demonstrations of implemented new technologies and equipment, career guidance months and weeks.

There is a "Rector's Blog" where anyone can ask a question to the first head of the university and get an answer (<https://esil.edu.kz/rectors-blog/>). The possibility of contacting the rector's Blog was confirmed by both teaching staff and students during meetings with them.

Despite the fact that the management of the EP has demonstrated a commitment to openness, nevertheless, working with the site requires improvement, not all documents are posted, and the information is not identical in three languages. During the meeting, the University management noted that the transition from the old website to the new one, which was created in connection with the rebranding of the University, is still underway.

The International Business School has its own "MBA/DBA" tab on the university's website (<https://esil.edu.kz/ibs/>), which contains information about educational programs, admission requirements, study formats, and admission documents. Note that according to EP 7M04118 "Healthcare Management" EMBA, "Business Administration" DBA, there is no information about the teaching staff of the EP.

Strengths/Best practices for EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law": missing.

EEC recommendations for EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Jurisprudence":

1. The University management should post all the fundamental documents on the official website, as well as update and publish reliable information on the official website on teaching approaches, training, the assessment system (procedures, methods and forms), and align all information on the website in three languages. The deadline is until the beginning of the 2025-2026 academic year, then on an ongoing basis.

2. The University management should post on the university's website in the tab of the international business school "MBA/DBA" according to EP 7M04118 "Healthcare Management" EMBA, "Business Administration" objective information about the teaching staff of the OP. The deadline is until the beginning of the 2025-2026 academic year, then on an ongoing basis.

Conclusions of the EEC according to the criteria:

According to the standard "Informing the public" EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law" 10 criteria are disclosed, of which 10 have positions: satisfactory.

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

The Educational Program Management Standard

The willingness of management to be open and accessible to stakeholders and stakeholders (students, teaching staff, etc.).

The Information Management and Reporting Standard

- according to this Standard, accredited EP have no strengths.

The standard "Development and approval of the educational program"

- according to this Standard, accredited EP have no strengths.

The standard "Continuous monitoring and periodic evaluation of the educational program"

- according to this Standard, accredited EP have no strengths.

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

- according to this Standard, accredited EP have no strengths.

The "Students" standard

- according to this Standard, accredited ops have no strengths.

The "Teaching staff" standard

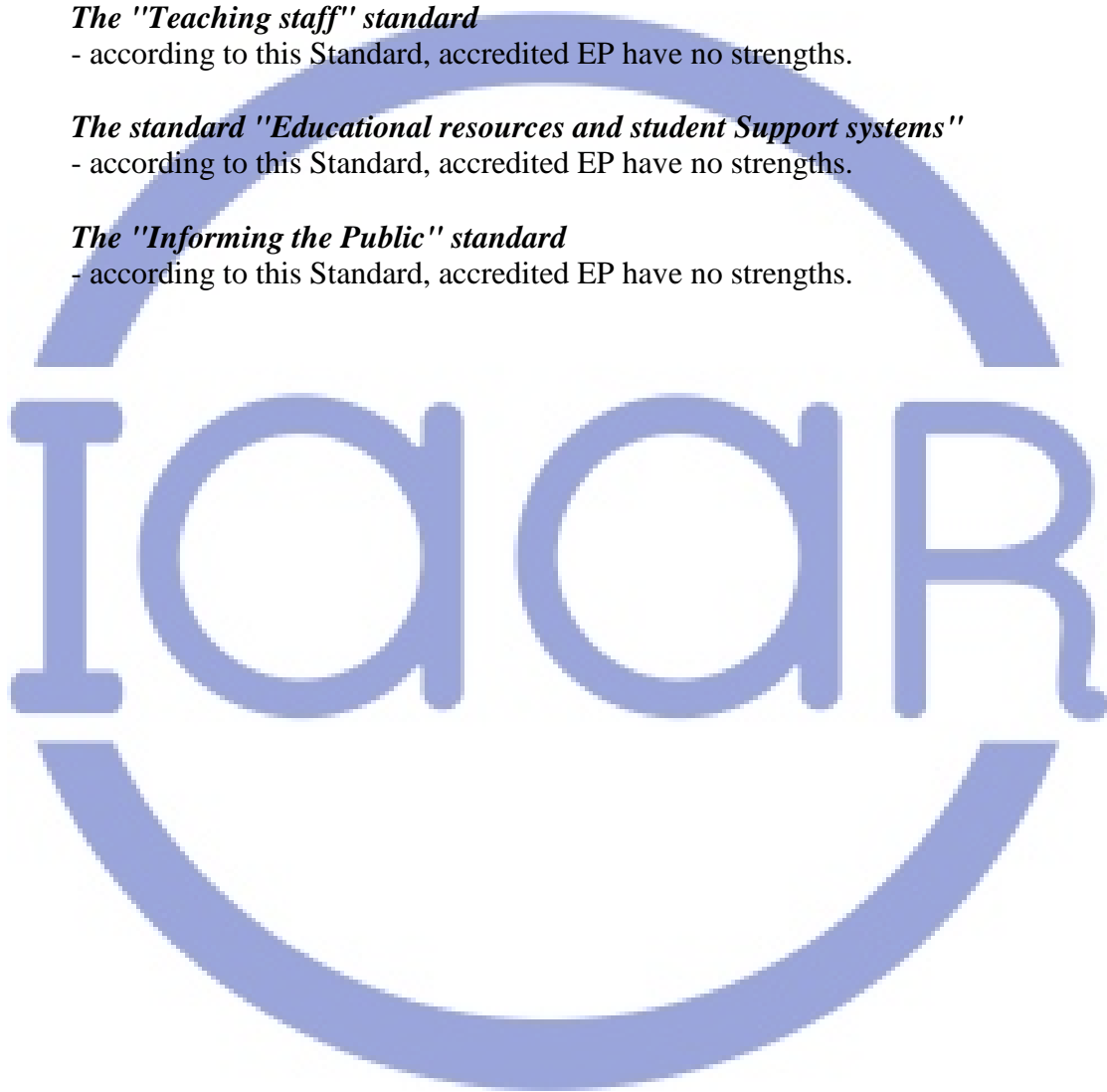
- according to this Standard, accredited EP have no strengths.

The standard "Educational resources and student Support systems"

- according to this Standard, accredited EP have no strengths.

The "Informing the Public" standard

- according to this Standard, accredited EP have no strengths.



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

The Educational Program Management Standard:

1. The University management should review the internal quality assurance policy, in particular in defining goals and mechanisms for their achievement. The deadline is until the beginning of the 2025-2026 academic year.
2. The University administration should approve the University's Development Program until 2029. The deadline is until the beginning of the 2025-2026 academic year.
3. The heads of the educational institutions "Healthcare Management", "Business Administration", "Jurisprudence" should review the Plan for the development of educational programs and bring them into line with the levels of education (bachelor's degree, master's degree, doctoral degree), specify indicators and final results. The deadline is until the beginning of the 2025-2026 academic year.
4. The heads of the educational institutions "Healthcare Management", "Business Administration", "Jurisprudence" should review the Plan for the development of educational programs, specify their uniqueness and individuality. The deadline is until the beginning of the 2025-2026 academic year.
5. The heads of the Health Care Management, Business Administration, and Law departments should develop effective risk management measures in the context of accredited departments. The completion dates are until the end of the 2025-2026 academic year.
6. The university management should expand the participation of representatives of employers, teaching staff and students accredited by the University as part of collegial bodies. The completion dates are until the end of the 2025-2026 academic year.
7. The heads of the EP "Healthcare Management", "Business Administration", "Law" should develop an internal document regulating the development, implementation and management of innovations. The completion dates are until the end of the 2025-2026 academic year.
8. The University management is recommended to develop and approve an internal document, which will contain a list of internal regulatory documents, the approval of which is within the competence of the Board of Directors, Rector, Academic Council, etc. The deadline is until the end of the 2025-2026 academic year.

The Information Management and Reporting Standard: not available.

The standard "Development and approval of the educational program":

1. The heads of the Health Care Management, Business Administration, and Law departments should expand the base of experts (including those from various fields of law – for the Law Department) for external peer review. The completion dates are until the end of the 2025-2026 academic year.
2. The heads of the EP "Management in Healthcare" should review the structure of modular educational programs. The completion dates are until the end of the 2025-2026 academic year.
3. The heads of the educational programs "Healthcare Management", "Business Administration", "Law" should more widely involve students, teaching staff and other interested parties in the development and discussion of the educational program. The completion dates are until the end of the 2025-2026 academic year.
4. The heads of EP 6B04204 "Law" should provide for the possibility of preparing students for professional certification. The deadline is until the end of the 2026-2027 academic year.

The standard "Continuous monitoring and periodic evaluation of the educational program"

1. The heads of the educational institutions "Healthcare Management", "Business Administration", "Law" should update the content of the disciplines in the light of the latest achievements of science and practice. The completion dates are until the end of the 2025-2026 academic year.

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

1. The heads of the educational institutions "Healthcare Management", "Business Administration", "Law" should make greater use of various forms and active methods of teaching and learning. The completion dates are until the end of the 2025-2026 academic year.

2. The heads of the educational institutions "Healthcare Management", "Business Administration", "Law" should conduct their own research in the field of teaching methods with subsequent implementation in the educational process. The completion dates are until the end of the 2025-2026 academic year.

The "Students" standard

1. The university management should annually develop a plan for internal and external academic mobility of students. The deadlines are until the end of the 2025-2026 academic year, then on an ongoing basis.

The "Teaching staff" standard:

1. To develop and approve the Personnel Policy of the Esil University institution, which will become a fundamental document in the field of personnel management focused on human development. The deadline is until the beginning of the 2026-2027 academic year.

2. The head of the DBA Business Administration Department should involve top managers of large companies, well-known Kazakhstani and foreign businessmen in conducting classes, master classes, and guest lectures to enhance the practice orientation of the program. The deadline is until the beginning of the 2026-2027 academic year.

3. To develop and start implementing an action plan to expand the external and internal mobility of teaching staff in the context of professional education and attract the best foreign and domestic teachers. The completion dates are until the end of the 2025-2026 academic year.

4. To intensify the use of information and communication technologies by teaching staff, new and innovative forms and methods of teaching/presenting educational material, including through the active use of the capabilities of a multifunctional television studio. The completion dates are from the 2025-2026 academic year.

The standard "Educational Resources and student Support systems":

1. The University management should expand the material and technical base, taking into account the growing number of students and the needs of various groups of students. The deadline is until the beginning of the 2028-2029 academic year.

2. The University management should expand the fund of educational, methodological and scientific literature on EMBA EP 7M04118 "Management in Healthcare", with a subscription to electronic international library resources. The completion dates are until the end of the 2025-2026 academic year.

The "Informing the Public" standard

1. The University management should post all the fundamental documents on the official website, as well as update and publish reliable information on the official website about teaching and learning approaches, the assessment system (procedures, methods and forms), and align all information on the website in three languages. The deadline is until the beginning of the 2025-2026 academic year, then on an ongoing basis.

2. The University management should post on the university's website in the tab of the international business school "MBA/DBA" according to EP 7M04118 "Healthcare Management" EMBA, "Business Administration" objective information about the teaching staff of the EP. The deadline is until the beginning of the 2025-2026 academic year, then on an ongoing basis.

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

(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL

The members of the EEC came to the unanimous opinion that EP 7M04118 "Healthcare Management" EMBA, 8D04105 "Business Administration" DBA, 6B04204 "Law" of the Esil University Institution is recommended for accreditation for a period of 5 years.



Appendix 1. Evaluation table "Conclusion of the external expert commission" (for EP 6B04204 "Law", 7M04118 "Management" "Management in healthcare" EMBA, 8D04105 "Business Administration" DBA):

№ п/п н/н	№ п/п н/н	Evaluation criteria	The position of the educational organization			
			Сильная Strong	Satisfactory	Suggests improvement	Unsatisfactory
The Educational Program Management Standard						
1	1.	The organization of higher and/or postgraduate education must have a published quality assurance policy. The quality assurance policy should reflect the relationship between scientific research, teaching and learning.		+		
2	2.	The organization of higher and (or) postgraduate education should demonstrate the development of a culture of quality assurance, including in the context of secondary education.		+		
3	3.	Commitment to quality assurance should apply to any activity performed by contractors and partners (outsourcing), including in the implementation of joint/double degree education and academic mobility.		+		
4	4.	The management of the Educational institution demonstrates its readiness to ensure transparency in the development of an educational institution's development plan based on an analysis of its functioning, the real positioning of the EO and the focus of its activities on meeting the needs of the state, employers, students and other stakeholders. The plan should contain a timeline for the start of the educational program.		+		
5	5.	The management of the EP demonstrates the existence of mechanisms for the formation and regular review of the EP development plan and monitoring its implementation, assessing the achievement of training goals, meeting the needs of students, employers and society, and making decisions aimed at continuous improvement of the operating system.		+		
6	6.	The management of the EP should involve representatives of groups of stakeholders, including employers, students and teaching staff in the formation of a development plan for the EP.		+		
7	7.	The management of the educational institution should demonstrate the individuality and uniqueness of the educational development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education.		+		
8	8.	The organization of higher and (or) postgraduate education should demonstrate a clear definition of those responsible for business processes within the framework of the educational program, an unambiguous distribution of staff responsibilities, and the differentiation of functions of collegial bodies.		+		
9	9.	The management of the educational institution must provide evidence of the transparency of the educational program management system.		+		
10	10.	The management of the EP must demonstrate the existence of an internal quality assurance system for the EP, including its design, management and monitoring, their improvement, and fact-based decision-making.		+		

11	11.	The management of the EP should carry out risk management, including within the framework of the EP undergoing initial accreditation, as well as demonstrate a system of measures aimed at reducing the degree of risk.		+		
12	12.	The management of the educational institution should ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegial management bodies of the educational program, as well as their representativeness in making decisions on the management of the educational program.		+		
13	13.	The educational organization should demonstrate innovation management within the framework of the EP, including the analysis and implementation of innovative proposals.			+	
14	14.	The management of the educational program should demonstrate evidence of readiness for openness and accessibility for students, teaching staff, employers and other interested persons.	+			
15	15.	The management of the EP should be trained in educational management programs.		+		
Total on Standard			1	13	1	0
he Information Management and Reporting Standard						
16	1.	The educational organization must demonstrate the existence of a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software tools, and that it uses a variety of methods to collect and analyze information in the context of the EP.		+		
17	2.	The management of the EP should demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.		+		
18	3.	The management of the EP should demonstrate fact-based decision-making.		+		
19	4.	A regular reporting system should be provided within the framework of the EP, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of departments and departments, and scientific research.		+		
20	5.	The educational organization should establish the frequency, forms and methods of evaluating the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.		+		
21	6.	The educational organization must demonstrate the definition of the procedure and ensuring the protection of information, including the identification of those responsible for the accuracy and timeliness of information analysis and data provision.		+		
22	7.	An important factor is the availability of mechanisms for involving students, employees and teaching staff in the processes of collecting and analyzing information, as well as making decisions based on them.		+		
23	8.	The management of the educational program should demonstrate the existence of a mechanism for communication with students, employees and other stakeholders, as well as conflict resolution mechanisms.		+		
24	9.	The educational organization should demonstrate the existence of mechanisms for measuring the degree of satisfaction of the needs of teaching staff, staff and students within the framework of the EP.		+		
25	10.	The educational organization should provide for an assessment of the effectiveness and efficiency of activities, including in the context of the EP.		+		

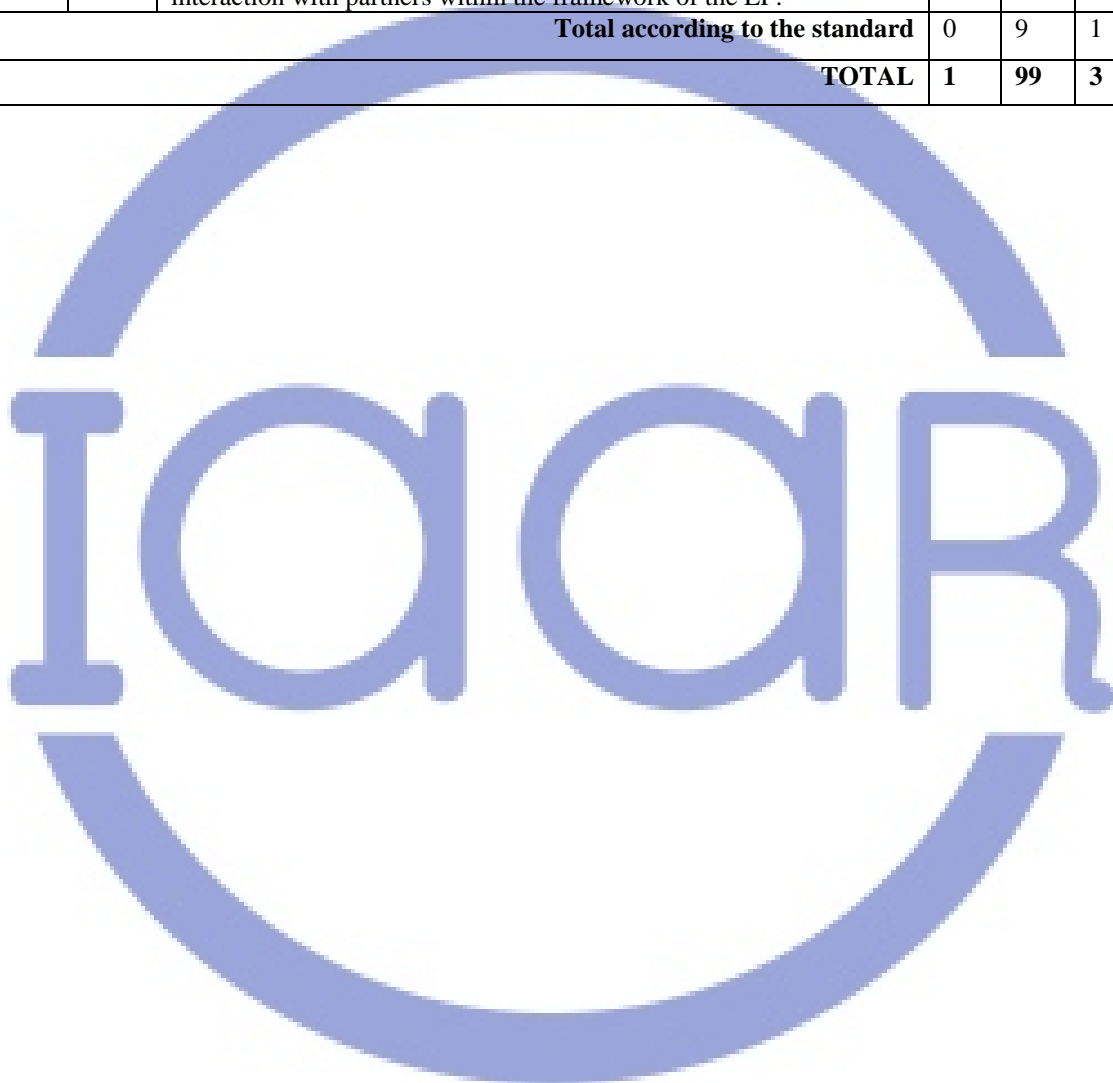
<i>The information intended for collection and analysis within the framework of the EP should take into account:</i>						
26	11.	key performance indicators;		+		
27	12.	the dynamics of the student body in terms of forms and types;		+		
28	13.	academic performance, student achievements, and expulsion;		+		
29	14.	satisfaction of students with the implementation of the EP and the quality of education at the university;		+		
30	15.	availability of educational resources and support systems for students		+		
31	16.	The educational organization must confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.		+		
Total according to the standard			0	16	0	0
The standard "Development and approval of the educational program"						
32	1.	The educational organization should define and document procedures for the development of the EP and their approval at the institutional level.		+		
33	2.	The management of the EP should ensure that the developed EP meets the established goals, including the expected learning outcomes.		+		
34	3.	The management of the EP should demonstrate the existence of mechanisms for reviewing the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demand of society.		+		
35	4.	The management of the EP should ensure that there are developed models of the graduate of the EP that describe learning outcomes and personal qualities.		+		
36	5.	The management of the EP should demonstrate the conduct of external examinations of the content of the EP and the planned results of its implementation.		+		
37	6.	The qualifications awarded upon completion of the OP must be clearly defined and correspond to a certain level of NSC and QF-EHEA.		+		
38	7.	The management of the EP should determine the impact of disciplines and professional practices on the formation of learning outcomes.		+		
39	8.	An important factor is the possibility of training students for professional certification		+		
40	9.	The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development of educational programs and ensuring their quality		+		
41	10.	The management of the EP should ensure that the content of academic disciplines and planned results correspond to the level of education (bachelor's, master's, doctoral studies).		+		
42	11.	The structure of the educational program should provide for various types of activities that ensure that students achieve the planned learning outcomes.		+		
43	12.	An important factor is the correspondence of the content of the educational program and the results of the educational program implemented by organizations of higher and (or) postgraduate education in the EHEA.		+		
Total according to the standard			0	12	0	0
The standard "Continuous monitoring and periodic evaluation of educational programs"						
44	1.	The EO should define mechanisms for monitoring and periodic evaluation of the educational process to ensure that the goal is achieved and the needs of students and society are met, and show the		+		

		focus of the mechanisms on continuous improvement of the educational process.				
<i>Monitoring and periodic evaluation of the EP should include:</i>						
45	2.	the content of the programs in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the discipline being taught;		+		
46	3.	changing needs of society and professional environment;		+		
47	4.	students' workload and academic performance;		+		
48	5.	effectiveness of student assessment procedures;		+		
49	6.	expectations, needs, and satisfaction of students with EP training;		+		
50	7.	the educational environment and support services, and their compliance with the goals of the EP		+		
51	8.	The management of the EP should demonstrate a systematic approach to monitoring and periodically evaluating the quality of the EP		+		
52	9.	EO, the management of the EP should define a mechanism for informing all stakeholders about any planned or undertaken actions regarding the EP		+		
53	10.	All changes made to the EP must be published.		+		
Total according to the standard			0	10	0	0
The standard "Student-centered learning, teaching and assessment of academic performance"						
54	1.	The management of the educational institution should ensure respect and attention to different groups of students and their needs, and provide them with flexible learning paths.		+		
55	2.	The management of the educational institution should provide for the use of various forms and methods of teaching and learning.		+		
56	3.	An important factor is the availability of own research in the field of teaching methods of academic disciplines of the EP.			+	
57	4.	The management of the educational institution should demonstrate the availability of feedback mechanisms on the use of various teaching methods and assessment of learning outcomes.		+		
58	5.	The management of the educational institution should demonstrate the availability of mechanisms to support the autonomy of students with simultaneous guidance and assistance from the teacher.		+		
59	6.	The management of the educational institution should demonstrate the existence of a procedure for responding to student complaints.		+		
60	7.	The EO should ensure consistency, transparency, and objectivity of the learning outcomes assessment mechanism, including the appeal		+		
61	8.	The EO should ensure that the procedures for evaluating the learning outcomes of the students of the OP correspond to the planned results and goals of the program, and publish evaluation criteria and methods in advance.		+		
62	9.	The EO should define mechanisms for ensuring that each graduate of the educational institution achieves learning outcomes and ensures that they are fully formed.		+		
63	10.	Evaluators should be familiar with modern methods of evaluating learning outcomes and regularly upgrade their skills in this area.		+		
Total on Standard			0	9	1	0

The "Students" standard						
64	1.	The EO must demonstrate the existence of a policy for the formation of a student body in the context of the educational program, ensure transparency and publication of its procedures governing the life cycle of students (from admission to completion).		+		
<i>The management of the educational institution should determine the order of formation of the contingent of students based on:</i>						
65	2.	minimum requirements for applicants;		+		
66	3.	the maximum group size during seminars, practical, laboratory and studio classes;		+		
67	4.	forecasting the number of government grants;		+		
68	5.	analysis of available logistical, information resources, and human resources;		+		
69	6.	analysis of potential social conditions for students, including the provision of places in the dormitory		+		
70	7.	The management of the educational institution should demonstrate its readiness to conduct special adaptation and support programs for newly enrolled and international students.		+		
71	8.	The EO must demonstrate compliance of its actions with the Lisbon Recognition Convention, the existence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and non-formal education.		+		
72	9.	The EO should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications		+		
73	10.	The EO should provide opportunities for external and internal mobility of students, as well as willingness to assist them in obtaining external grants for training.		+		
74	11.	The management of the educational institution should demonstrate its readiness to provide students with internship places, promote the employment of graduates, and keep in touch with them.		+		
75	12.	The EO should provide for the possibility of providing graduates with documents confirming their qualifications, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.		+		
Total on Standard			0	12	0	0
The "Teaching staff" standard						
76	1.	EP should have an objective and transparent personnel policy, including in the context of HR, including recruitment, professional growth and staff development, ensuring the professional competence of the entire staff.		+		
77	2.	The EO must demonstrate the compliance of the personnel potential of the teaching staff with the specifics of the EP		+		
78	3.	The management of the EP must demonstrate awareness of responsibility for their employees and ensure favorable working conditions for them.		+		
79	4.	The management of the educational institution should demonstrate the change in the role of the teacher in connection with the transition to student-centered learning.		+		
80	5.	The EO should determine the contribution of the teaching staff of the EP to the implementation of the development strategy of the EO and other strategic documents.		+		

81	6.	The educational organization should provide opportunities for career advancement and professional development of the teaching staff of the educational program.		+		
82	7.	The management of the educational organization should demonstrate its willingness to involve practitioners from relevant sectors of the economy in teaching		+		
83	8.	The EO should demonstrate motivation for the professional and personal development of teachers of the educational institution, including encouragement for the integration of scientific activity and education, the use of innovative teaching methods.		+		
84	9.	An important factor is the willingness to develop academic mobility within the framework of the EP, to attract the best foreign and domestic teachers.		+		
Total according to the standard			0	9	0	0
The standard "Educational Resources and student Support systems"						
85	1.	The EO must ensure that there are sufficient educational resources and student support services to ensure that the goal is achieved.		+		
86	2.	The EO must demonstrate the sufficiency of material and technical resources and infrastructure, taking into account the needs of various groups of students in the context of educational institutions (adults, working people, foreign students, as well as students with disabilities)		+		
87	3.	The management of the EP should demonstrate the availability of support procedures for various groups of students, including information and counseling		+		
<i>The management of the EP should demonstrate the compliance of information resources with the specifics of the EP, including:</i>						
88	4.	technological support for students and teaching staff (for example, online learning, modeling, databases, data analysis programs);		+		
89	5.	library resources, including the collection of educational, methodological and scientific literature on general education, basic and specialized disciplines on paper and electronic media, periodicals, access to scientific databases;		+		
90	6.	examination of research results, graduation papers, dissertations for plagiarism;		+		
91	7.	access to educational Internet resources;		+		
92	8.	функционирование WI-FI на территории организации образования. the operation of WI-FI on the territory of the educational organization.		+		
93	9.	The EO demonstrates planning for the provision of educational equipment and software similar to those used in the relevant sectors of the economy.		+		
Total according to the standard Итого по стандарту			0	9	0	0
The "Informing the Public" standard						
<i>The EO must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:</i>						
94	1.	expected learning outcomes of the implemented educational program;		+		
95	2.	qualifications and/or qualifications that will be awarded upon completion of the educational program;		+		
96	3.	teaching and learning approaches, as well as the assessment system (procedures, methods, and forms);			+	
97	4.	information about passing grades and educational opportunities provided to students;		+		

98	5.	information about graduate employment opportunities.		+		
99	6.	The management of the EP should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.		+		
100	7.	Public awareness should include support and explanation of the national development programs of the country and the system of higher and postgraduate education.		+		
101	8.	The EO must demonstrate that the information on the web resource characterizes it in general and in the context of educational programs.		+		
102	9.	An important factor is the availability of adequate and objective information about the teaching staff of the EP.		+		
103	10.	An important factor is to inform the public about cooperation and interaction with partners within the framework of the EP.		+		
Total according to the standard			0	9	1	0
TOTAL			1	99	3	0



Appendix 2. VISIT PROGRAM TO THE EDUCATIONAL INSTITUTION



PROGRAM **VISIT OF THE EXTERNAL EXPERT COMMISSION OF THE INDEPENDENT AGENCY FOR ACCREDITATION** **AND RATING (IAAF) AT ESIL UNIVERSITY** **(international specialized accreditation)**

Date of the visit: February 26-28, 2025

**According to Astana city time*

Cluster 1	1) 7M04118 EMBA – Healthcare Management (primary accreditation) 2) 8D04105 Business Administration (BBA) (Primary accreditation) 3) 6B04204 Law (primary accreditation)
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Date and time	Work of the EEC with target groups	Last name, first name, patronymic, and position of target group participants	Place
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25 February 2025			
10.00-11.00	Preliminary meeting of the EEC (<i>discussion of key issues and the visit program</i>)	<i>External experts IAAR</i>	Join to the conference Zoom https://us02web.zoom.us/j/3892931765 Identifier: 389 293 1765 (<i>only for EEC</i>)
1 день: 26 февраля 2025			
10.00-10.30	Distribution of responsibilities among experts, resolution of organizational issues	<i>External experts IAAR</i>	Conference hall, 2 floor (working office of EEC) Join to the conference Zoom https://us02web.zoom.us/j/3892931765 Identifier: 389 293 1765 (only for EEC)
10.30-11.00	Meeting with the Chair of the Board – Rector	Chair of the Board – Rector – Ayapbergen Aldanaevich Taubayev	Conference hall, 2 floor (working office of EEC) Join to the conference Zoom https://us02web.zoom.us/j/3892931765 Identifier: 389 293 1765 (only for EEC)
11.00-11.15	Technical break	<i>External experts IAAR</i>	Conference hall, 2 floor (working office of EEC)
11.15-12.00	Meeting with vice-rectors	1) <i>First Vice-Rector – Vice-Rector for Academic Affairs – Serik Bikhanyuly Makyshev</i> 2) <i>Vice-Rector for Research and Internationalization – Dametken Medikhanovna Turekulova</i> 3) <i>Vice-Rector for Strategy and Digitalization – Gabit Zhumabayevich Shuytenov</i>	Conference hall, 2 floor (working office of EEC) Join to the conference Zoom https://us02web.zoom.us/j/3892931765 Identifier: 389 293 1765 (only for EEC)
12.00-12.15	Technical break	<i>External experts IAAR</i>	Conference hall, 2 floor (working office of EEC)
12.15-13.00	Meeting with heads of structural divisions	1) <i>Planning and Monitoring of the Educational Process Department – Baglan Yerkinovna Zharlgasova</i>	Conference hall, 2 floor (working office of EEC) Join to the conference Zoom

		2) Registrar's Office – Gulnar Malikovna Kushebina 3) International Cooperation Department – Elmira Bekbolatovna Zadanova 4) Career Center – Yerbol Khamitovich Sakeev 5) Center for Socio-Economic Research – Dmitry Nikolaevich Ulybyshev 6) Financial Accounting and Analysis Department – Gabiden Tulakbaevich Shardarov 7) Scientific Library – Sairan Elubaevna Mustafina 8) Information Technology Center – Jangeldi Ashimovich Akparov 9) Academic Secretary – Roza Ildarovna Burganova 10) Quality Assurance and Strategic Analysis Department – Shynar Orazalieva Mendalieva	https://us02web.zoom.us/j/3892931765 Identifier: 389 293 1765 (only for EEC)
13.00-14.00	Lunch break	External experts IAAR	
14.00-14.40	Interview with deans	1) Dean of the Faculty of Business and Management – Gulzhan Baltabayevna Alina 2) Dean of the Faculty of Applied Sciences – Aigul Aitmagambetovna Mukhamedzhanova 3) Dean for Student Affairs – Shynar Kungeldikyzy	Conference hall, 2 floor (working office of EEC) Join to the conference Zoom https://us02web.zoom.us/j/3892931765 Identifier: 389 293 1765 (only for EEC)
14.40-14.50	Technical break	External experts IAAR	Conference hall, 2 floor (working office of EEC)
14.50-15.30	Interviews with Heads of Departments / Program Coordinators	1) Head of the Law Department - Askar Kadyrovich Kaliev 2) Head of the Jurisprudence Department - Aigul Amangeldieva Kazenova 3) Head of the International Business School - Zhanat Zhaksaikovna Zhusupova	Conference room, 2nd floor Join the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
15.30-15.40	Technical break	External experts IAAR	Conference hall, 2 floor (working office of EEC)

15.40-16.20	Meeting with teaching staff	<i>Cluster 1 (Appendix No. 1) List of teaching staff for the survey</i>	Conference room, 2nd floor Join the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
16.20-17.20	Questionnaire for teaching staff (in parallel)	<i>Appendix 2</i>	<i>The link is sent to the teacher's personal email address.</i>
16.20-16.30	Technical break	<i>External IAAR experts</i>	<i>Conference hall, 2 floor (working office of EEC)</i>
16.30-18.00	Visual inspection of EO	<i>Appendix 3 (Route by clusters with responsible parties)</i>	<i>On the route</i> Connect to the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
18.00-18.30	Work of the EEC (discussion of results and summary of Day 1)	<i>External IAAR experts</i>	<i>Conference hall, 2 floor (working office of EEC)</i> Join the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (for EEC only)
19.00 – 20.00	Dinner	<i>External IAAR experts</i>	
Day 2: February 27, 2025			
10.00-10.30	Work of the EEC (discussion of organizational issues)	<i>External IAAR experts</i>	<i>Conference hall, 2 floor (working office of EEC)</i> Join the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID:

			389 293 1765 (for EEC only)
10.30-11.10	Interview with students	1 cluster (Appendix No. 4)	Conference room, 2nd floor Join the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID:389 293 1765
11.10-12.10	Student survey (parallel)	Appendix No. 5 List of students for the survey	The link is sent to the student's personal email address.
11.10-11.25	Technical break	External IAAR experts	Конференц-зал, 2 этаж (рабочий кабинет ВЭК)
11.25-13.00	Working with department documents and attending classes according to the schedule (Appendix 6)	1) Head of the Law Department - Askar Kadyrovich Kaliev 2) Head of the International Business School - Zhanat Zhaksaikovna Zhusupova	Conference room, 2nd floor Join the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID:389 293 1765 The link is sent to the student's personal email address.
13.00-14.00	Lunch break	External IAAR experts	
14.00-14.30	Work of the EEC (exchange of views)	External IAAR experts	Conference hall, 2 floor (working office of EEC) Join the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (for EEC only)
14.30-15.30	Visiting EP practice bases (in parallel by clusters)	Appendix No. 7 Route by clusters	Along the route Join the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765

15.30-15.50	Technical break	<i>External IAAR experts</i>	<i>Conference hall, 2 floor (working office of EEC)</i>
15.50-18.00	Work of the EEC, discussion of the results of the second day and profile parameters (<i>recording in progress</i>)	<i>External IAAR experts</i>	<i>Conference hall, 2 floor (working office of EEC)</i> Join to the conference Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (for EEC only)
18.00-19.00	Dinner	<i>External IAAR experts</i>	
Day 3: February 28, 2025			
10.00-11.30	Work of the VEK (development and discussion of recommendations) (<i>recording in progress</i>)	<i>External IAAR experts</i>	<i>Conference hall, 2 floor (working office of EEC)</i> Join to the conference Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (for EEC only)
11.30-11.40	Technical break	<i>External IAAR experts</i>	<i>Conference hall, 2 floor (working office of EEC)</i>
11.40-13.00	Work of the EEC, development and discussion of recommendations	<i>External IAAR experts</i>	<i>Conference hall, 2 floor (working office of EEC)</i> <i>(Individual offline work by an expert)</i>
13.00-14.00	Lunch break	<i>External IAAR experts</i>	
14.00-16.15	Work of the EEC, discussion, decision-making by voting	<i>External IAAR experts</i>	<i>Conference hall, 2 floor (working office of EEC)</i>

	(recording in progress)		<p>Join to the conference Zoom https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765 (for EEC only)</p>
16.15-16.30	Technical break	<i>External IAAR experts</i>	Conference hall, 2 floor (working office of EEC)
16.30-17.00	Final meeting of the EEC with the university management	<i>Heads of the university and structural divisions</i>	Conference room, 2nd floor Join the Zoom conference https://us02web.zoom.us/j/3892931765 Conference ID: 389 293 1765
18.00-19.00	Dinner	<i>External IAAR experts</i>	

Appendix 3. RESULTS OF THE PPP SURVEY

Results of an anonymous survey of faculty members

Esil University

1. Total number of questionnaires: 7

2. Department:

Faculty of Business and Management	2	28,6
Faculty of Applied Sciences	4	57,1
Faculty of Economics and Construction	1	14,3

3. Position

Professor	1	14,3%
Associate Professor	3 people	42,9%
Senior Lecturer	1	14,3%
Lecturer	1	14,3%
Head of Department		
Acting Professor		
Visiting Lecturer	1	14,3%

4.

Academic degree, academic title

Honored Worker of the Republic of Kazakhstan	0 people	0%
Doctor of Science	1	14,3%
Candidate of Science	2 p.	28,6%
Master	2 p.	28,6%
PhD	1	14,3%
Professor		
Associate Professor		
No		
DBA	1	14,3%

5. Work experience

Less than 1 year	3 p.	42,9%
1 year – 5 years	2 p.	28,6%
More than 5 years	2 p.	28,6%

№	Questions	Very good	good	Pretty bad	bad	Very poor	Didn't respond
6	To what extent does the content of the educational program meet your scientific and professional interests and needs?	6 p. (85,7%)	1 p. (14,3%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
7	How do you assess the opportunities provided by the university for the professional development of teaching staff?	5 p. (71,4%)	2 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
8	How do you assess the opportunities provided by the university for the career growth of teaching staff?	5 p. (71,4%)	2 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
9	How would you rate the degree of academic freedom of teaching staff?	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
	To what extent can teachers use their own			0 p. (0%)	0 p. (0%)	0 p. (0%)	
10	• Strategies	5 p. (71,4%)	2 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
11	• Methods	6 p. (85,7%)	1 p. (14,3%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
12	• Innovations in the learning process	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
13	How would you rate the work done to organize medical care and disease prevention at the university?	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
14	How much attention does the school's management pay to the content of the educational program?	5 p. (71,4%)	2 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-

15	How would you rate the adequacy and accessibility of the necessary scientific and educational literature in the library?	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
16	Please evaluate the level of conditions created, taking into account the needs of different groups of students.	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
	Assess the accessibility of management			0 p. (0%)	0 p. (0%)	0 p. (0%)	
17	• Students	5 p. (71,4%)	2 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
18	• Teachers	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
19	Assess the involvement of teaching staff in the process of making managerial and strategic decisions	5 p. (71,4%)	2 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
20	How is innovative activity among teaching staff encouraged?	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
21	Assess the level of feedback between teaching staff and management	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
22	What is the level of motivation and involvement of young professionals in the educational process?	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
23	Assess the opportunities created for professional and personal growth for each teacher and employee	5 p. (71,4%)	2 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
24	Assess the adequacy of recognition of teachers' potential and abilities	5 p. (71,4%)	2 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
	How is the work organized?			0 p. (0%)	0 p. (0%)	0 p. (0%)	
25	• Academic mobility	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
26	• Professional development of teaching staff	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
	Evaluate the support provided by the university and its management			0 p. (0%)	0 p. (0%)	0 p. (0%)	
27	• Research initiatives of teaching staff	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
28	• Development of new educational programs/courses/methodologies	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
	Assess the ability of teaching staff to combine teaching			0 p. (0%)	0 p. (0%)	0 p. (0%)	
29	• with scientific research	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
30	• with practical activities	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
31	Assess the extent to which the knowledge students acquire at this university corresponds to the realities of the modern labor market	2 p. (71,4%)	5 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
32	How do the university's management and administration respond to criticism?	2 p. (71,4%)	5 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
33	Assess the extent to which your workload meets your expectations and capabilities	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
34	Assess the focus of educational programs/curricula on developing students' skills and abilities to analyze situations and make predictions	2 p. (71,4%)	5 p. (28,6%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-
35	Assess the extent to which the educational program's content and quality of implementation meet the expectations of the labor market and employers	4 p. (57,1%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)	0 p. (0%)	-

36. Why do you work at this particular university?

Over many years of work at the university, it has earned a solid reputation in the market and still holds a leading position in this industry. It is a great honor for me to work at the university, which is ideal for continuing my career.

Comfortable conditions

The university's management policy is focused on practical training programs and the introduction of innovative technologies.

Acceptable working conditions

There are interesting projects

Favorable conditions for scientific activity

The university meets my requirements for scientific and practical work and provides opportunities to combine practical and scientific work.

37. How often are master classes and lectures with the participation of practicing specialists held as part of your course?

very often	people.	
often	5 p.	71,4%
sometimes	2 p.	28,6%
very rarely	0 p.	0%
never	0 p.	0%

38. How often do guest lecturers (domestic and foreign) participate in the teaching process?

very often	people.	
often	5 p.	71,4%
sometimes	2 p.	28,6%
very rarely	0 p.	0%
never	0 p.	0%

39. How often do you encounter the following problems in your work: (please answer each question separately)

	Often	Sometimes	Never	No response
Lack of classrooms		1 p. (14,3%)	6 p. (85,7%)	-
Unbalanced workload across semesters		1 p. (14,3%)	6 p. (85,7%)	-
Inaccessibility of necessary literature in the library		2 p. (28,6%)	5 p. (71,4%)	-
Overcrowded classes (too many students in a group)		2 p. (28,6%)	5 p. (71,4%)	-
Inconvenient schedule		2 p. (28,6%)	5 p. (71,4%)	-
Unsuitable conditions for classes in lecture halls		2 p. (28,6%)	5 p. (71,4%)	-
No internet access/slow internet		2 p. (28,6%)	5 p. (71,4%)	-
Students not interested in learning		3 p. (42,9%)	4 p. (57,1%)	-
Not getting info about events on time		1 p. (14,3%)	6 p. (85,7%)	-
No tech stuff in classrooms		1 p. (14,3%)	6 p. (85,7%)	-
Other problems	No It is possible to increase the salary No In my opinion, any issues that arise are promptly resolved by the university administration			

40. There are many different aspects and facets to university life that affect every teacher and employee in one way or another. Please rate how satisfied you are:

Question	Completely satisfied	Partially satisfied	Not satisfied	Difficult to answer
The attitude of the university administration towards you	6 p. (85,7%)	1 p. (14,3%)	0 p. (0%)	0 p. (0%)
Relationships with immediate superiors	7 p. (100%)	0 p. (0 %)	0 p. (0 %)	0 p. (0%)
Relationships with colleagues in the department	7 p. (100%)	0 p. (0 %)	0 p. (0 %)	0 p. (0%)
Participation in management decisions	6 p. (85,7%)	0 p. (0 %)	0 p. (0%)	1 p. (14,3%)
Relationships with students	7 p.	5 p.	0 p.	0 p.

	(100%)	(10,4%)	(0%)	(0%)
Recognition of your successes and achievements by the administration	7 p. (100%)	9 p. (18,8%)	0 p. (0%)	1 p. (2,1%)
Support for your suggestions and comments	6 p. (85,7%)	0 p. (0 %)	0 p. (0%)	1 p. (14,3%)
Activities of the university administration	4 p. (71,4%)	1 p. (14,3%)	1 p. (14,3%)	1 p. (14,3%)
Terms of remuneration	3 p. (42,9%)	3 p. (42,9%)	1 p. (14,3%)	0 p. (0%)
Working conditions, list and quality of services provided at the university	4 p. (71,4%)	3 p. (42,9%)	0 p. (0%)	0 p. (0%)
Occupational health and safety	6 p. (85,7%)	1 p. (14,3%)	0 p. (0%)	0p. (0%)
Management of changes in the university's activities	4 p. (57,1%)	2 p. (28,6%)	0 p. (0%)	1 p. (14,3%)
Provision of social benefits: recreation, sanatorium treatment, etc.	4 p. (71,4%)	1 p. (14,3%)	1 p. (14,3%)	1 p. (14,3%)
Organisation and quality of food at the university	4 p. (71,4%)	3 p. (42,9%)	0 p.	0 p.
Organisation and quality of medical care	4 p. (71,4%)	3 p. (42,9%)	0 p.	0 p.



Appendix 4. RESULTS OF THE STUDENT SURVEY

Results of an anonymous student survey

Esil University

Total number of questionnaires: 59

1. Білім беру бағдарламыңыз (Your educational program)?

Faculty of Law	59	100%
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2. Жынысыңыз (Gender)

Ер (male)	34 p.	57,6 %
Әйел (female)	25 p.	42,4 %

3. Төмендегі жағдайларға көңіліңіздің қаншалықты толатындығын бағалаңыз: (Please rate how satisfied you are:)

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Dissatisfied	it difficult to answer
1. Relations with the dean's office	50 p. (84,7%)	6 p. (10,2)	0 p. (0)	0 p. (0 %)	3 p. (5,1 %)
2. Level of accessibility of the dean's office	50 p. (84,7%)	7 p. (11,9%)	0 p.	0 p.	2 p. (3,4%)
3. Level of accessibility and responsiveness of the university administration	49 p. (83,1%)	6 p. (10,2)	0 p. (0)	0 p. (0 %)	6 p. (10,2)
4. Accessibility of academic counseling	48 p. (81,4 %)	9 p. (15,3%)	0 p.	0 p.	C
5. Support with learning materials during the learning process	52 p. (88,1%)	4 p. (6,8%)	1 p. (1,7%)	0 p. (0 %)	2 p. (3,4 %)
6. Accessibility of counseling on personal issues	47 p. (79,7%)	8 p. (13,6 %)	2 p. (3,4%)	0 p. (0 %)	2 p. (3,4%)
7. Relations between students and teachers	49 p. (83,1%)	7 p. (11,9%)	2 p. (3,4 %)	0 p. (0 %)	1 p. (1,7%)
8. Financial and administrative services of the educational institution	51 p. (86,4%)	7 p. (11,9 %)	0 p. (0 %)	0 p. (0 %)	1 p. (1,7%)
9. Accessibility of health care services	50 p. (84,7%)	5 p. (8,5%)	0 p.	0 p.	4 p. (6,8%)
10. Quality of medical services at the university	50 p. (84,7%)	5 p. (8,5%)	0 p.	0 p.	4 p. (6,8%)
11. Level of accessibility of library resources	50 p. (88,1%)	5 p. (8,5%)	0 p.	0 p.	2 p. 3,4%
12. Quality of services provided in libraries and reading rooms	51 p. (86,4%)	5 p. (8,5%)	0 p. (0 %)	0 p. (0 %)	3 p. (5,1%)
13. Satisfaction with existing educational resources at the university	51 p. (86,4%)	6 p. (10,2%)	1 p. 1,7%	0 p.	1 p. 1,7%
14. Accessibility of computer classrooms	51 p. (86,4%)	6 p. (10,2%)	1 p. 1,7%	0 p.	1 p. 1,7%
15. Accessibility and quality of Internet resources	51 p. (86,4%)	8 p. (13,6%)	0 p.	0 p.	0 p.
16. The content and informational value of the website of educational institutions in general and faculties (schools) in particular	52 p. (88,1%)	5 p. (8,5%)		0 p.	2 p. 3,4%
17. Classrooms and lecture halls for large groups	50 p. (84,7%)	6 p. (10,2 %)	1 p. (1,7%)	1 p. (1,7%)	1 p. (1,7%)
18. Recreation rooms for students (if available)	6 p. (57,8 %)	3 p. (20,3 %)	1 p. (5,3 %)	0 p. (3,7 %)	2 p. (12,8 %)
19. Clarity of the procedure for disciplinary measures	45 p. (76,3%)	10 p. (16,9%)	1 p. (1,7%)	3 p. (5,1 %)	0 p. (0%)
20. The quality of the educational program as a whole	49 p. (83,1%)	7 p. (11,9 %)	0 p. (0 %)	0 p. (0)	3 p. (5,1 %)

Questions	Completely satisfied	Partially satisfied	Partially dissatisfied	Dissatisfied	it difficult to answer
21. The quality of educational programs in EP	50 p. (84,7%)	7 p. (11,9%)	1 p. (1,7%)	0 p. (0)	1 p. (1,7%)
22. Teaching methods in general	47 p. (79,7%)	10 p. (16,9%)	1 p. (1,7%)	0 p. (0)	1 p. (1,7%)
23. The speed of response to feedback from teachers regarding the educational process	48 p. (81,4%)	8 p. (13,6 %)	0 p. (0 %)	1 p. (1,7%)	2 p. (3,4 %)
24. The quality of teaching in general	50 p. (84,7%)	8 p. (13,6 %)	0 p. (0 %)	0 p. (0)	1 p. (1,7%)
25. Academic workload/requirements for students	48 p. (81,4%)	8 p. (13,6 %)	1 p. (1,7%)	1 p. (1,7%)	1 p. (1,7%)
26. Requirements of the teaching staff for students	48 p. (81,4%)	8 p. (13,6 %)	1 p. (1,7%)	1 p. (1,7%)	1 p. (1,7%)
27. Information support and explanation of admission rules and educational program (specialty) strategies prior to admission to the university	51 p. (86,4%)	5 p. (8,5%)	2 p. (3,4%)	0 p. (0)	1 p. (1,7%)
28. Information on the requirements for successful completion of the educational program (specialty)	50 p. (84,7%)	7 p. (11,9 %)	1 p. (1,7%)	0 p. (0)	1 p. (1,7%)
29. The quality of examination materials (tests, exam questions, etc.)	48 p. (81,4%)	8 p. (13,6 %)	2 p. (3,4 %)	0 p. (0)	1 p. (1,7%)
30. The objectivity of the assessment of knowledge, skills, and other academic achievements	48 p. (81,4%)	9 p. (15,3%)	1 p. (1,7%)	0 p. (0)	1 p. (1,7%)
31. The availability of computer classrooms	47 p. (79,7%)	10 p. (16,9%)	1 p. (1,7%)	0 p. (0)	1 p. (1,7%)
32. The availability of scientific laboratories	48 p. (81,4%)	9 p. (15,3 %)	0 p. (0 %)	1 p. (1,7%)	1 p. (8,3 %)
33. The objectivity and fairness of teachers	48 p. (81,4%)	8 p. (13,6 %)	2 p. (3,4 %)	0 p. (0)	1 p. (8,3 %)
34. Informing students about courses, educational programs, and academic degrees	11 p. (91,7%)	1 p. (8,3%)	0 p. (0 %)	0 p. (0)	0 p. (0 %)
35. Providing students with dormitory accommodation	46 p. (78%)	9 p. (15,3%)	1 p. (1,7 %)	0 p. (0 %)	3 p. (5,1%)

4. Please rate how much you agree:

Approval	Full agreement	agree	Partly agree	Don't agree	Complete disagreement	No response
1. The course program was clearly presented.	48 p. (81,4%)	8 p. (13,6%)	3 p. (5,1%)	0 p. (0)	0 p. (0 %)	-
2. The course content is well structured.	43 p. (72,9%)	13 p. (22 %)	2 p. (3,4 %)	1 p. (1,7)	0 p. (0 %)	-
3. Key terms are adequately explained.	48 p. (81,4%)	8 p. (13,6%)	3 p. (5,1 %)	0 p. (0)	0 p. (0 %)	-
4. The material presented by the instructor is relevant and reflects the latest advances in science and practice.	48 p. (81,4%)	9 p. (15,3%)	2 p. (3,4 %)	0 p. (0)	0 p. (0 %)	-
5. The instructor uses effective teaching methods.	44 p. (74,6%)	11 p. (18,6%)	3 p. (5,1 %)	1 p. (1,7%)	0 p. (0 %)	-
6. The teacher has a good command of the material being taught	44 p. (74,6%)	12 p. (20,3 %)	3 p. (5,1%)	0 p. (0 %)	0 p. (0 %)	-
7. The teacher's presentation is clear	41 p. (69,5 %)	15 p. (25,4%)	2 p. (3,4 %)	1 p. (1,7%)	0 p. (0 %)	-
8. The teacher presents the material in an interesting way	41 p. (60,5%)	15 p. (25,4%)	3 p. (5,1%)	0 p. (0)	0 p. (0 %)	-
9. Objectivity in assessing knowledge, skills, and other academic achievements	45 p. (76,3%)	10 p. (16,9%)	4 p. (6,8 %)	0 p. (0)	0 p. (0 %)	-

10. Timeliness of assessment of students' academic achievements	41 p. (69,5%)	15 p. (25,4%)	3 p. (5,1 %)	0 p. (0)	0 p. (0 %)	-
11. The teacher meets my requirements for personal development and professional training	43 p. (72,9%)	14 p. (23,7%)	2 p. (3,4 %)	0 p. (0)	0 p. (0 %)	-
12. The teacher encourages student activity	39 p. (66,1%)	14 p. (23,7%)	6 p. (10,2 %)	0 p. (0)	0 p. (0 %)	-
13. The teacher encourages creative thinking among students	43 p. (72,9%)	14 p. (23,7%)	2 p. (3,4 %)	0 p. (0)	0 p. (0 %)	-
14. The teacher's appearance and manners are appropriate	44 p. (74,6%)	12 p. (20,3%)	3 p. (5,1 %)	0 p. (0)	0 p. (0 %)	-
15. The teacher shows a positive attitude toward students	44 p. (74,6%)	12 p. (20,3%)	3 p. (5,1 %)	0 p. (0)	0 p. (0 %)	-
16. The system for assessing academic achievement (seminars, tests, questionnaires, etc.) reflects the content of the course	43 p. (72,9%)	15 p. (25,4%)	1 p. (1,7 %)	0 p. (0)	0 p. (0 %)	-
17. The assessment criteria used by the teacher are clear	43 p. (72,9 %)	15 p. (25,4%)	0 p. (0 %)	1 p. (1,7%)	0 p. (0 %)	-
18. Teachers objectively assess students' achievements	43 p. (72,9 %)	13 p. (22%)	3 p. (5,1%)	0 p. (0)	0 p. (0 %)	-
19. The teacher is proficient in professional language	42 p. (71,2%)	14 p. (23,7 %)	2 p. (3,4%)	1 p. (1,7%)	0 p. (0 %)	-
20. The educational institution provides sufficient opportunities for sports and other leisure activities	42 p. (71,2%)	14 p. (23,7 %)	2 p. (3,4%)	1 p. (1,7%)	0 p. (0 %)	-
21. Facilities and equipment for students are safe, comfortable, and modern	40 p. (67,8%)	18 p. (30,5%)	1 p. (1,7%)	0 p. (0)	0 p. (0 %)	-
22. The library is well-equipped and has a sufficiently good collection of books	45 p. (76,3%)	12 p. (20,3%)	2 p. (3,4 %)	0 p. (0)	0 p. (0 %)	-
23. Equal opportunities are provided to all students	42 p. (71,2%)	15 p. (25,4%)	2 p. (3,4 %)	0 p. (0)	0 p. (0 %)	-

5. Other issues regarding teaching quality (Other issues):

None

No issues

None

No issues

I don't find any

There are no issues related to teaching quality. The teaching quality is very good

There are no issues related to teaching quality.

I have no complaints.

Everything is fine.

There are no issues.

None.

I have no complaints about the quality of teaching.

There are no issues, everything is fine.

Everything is satisfactory.

There are no issues related to the quality of education, the quality of education is satisfactory.

-

Absent

Good

Everything is good 🍷

Didn't see it

No problem.

Everything is great!

No, everything is fine. I like it!

No

Everything is fine.

Everything is fine

Everything is fine. The best university in Astana. I recommend it to everyone.

None

No

