REPORT

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

7M04113 "Business Administration" (MBA),
7M06102 "Information systems",
8D04107 "Finance",
8D04106 "State and local government",
7M11402 "Social work"

ESIL UNIVERSITY

during the period from April 1 to April 3, 2024

INDEPENDENT ACCREDITATION AND RATING AGENCY
External expert commission

Addressed to
Accreditation
IAAR Board

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Astana, 2024

CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS

EsU-ESIL UNIVERSITY
IAAR– Independent accreditation and rating agency
VEC– External expert commission
OP- Educational programs
KazUEFMT- Kazakh University of Economics, Finance and International Trade
teaching staff– Faculty
MBS– International Business School
AIS– Automated information system
MOP– Modular educational programs
NSC– National qualification system
CMI- Chartered Management Institute
ECTS- European Credit Transfer and Accumulation System
FOS– Funds of assessment funds
SRO– Independent work of students
QED– Catalog of elective disciplines
IUP– Individual curriculum
RUP– Working curriculum
UMKD– Educational and methodological complex of the discipline
MES RK– Ministry of Education and Science of the Republic of Kazakhstan
GPA– Grade Point Average
KPI- Key Performance Indicators
FOCL- Fiber optic communication line
bunker– Distance educational technologies
R&D– Research and development work
UNT– Unified national testing
UMK- Training and metodology complex
MASS MEDIA -Mass media

(II) INTRODUCTION

In accordance with order No. 52-24-OD dated 02/02/2024 From April 1 to April 3, 2024, an independent accreditation and rating agency conducted an assessment of compliance with EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 " Social work" ESIL UNIVERSITY standards for primary specialized accreditation of an educational program (ex-ante) of an organization of higher and (or) postgraduate education (No. 68-18/1-OD dated May 25, 2018, first edition) in a hybrid format.

The report of the external expert commission (EEC) contains an assessment of the IAAR criteria presented by the EP, recommendations of the EEC for further improvement of educational programs and profile parameters of educational programs.

Composition of VEC:

Chairman of the EEC –Pogrebitskaya Marina Vladimirovna, candidate of pedagogical sciences, associate professor, North Kazakhstan University named after. M. Kozybaeva (Petropavlovsk); Off-line participation

Foreign expert IAAR -Sokolova Elena Evgenievna, Ph.D., National Aviation University (Kyiv, Ukraine); On-line participation

Foreign expert IAAR– Carolina Timko, PhD, associate professor, Technical University of Moldova (Chisinau, Moldova); On-line participation

IAAR Expert – Sultanova Zamzagul Khamitovna, Ph.D., West Kazakhstan Agrarian-Technical University named after Zhangir Khan (Uralsk); Off-line participation

IAAR Expert – Kairdenov Serik Syrlybaevich, Ph.D., Associate Professor, Kokshetau University named after. Sh. Ualikhanov (Kokshetau); On-line participation

IAAR Expert – Zakirova Dilnara Ikramkhanova, PhD, research professor, Turan University (Almaty); Off-line participation

IAAR Expert – Aykenova Dina Maratovna, PhD, Executive Director of ID-zertteu (Astana); Off-line participation

IAAR Expert – Tatarinov Danila Vladimirovich, Ph.D., Kazakh National University named after. al-Farabi (Almaty); Off-line participation

IAAR Expert – Kartbaev Timur Saatdinovich Doctor PhD, academician of MAIN, Kazakh National Women's Pedagogical University (Almaty); On-line participation

IAAR expert, employer –Pilipenko Yuri Aleksandrovich, Chairman of the Board of Directors, International Association of Manufacturers of Goods and Services "EXPOBEST" (Almaty);

IAAR expert, employer –Abdikadirova Akniet Maratovna, head of the human capital development department of the Atameken Chamber of Entrepreneurs, Shymkent (Shymkent); On-line participation

IAAR expert, student –Kuzmina Anastasia Sergeevna, 3rd year student of OP Finance, NJSC "Kostanay Regional University named after A. Baitursynov" (Kostanay); On-line participation

IAAR expert, student –Rakhmetov Artur Armanuly, 2nd year student of the OP Information Technologies NJSC "Kazakh Agrotechnical Research University named after S. Seifullin" (Astana);*Off-line participation*

IAAR expert, student –Karabaeva Zhansaya Smagulovna, 2nd year doctoral student OP 8D04103 Finance, University of International Business named after Kenzhegali Sagadiev (Almaty);*On-line participation*

IAAR expert, student –Turdieva Kamilla Takhirovna, 1st year student of OP Tourism, Turan University (Almaty);On-line participation

IAAR EEC Coordinator– Bekenova Dinara Kairbekovna, project manager IAAR (Astana);*Off-line participation.*

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

The educational institution "Kazakh University of Economics, Finance and International Trade" was created in 2001 in Almaty at KazEU named after. T. Ryskulova. According to the order of the Committee for Supervision and Certification in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated September 14, 2006 No. 679, KazUEFMT was relocated to Astana and merged with the branch of KazEU named after. T. Ryskulova, created in Astana in 1999. Since May 2021, AS-Education LLP has become the founder of the university.

From 03/04/2022, KazUEFMT, as part of the ongoing rebranding, was renamed EsilUniversity.

The educational activities of the university are carried out on the basis of a license (No. KZ081LAA00032358) issued by the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan on 04/01/2022.

Personnel training is carried out on the basis of 2 faculties, the Faculty of Business and Management and the Faculty of Applied Sciences, and 8 departments: management, finance, accounting and auditing, economics and marketing, information systems and technology, social work and tourism, law and social and humanitarian disciplines.

In February 2019, the university received institutional accreditation by the IAAR for 7 years.

In 2022, according to the Independent Agency for Quality Assurance in Education, the university took an honorable 4th place in the National Ranking of the Best Humanitarian and Economic Universities in Kazakhstan.

According to the results of digital ranking of educational programs of the Independent Agency for Accreditation and Rating of the Republic of Kazakhstan (IAAR) General Rating "Top-20" - 2022, the university took 12th place.

(IV) DESCRIPTION OF PREVIOUS ACCREDITATION PROCEDURE

International primary specialized accreditation of EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" ESIL UNIVERSITY according to IAAR standards is carried out for the first time.

(V) DESCRIPTION OF THE VISIT OF EEC

The work of the EEC was carried out on the basis of the approved Visit Program of the expert commission for specialized accreditation of educational programsESIL UNIVERSITY from April 1 to April 3, 2024.

In order to coordinate the work of the EEC, an on-line orientation meeting was held on March 30, 2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, 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, and to clarify the content of self-assessment reports, meetings were held with the rector, vice-rectors of the university in areas of activity, heads of structural divisions, heads of departments, heads of educational programs, teachers, students, graduates, and employers. A total of 99 representatives took part in the meetings (Table 1).

Table 1 – Information about employees and students who took part in meetings with the IAAR EEC:

Category of participants	Quantity
Rector	1
Vice-rectors	2
Heads of structural divisions	16
Deans and heads of department	2
Teachers	22
Students	20
Graduates	22
Employers	14
Total	99

During the visual inspection, members of the EEC got acquainted with the state of the material and technical base, visited laboratories, specialized offices, computer and lecture rooms, departments, libraries, etc.

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

Members of the EEC visited the practice bases of accredited programs: Akimat of the Saryarka district of Astana, Kazakhstan Social Medical Company "Zhanuya" LLP.

Members of the EEC did not attend training sessions due to lack of contingent.

In accordance with the accreditation procedure, a survey of 42 teachers and 134 students was conducted.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the university. Along with this, experts studied the online positioning of the university through the official website of the universityhttps://esil.edu.kz/.

As part of the planned program, recommendations for improving the accredited educational programs of ESIL UNIVERSITY, developed by the EEC based on the results of the examination, were presented at a meeting with the management on 04/03/2024.

(VI) COMPLIANCE WITH PRIMARY SPECIALIZED ACCREDITATION STANDARDS

6.1. Standard "Educational Program Management"

• *An organization of higher and/or postgraduate education must have a published quality assurance policy. Quality assurance policies should reflect the relationship between research, teaching and learning.*
• *An organization of higher and (or) postgraduate education must demonstrate the development of a culture of quality assurance, including in the context of EP.*
• *A commitment to quality assurance must apply to any activity carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.*
• *The leadership of the EP demonstrates its readiness to ensure transparency in the development of the EP development plan based on an analysis of its functioning, the real positioning of the EP and the focus of its activities on meeting the needs of the state, employers, students and other interested parties. The plan must contain the start date for the implementation of the educational program.*
• *The management of the EP demonstrates the functioning of the mechanisms for the formation and regular review of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, compliance with the needs of students, employers and society, and making decisions aimed at continuous improvement of the EP.*
• *The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of a development plan for the EP.*
• *The leadership of the EP must demonstrate the individuality and uniqueness of the EP development plan, its consistency with national priorities and the development strategy of the organization of higher and (or) postgraduate education.*
• *An organization of higher and (or) postgraduate education must demonstrate a clear definition of those responsible for business processes within the EP, an unambiguous distribution of job responsibilities of staff, and delimitation of the functions of collegial bodies.*
• *The management of the educational program must provide evidence of the transparency of the educational program management system.*
• *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 decision-making based on facts.*
• *The management of the educational institution must manage risks, including within the framework of the educational institution undergoing initial accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk.*
• *The management of the educational program must ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegial bodies governing the educational program, as well as their representativeness when making decisions on issues of managing the educational program.*
• *The PO must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals.*
• *The management of the EP must demonstrate evidence of readiness for openness and accessibility for students, teaching staff, employers and other interested parties.*
• *EP management must undergo training in educational management programs.*

Evidence

The university has formed a quality assurance policy, in accordance with which the university operates within the framework of the chosen development strategy; the existing procedures have been formalized within the internal quality assurance system, which includes the Quality Assurance Strategy, the Quality Assurance Manual, and the Internal Quality Assurance Policy (https://old.esil.edu.kz/upload/iblock/211/y8urml6rsy7tsv0t53gf6j7tajsujwyy/Vnutr_politika_obesp_kachestva_18.04.2022_1.pdf) and description of processes in a series of internal documents of the university; faculties have quality assurance commissions (https://old.esil.edu.kz/upload/iblock/7f1/Po-Komissii-po-obes.-kachestva.pdf). University Quality Goals are developed annually (https://esil.edu.kz/quality-objectives/).

The university's vision is to become a university that produces in-demand professionals with entrepreneurial competencies for the labor market. The mission of the university is "We work for the benefit of Kazakhstan through training based on the integration of education, scientific research and entrepreneurship." The strategic goal of development is to train in-demand professionals with an entrepreneurial culture and generate innovations aimed at the benefit of society and the state. Based on this, the Development Strategy of the Kazakh University of Economics, Finance and International Trade for 2021-2025 (approved by the decision of the sole founder of AC Education LLP, protocol No. 14 of December 13, 2021) formulated the main priority goals in three areas: 1. Academic activities: increasing the competitiveness of educational programs; transformation of educational policy in the context of academic freedom; effective employment through the development of a system of interaction with employers; 2. Research and innovation: strengthening the role of scientific research in training personnel with entrepreneurial competencies; increasing the publication activity of teaching staff; activation of research activities of young scientists and students; 3. Entrepreneurial culture: creating a base for an entrepreneurial university; improving

the material and technical base of the university; interaction with the corporate world and organization of advanced training courses on the basis of the International Business School. The development strategy was developed in accordance with the "Kazakhstan-2050" Strategy; National Development Plan of the Republic of Kazakhstan until 2025, Message of the President of the Republic of Kazakhstan K. Tokayev to the people of Kazakhstan dated September 1, 2021 "Unity of the people and systemic reforms are a solid basis for the country's prosperity" (https://esil.edu.kz/wp-content/uploads/2023/11/Strategiya-KazUEFMT_-2021_2025g.pdf).

To manage EP in the context of the further development of a quality assurance culture, there are documents regulating the main processes: organizational, educational, scientific, educational, etc., ensuring the quality and high performance of the team, including Academic Policy (https://old.esil.edu.kz/upload/iblock/714/Akadem-politika.pdf), Rules of internal labor regulations and corporate ethics of the Institution "Esil University" (https://old.esil.edu.kz/upload/iblock/bcd/Pr-vnutr-trud-raspor-i-KE.pdf), Anti-Corruption Policy (https://old.esil.edu.kz/upload/iblock/dc6/Antikorupp.-politika.pdf), Code of Honor for Students and Teachers (https://old.esil.edu.kz/upload/iblock/ef6/Kodeks-chesti-obuch-i-PPS.pdf) etc.

The university is developing and approving a program and development plan for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance" for 2022-2025. (dated May 16, 2022), 8D04106 "State and local government" for 2022-2025. (dated 05/16/2022), 7M11402 "Social workThe goals of the EP are determined and formulated with the involvement of stakeholders based on an analysis of the external and internal environment, monitoring the satisfaction of students and teaching staff.

The main goal of EP 7M04113 "Business Administration" MBA is to prepare management personnel who implement an up-to-date system of knowledge and skills in the field of business, capable of managing processes and human resources for the successful management of Kazakhstan and international organizations.

The main goal of EP 7M06102 "Information Systems" is to train highly qualified specialists in the field of IT technologies carrying out professional activities, capable of designing and developing, administering the infrastructure of information systems, as well as creating and managing databases, maintaining information, software, hardware and organizational and legal support information systems and their elements.

The purpose of EP 8D04107 "Finance" is to train teacher-researchers who are able to develop and implement innovative ideas in scientific, pedagogical and professional activities in the field of finance, which are in demand by society and actively contribute to the modernization of the country on a systematic scientific basis.

The purpose of OP 8D04106 "State and local management" is to train a new generation of Kazakhstani specialists for scientific institutions, teachers of higher educational institutions, with deep scientific and pedagogical knowledge, capable of effectively managing human resources, innovative programs and projects in the field of public administration.

The goal of EP 7M11402 "Social work" is to train highly qualified professionals in the field of working with people, social policy, legal consulting and management in the social sphere, aimed at harmonizing the social sphere of society.

At the university level, collegial bodies that consider issues of development of educational programs are the Board of Directors, the Academic Council of the University, (Regulations on the Academic Council,https://esil.edu.kz/regulations-on-the-academic-council/), Academic committees, etc., in which the participation of representatives of employers, teaching staff, students and other interested parties is ensured. The composition of the Academic Council is represented by the rector, vice-rectors, deans, heads of departments, representatives of the teaching staff - Abdugalina S.E., students - the president of the student parliament Tushinsky D.N. The academic committees in the areas include heads of educational programs, representatives of teaching staff, employers and students (approved by decision of the Academic Council No. 1 of August 31, 2022).

As part of the University Development Strategy until 2025, a SWOT analysis was carried

out and a plan was created to reduce potential risks. Risk issues are discussed at department meetings. The university management and EP are taking steps to reduce them. The key factors of management are studies of changes in the internal and external environment.

Head of the Department of Management Valieva S.N. from January 25 to February 8, 2021, she completed advanced training courses "Management in Education" for 72 hours.

Analytical part

The EEC notes the focus of the mission and vision on meeting the needs of the state, society, sectors of the real economy, and potential stakeholders. Experts confirm that the mission, vision, directions of development of the university, as well as quality assurance policies and standards are posted on the university website.

The EEC confirms that the university has a quality assurance policy that reflects the relationship between research, teaching and learning. Activities to develop a culture of quality in the educational, research and educational process are reflected in the University Development Strategy and are included in the work plans of structural divisions.

The university is developing plans for the development of EP, but the plans presented have a number of shortcomings. The transparency of the processes for forming the EP development plan is confirmed by the participation of stakeholders in their discussion. However, during the study of the submitted documentation, the EEC revealed their formal involvement. Moreover, this fact was not confirmed during conversations with representatives of employers and students. This group does not have information about the availability of such a document as the EP Development Plan at the university. Due to the lack of supporting facts, the EEC considers it necessary to involve employers, students and teaching staff in drawing up an EP development plan, discuss and agree on them at different levels of EP management and indicate the persons involved in this process, by analogy with the EP. The content of development plans practically does not provide the possibility of monitoring their implementation; evidence of evaluation of results and improvements was not presented. This fact indicates the absence of a mechanism for the formation and regular review of EP development plans and monitoring their implementation. The developed plans for the development of EP almost completely duplicate the strategic directions of the university's development, and the target indicators and expected results are identical for different levels of study. For example, for the Department of Information Systems and Technologies, a general plan for the development of the educational program "Information Systems", "Computer Technology and Software" is presented for all levels and areas of training. At the same time, the individuality and characteristics of the OP are not taken into account. The presence of these shortcomings requires the addition of the institutional procedure for developing and adjusting development plans, updating development plans taking into account the requirements of the updated document, and conducting regular monitoring of its implementation with publication of the results.

An analysis of measures to reduce the impact of risks presented in EP development plans demonstrated that risk management at the university is carried out at a formal level. Individual risks are often not probabilistic in nature; they reflect factors that can be completely controlled by the university; therefore, they are not risks. Based on the identified risks, measures have been proposed to eliminate them or reduce their impact, but they are not effective. It is obvious that, in the context of accredited EPs, it is necessary to carry out systematic work on risk forecasting and analysis, as well as the formation of an appropriate risk map. The quality of this work can be ensured by training EP management in advanced training programs in the field of risk management. The internal regulatory document regulating risk management was not presented and was not found on the university website. The EEC considers it necessary to develop this document at the institutional level.

As part of the implementation of online learning, the university is carrying out certain work to form and develop new roles and competencies of teachers. In accordance with the vision of the university, paramount importance should be given to innovation management during the implementation of the EP. This emphasis was not reflected in the development plans of the EP.

Also, during the interviews, teaching staff of the departments could not give examples of the introduction and use of innovations in the educational process. The university website has a tab "Registration of innovative proposals", which allows you to make innovative proposals, which are subsequently considered by the university management, but its functioning and effectiveness have not been demonstrated. The EEC considers it necessary to develop a mechanism for managing innovation within the framework of the EP.

Certificate of advanced training in the educational management program of the Vice-Rector for ADN Turekulova D.M. no longer relevant (from September 10 to September 22, 2022). Certificates of the head of the department of "Finance" Lukpanova Zh.O., the head of the department of "Information systems and technologies" Bykov A.A., the head of the department of "Social work and tourism" Sadykova Zh.A., as well as the heads of the EP "Business Administration" (MBA) Zhusupova Zh.Zh., OP "Information Systems" Zhumasheva M.S., OP "Finance" Berstembaeva I.K., OP "State and Local Governance" Chereeva B.T., OP "Social Work" Adebietova A.E. . not presented.

During the survey, the question "How much attention is paid by the management of the educational institution to the content of the educational program?" 61.9% (26) teaching staff answered "very good", 35.7% (15) - "good", 2.4% (1) - "relatively bad".

To the question "How is the innovative activity of teaching staff encouraged?" 33.3% (14) gave the answer "very good", 64.3% (27) - "good", 2.4% (1) - "relatively bad".

The results of the student survey showed that 64.2% (86) were completely satisfied with the explanation of the rules and strategy of the educational program, 26.9% (36) were partially satisfied, 3% (4) were partially dissatisfied, 2.2% were not satisfied. (3), found it difficult to answer - 3.7% (5).

64.9% (87) of students were completely satisfied with the level of accessibility and responsiveness of management, 28.4% (38) were partially satisfied, 2.2% (3) were partially dissatisfied.not satisfied – 2.2% (3), undecided – 2.2% (3).

Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":
- Before the start of the 2024-2025 academic year, the university management should develop an internal regulatory document describing the uniform requirements for the development of development plans for the university's educational programs, taking into account:
  • compliance of the EP development plan with the University Development Strategy, national priorities and labor market needs;
  • involving employers, students and teaching staff in drawing up a development plan for the educational program;
  • determining the individuality and uniqueness of the EP development plan within the framework of the real positioning of the university;
  • a mechanism for monitoring the implementation of the EP development plan and regular review of the EP development plan.
- In the 2024-2025 academic year, the management of the EP will review the development plan of the EP and bring it into compliance with the newly established requirements.
- Annually monitor the implementation of EP development plans for the implementation of target indicators, assess the achievement of learning goals, meet the needs of stakeholders, and on this basis make decisions aimed at continuous improvement of the EP. The monitoring results are communicated to all interested parties.

- Before the start of the 2024-2025 academic year, ensure that heads of departments, heads of educational programs and other persons involved in the management of educational programs undergo risk management training.

- In 2025, the management of the university should develop and approveinternal regulatory document regulating risk management.

- In the 2024-2025 academic year, conduct a detailed analysis of risks in the context of EP, specify measures to reduce the impact of risks, indicating measurable indicators of implementation, those responsible and deadlines for implementation.

- In the 2024-2025 academic year, develop an action plan for the introduction of new innovative teaching and assessment methods into the educational process, including our own, as well as provide feedback on the effectiveness of their use.

- In the 2024-2025 academic year, provide advanced training in the Management in Education program for the vice-rector's corps, heads of departments and heads of educational programs.

VEC conclusions based on the criteria:
According to the "Educational Program Management" standard, educational programs 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have 10 satisfactory positions, 5 criteria are required improvements.

6.2. 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, and that it uses a variety of methods to collect and analyze information in the context of the organization.*
- *The management of the EP must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system.*
- *OP management must demonstrate fact-based decision making.*
- *The EP must provide for a system of regular reporting, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of the activities of departments and departments, and scientific research.*
- *The PA must establish the frequency, forms and methods of assessing the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects.*
- *The PA must demonstrate the determination of the procedure and ensuring the protection of information, including the identification of responsible persons for the accuracy and timeliness of information analysis and data provision.*
- *An important factor is the presence 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.*
- *The management of the EP must demonstrate the existence of a communication mechanism with students, employees and other interested parties, as well as mechanisms for resolving conflicts.*
- *The educational organization must demonstrate the presence of mechanisms for measuring the degree of satisfaction of the needs of teaching staff, staff and students within the educational program.*
- *The PA must provide for an assessment of the effectiveness and efficiency of activities, including in the context of EP.*
- *Information to be collected and analyzed within the framework of the OP should take into account:*
- *key performance indicators;*
- *dynamics of the student population in terms of forms and types;*
- *academic levels, student achievement and attrition;*
- *student satisfaction with the implementation of the EP and the quality of education at the university;*
- *availability of educational resources and support systems for students;*
- *The PA must confirm the implementation of procedures for processing personal data of students, employees and teaching staff on the basis of their documented consent.*

Evidence

Esil University actively uses information systems, including its own developments and commercial products. This significantly automates information management in the educational environment.

The university has established a system for collecting, analyzing and managing information based on the use of modern information and communication technologies and software, and has developed an information and computer infrastructure. The university operates eleven information systems based on the corporate network:

- AIS "Platonus";
- AIS "Moodle Distance Learning Portal";
- AIS "Electronic Admissions Committee";
- AIS "Electronic Library";
- Electronic document management system "Documentolog";
- IP telephony and web conferences based on the 3CX Phone System;
- Internet gateway based on "Traffic Inspector";
- Proctoring system OES.kz;
- Antiplagiarism system Antiplagiat.ru;
- Webinar platform for online broadcasts Microsoft Teams;
- Corporate mail.

Feedback is provided through paper and electronic document management, regular surveys, personal requests, statements, memos, the rector's blog, and groups on social networks. The management of the university and the educational program holds meetings with students as necessary to clarify issues that have arisen.

Protection and safety of information is ensured by an unambiguous distribution of roles and functions in the information systems used, the presence of anti-virus programs, system administration of servers, a backup system on servers, restriction of access of individuals to the premises with servers, technical equipment of premises with servers to ensure operational safety.

Access to information stored in closed databases is permitted only to officials who have appropriate access to information processing, after passing authorization. Access is granted as part of their specific job responsibilities.

The Registration Department carries out high-quality collection, monitoring, analysis and

exchange of current information, and also generates statistical and reference reporting on the number of students in specialties and forms of education. It is also responsible for generating orders for the movement of the student population.

Information about the activities of the university, including the results of its analysis, is reflected in the annual reports of the rector (https://esil.edu.kz/academic/otchet-rektora/), annual reports of structural units, reports on areas of activity, audit reports (https://esil.edu.kz/audit-report/), as well as EP audit reports (https://esil.edu.kz/operations-audit-report/). Individual reports of teaching staff are the basis for the formation of departmental reports. Reports are considered at meetings of the collegial governing bodies of the university, where management decisions are made.

To assess the effectiveness of the educational program, stakeholders regularly participate in surveys on satisfaction with the quality of educational services. The results of the survey are considered at meetings of departments and other collegial bodies, where decisions on corrective measures are made. The results of the surveys are published on the university website (https://esil.edu.kz/otchet-sotsiologicheskogo-issledovaniya/).

The university has created a variety of communication mechanisms with students, employees and other interested parties. The administration interacts with employees through a collective agreement regulating socio-economic and labor relations in accordance with the legislation of the Republic of Kazakhstan. To provide feedback and information, various channels are used, including collegial bodies, meetings with the rector, and the rector's blog on the official website (https://esil.edu.kz/rectors-blog/), curator hours, official web portal, information stands, sociological surveys and others. On the official pages of the rector on social networks, students, parents, employees and other persons can ask questions and leave comments on improving the work of the university. The university also provides a written appeal procedure for employees, teaching staff and students to the rector. Heads of departments accept proposals to improve the criteria for assessing the activities of teaching staff, departments and dean's offices. To study the interests of employers, meetings and round tables are regularly held. The wishes of employers are taken into account when introducing elective disciplines and drawing up MOPs of departments. Every year, questionnaire surveys of employers and round tables with representatives of the business community are conducted to discuss current issues of higher education.

Interested parties can obtain information about the educational process and development plans of the EP through the official website of the universityhttps://esil.edu.kz/, as well as through social networks such as Instagram, Facebook, as well as AIS "Platonus". Specialists from various organizations and enterprises are invited to international and national scientific-practical and scientific-methodological conferences held at the university. For feedback and suggestions, the university provides boxes for suggestions and comments, helplines, e-mail and the rector's blog.

The university operates a Student Registration and Service Center (https://esil.edu.kz/tsoo/). The main goal of the Center is to ensure high quality and efficiency of service to students. This includes timely and high-quality provision of services, as well as information support for students.

The university management attaches special importance to the prevention of conflicts of interest and interpersonal conflicts. In the event of conflict situations, they are discussed at meetings of the collegial bodies of the university with the participation of the trade union committee and recorded in the minutes. To prevent conflict situations, management takes a number of measures, including the development of motivational programs for teaching staff, support for teaching staff initiatives, and the use of practices to encourage scientific activities of both teaching staff and students.

The university collects, processes and protects personal data in accordance with the legislation of the Republic of Kazakhstan "On personal data and their protection". Due to the requirements of this law, employees and teaching staff document their consent to the processing of personal data when drawing up an employment contract. Students document their consent to the processing of personal data when filling out an application for enrollment in the first year.

Analytical part

The commission notes that the university has a multi-level information management and reporting system. Information management includes the management of traditional flows and digital information flows. All documents developed at the university are distributed to all structural divisions in electronic and paper versions.

The management of accredited EPs ensures that work is carried out to assess the degree of satisfaction of students, employees and teachers through their questionnaires. The EEC notes that the information collected within the framework of the university's activities, including through statistical processing of information and reporting, allows the generation of analytical reports. The results of the survey are summarized in relevant reports, but this information is not used to make further management decisions. The EEC considers it necessary to develop an internal document regulating the conduct of surveys, including defining the levels and period for reviewing survey results and taking corrective actions. Such a document will allow establishing standards and procedures for conducting surveys. This will ensure data quality and standardize the process, allowing you to determine how and when to analyze the results, allowing you to organize and interpret the information. The document should also provide for corrective actions in case of identified problems, thus improving the efficiency of the process. In addition, it will make the entire process transparent and optimize the use of university resources.

During the visit of the EEC, the lack of developed and approved criteria for the effectiveness and efficiency of the educational program was revealed. Criteria for the effectiveness and efficiency of the educational program play an important role in the educational process, as they help to assess how well the educational program meets established standards and goals; how effectively resources are used to achieve educational goals; how well the educational program meets the needs and interests of students, and also contributes to their personal and professional development; and also help to identify the weaknesses of the educational program and make the necessary changes to improve the educational process.

During the visit of the EEC, the management of the accredited EPs did not demonstrate the results of the analysis of the full set of key performance indicators of the EP.

During an online survey of teaching staff, the level of feedback from teaching staff to management was rated "very good" by 42.9% (18), "very good" by 54.8% (23), and "relatively bad" by 2.4% (1). .

76.2% (32) teaching staff were completely satisfied with participation in management decision-making, 23.8% (10) were partially satisfied.

The accessibility of the university management to teachers was rated "very good" by 57.1% (24) teaching staff, and "good" by 42.9% (18).

At the same time, to the question "How do the management and administration of the university perceive criticism addressed to them?" 31% (13) teaching staff answered "very good", 64.3% (27) - "good", 4.8% (2) - "relatively bad".

An online survey of students showed:

- We are completely satisfied with the content and information content of the website of the educational organization in general and faculties in particular64.2% (86) students, partially satisfied - 29.9% (40), partially dissatisfied - 3.7% (5), dissatisfied - 0.7% (1), found it difficult to answer - 1.5% (2);

- We are completely satisfied with the speed of response to feedback from teachers regarding the educational process67.9% (91) of students, partially satisfied - 25.4% (34), partially dissatisfied - 3.7% (5), dissatisfied - 2.2% (3), undecided - 0.7% (1);

- We are completely satisfied with informing students about courses, educational programs and the academic degree they receive70.9% (95) of students, partially satisfied - 22.4% (30), partially dissatisfied - 4.5% (6), dissatisfied - 2.2% (3).

Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration",

7M11402 "Social Work" have not been identified.

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":
- During 2024, the university management is to develop an internal document regulatingnd conducting surveys, including determining the levels and period for reviewing survey results and taking corrective actions.
- Until December 2024, the management of the university should include in the Regulations on the audit of educational programs key indicators of the effectiveness and efficiency of the educational program, the level and period of their evaluation.

VEC conclusions based on the criteria:
According to the "Information Management and Reporting" standard, educational programs 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have 16 satisfactory positions.

6.3. Standard "Development and approval of an educational program"

- *The PA must define and document procedures for developing EPs and their approval at the institutional level.*
- *The management of the EP must ensure that the developed EP meets the established goals, including the intended learning outcomes.*
- *The management of the EP must demonstrate the existence of mechanisms for revising the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demands of society.*
- *The management of the EP must ensure the availability of developed models of the EP graduate that describe learning outcomes and personal qualities.*
- *The management of the EP must demonstrate that external examinations of the content of the EP and the planned results of its implementation have been carried out.*
- *The qualification awarded upon completion of the EP must be clearly defined and correspond to a certain level of the NQF and QF-EHEA.*
- *The management of the educational program must determine the influence of disciplines and professional practices on the formation of learning outcomes.*
- *An important factor is the ability to prepare students for professional certification.*
- *The management of the EP must provide evidence of the participation of students, teaching staff and other stakeholders in the development of the EP and ensuring their quality.*
- *The management of the EP must ensure the content of academic disciplines and learning outcomes for the level of study (bachelor's, master's, doctoral studies).*
- *The structure of the EP should provide for various types of activities to ensure that students achieve the planned learning outcomes.*
- *An important factor is the correspondence of the content of the EP and the learning outcomes of the EP implemented by higher and (or) postgraduate education organizations in the EHEA.*

Evidence

The development and approval of EP at the university is carried out in accordance with the provisions of regulations in the field of higher and postgraduate education, the University Development Strategy, as well as internal regulations. The development and approval of the EP is regulated by the Regulations on the modular construction of the EP (approved at the meeting of the Academic Council on April 18, 2022, protocol No. 16) (https://old.esil.edu.kz/upload/iblock/caa/Po-modulnom-postroenii-OP.pdf).

The university adheres to a module-competency approach when forming its EP. This approach is a strategy for organizing the educational process, in which the main goal is to develop a set of professional competencies among students. To achieve this goal, a modular structure of training content is used, which makes it possible to systematize and integrate various training materials and activities.

The goals of the EP are consistent with the mission of the university and the National Qualification System. When developing an EP, the degree of labor intensity of students' academic workload for all types of educational activities provided for in the curriculum is taken into account, and credits are clearly defined.

Information about the EP implemented at the university is posted on the university website: EP 7M04113 "Business Administration" (MBA) -https://esil.edu.kz/mba-program/, OP 7M06102 "Information systems" -https://esil.edu.kz/educational-programs-department-of-information-systems-and-technologies/, OP 8D04107 "Finance" -https://esil.edu.kz/educational-programs-finance-department/, OP 8D04106 "State and local government" -https://esil.edu.kz/educational-programs-department-of-management/, OP 7M11402 "Social work" -https://esil.edu.kz/educational-programs-department-of-social-work-and-tourism/.

To develop, coordinate and improve the EP, Academic Committees are formed, which include representatives of teaching staff, employers and students. The Academic Committee is a collegial management body of the EP that makes decisions regarding the content of the EP and methods of its implementation. This committee determines curricula, the content of academic disciplines, a list of topics for final works, and also approves final certification programs and other important aspects of the educational process. The activities of Academic Committees are regulated by the Regulations on Academic Committees (approved at the meeting of the Academic Council on August 31, 2022, protocol No. 1) (https://old.esil.edu.kz/upload/iblock/4eb/P-ob-Akadem-komitetakh_31.08.2022.pdf).

To develop the EP, the business community is involved through various initiatives. For example, cluster departments regularly organize round tables with the participation of employer representatives. Every year the university holds an Open Day and organizes guest lectures. Also, during the internship, students meet with potential employers. Representatives of the business

community are invited to meetings of Academic Committees and educational and methodological sections of departments. Teachers actively discuss EP content issues with leading business experts during various advanced training courses. In addition, when conducting external examination, employers and business stakeholders propose to include certain disciplines in training programs.

EP undergo internal and external examination procedures. External examination is carried out by representatives of Associations, educational organizations in the region, representatives of other universities, employers, strategic partners, and representatives of business structures. After an external examination of the OP, decisions are made on their revision, processing or adjustment. This may include introducing new disciplines, changing credit levels for certain disciplines, and other adaptations as recommended by experts. If the expert opinion is positive, the OP is approved. In 2022, accredited EPs were successfully approved by external experts from various organizations. Among them were: QazCake LLP, NMC ZIAT LLP, Qaz-bc LLP, Qaz-biscuit LLP. These organizations provided valuable advice and supported the programs as they were developed and agreed upon.

To achieve the set goals of the EP, graduate models are being developed.

Qualifications obtained upon completion of EP training correspond to a certain level of the National Qualifications Framework. Information about the NQF, its general provisions and structure, as well as the required competencies is brought to the attention of students in the process of involving them in discussing the content and structure of the EP.

Departments publish a list of disciplines for study and their brief descriptions on information stands and the official website of the university. Advisors for master's and doctoral studies organize presentations of elective disciplines, where students can familiarize themselves with the curricula and content of the proposed disciplines. Also, for convenience, catalogs of elective disciplines are available on the university website. The relevance and modernity of the content of educational disciplines, their fundamentality and compliance with new scientific directions is ensured by clarifying the mission of the EP, the participation of professional experts in its development and implementation, close interaction of graduating departments with employer enterprises, the use of the results of research activities of teaching staff, as well as systematic monitoring OP and its evaluation.

The contribution of a particular discipline to the formation of basic learning outcomes is determined based on the ranking of their weight value, which is manifested by the number of allocated credits and is indicated in the competency map. The contribution of the discipline to the formation of knowledge, skills and abilities is determined by the Academic Committee of the educational program. Employers who are members of the Academic Committee and act as experts are necessarily involved in determining the contribution of disciplines to the process of determining learning outcomes.

The university has created conditions for internships: programs have been developed, agreements on conducting internships have been concluded, etc. The main goal of professional internships is the formation of practical skills in professional activities. There are cooperation agreements with practice bases. The base of professional practice is chosen by students based on his scientific interests in accordance with the topic of his dissertation research, where the direct and close connection between the activities of the base of practice and the individual educational trajectory of the student is monitored.

The departments deal with the issue of certification of students. The following types of certification are provided: seminars, courses, trainings, summer and winter schools. The department conducts negotiations with scientific, methodological and educational centers about the passage of professional certification by students. At the same time, students at all levels of education retain the right to independently choose an educational center to improve the level of professional training. At the same time, master's and doctoral students receive certificates based on the results of internships in near and far abroad.

On April 27, 2023, a round table was held on the topic "Universities in the professional certification system: the pursuit of world standards." As part of the event, Esil University and the

professional management association CMI from the UK entered into a memorandum of cooperation. Thus, students studying economics at the university are given the opportunity to receive an international CMI certificate in addition to the Esil University diploma.

The University carries out international cooperation with educational organizations in countries near and far abroad. To date, more than 60 agreements have been concluded. The Department of International Cooperation is a key component of the organizational structure of the university, whose tasks include, among other things, coordination of joint educational programs and double degree programs. The university has developed Regulations on the development and implementation of double-diploma education programs and joint EP (https://old.esil.edu.kz/upload/iblock/f1a/Po-dvoynom-diplome.pdf).

Analytical part

During the visit, experts analyzed educational programs and educational and methodological support for their implementation. The documentation was developed in accordance with intra-university methodological recommendations and regulatory requirements of the Republic of Kazakhstan. The university has defined and documented the procedure for the development, implementation and evaluation of EP, and the structure of the EP has been developed.

The labor intensity of the EP is clearly defined in ECTS credits, which is reflected in all documents for the implementation of accredited educational programs.

Members of the EEC are convinced that, taking into account modern professional requirements, the needs of the labor market and the proposals of employers, the content of accredited educational programs is being revised.

University-wide models of bachelor's, master's and doctoral graduates were approved by the Academic Council on April 18, 2022, protocol No. 16. Models include listing the main components of a graduate of a certain level - i.e. indicate what types of competencies the graduate model for an educational program should consist of. Experts note that university-wide models do not contain specific graduate competencies, and the presented models of graduates from accredited programs do not correspond in their structure to university-wide models.

The management of accredited EPs demonstrated the conduct of external examinations of EPs, however, examinations are not carried out regularly, and various categories of experts are not involved. An analysis of the presented expert opinions demonstrated their identity, which confirms the formal nature of their presentation. Moreover, the Regulations on the modular construction of educational programs do not reflect the requirements for organizing and conducting internal and external examination of the content of EP.

During the interview, the EEC revealed that students primarily determine their participation in the procedures for monitoring and reviewing EP by choosing elective disciplines. To identify and solve potential problems, it is necessary to regularly monitor and evaluate the quality of the EP with the involvement of a wide range of stakeholders. This includes analyzing current labor market requirements, surveying trainees, assessing teaching content and methods, as well as improving marketing strategy and collaborating with employers. This approach will allow us to identify problem areas and develop an action plan to improve the educational program and attract students. In this regard, the EEC considers it necessary to involve students, teaching staff, graduates, practice representatives, representatives of domestic and foreign partners in the development and updating of the EP.

When analyzing the syllabuses of the disciplines, a discrepancy between their content and the stated learning outcomes was revealed; The content of the disciplines does not guarantee the complete development of competencies at the end of the course.

The survey results showed that the content of the educational program "very well" meets the scientific and professional interests and needs of 73.8% (31) teaching staff, 26.2% (11) - "well".

61.9% (26) of teaching staff believe that the university management pays "very good" attention to the content of the educational program, 35.7% (15) - "good", 2.4% (1) - "relatively poorly".

50% (21) teaching staff assess the support of the university and its leadership for the development of new educational programs/academic disciplines/teaching methods "very well", 47.6% (20) - "good", 2.4% (1) - "relatively bad" "

45.2% (19) of teaching staff believe that the educational program in terms of content and quality of implementation "very well" meets the expectations of the labor market and employers, 52.4% (22) - "good", 2.4% (1) - " relatively bad."

A survey of students showed that 64.9% (87) of students were completely satisfied with the quality of educational programs in general, 24.6% (33) of students were partially satisfied, 4.5% (6) were partially dissatisfied, 4.5% were not satisfied. (6), found it difficult to answer – 1.5% (2).

The results of a survey of students on the issue of support with educational materials during the learning process showed: "completely satisfied" - 61.9% (83), "partially satisfied" - 30.6% (41), partially dissatisfied - 5.2% (7) , not satisfied – 2.2% (3).

Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":
- In 2024, the management of the university should include in the Regulations on the modular construction of educational programs a requirement that the model of an EP graduate correspond to the general university model of the corresponding level of education. During 2025, the management of the EP should bring the models of graduates of accredited programs into line with university-wide models.
- In the 2024-2025 academic year, update the Regulations on the development of modular educational programs, including requirements for experts, as well as the organization and conduct of internal and external examination of the content of EP, taking into account:
   • compliance with the structure of the OP;
   • relevance of thematic content;
   • compliance of expected learning outcomes with market requirements;
   • availabilitycompetency-based assessment of learning outcomes.
- To the managementThe EP annually ensures the involvement of various stakeholders in the processes of development, monitoring, periodic review of the EP, as well as ensuring the internal quality system.
- By the beginning of the 2024-2025 academic year, conduct a full audit of educational and methodological documentation, in particular educational and methodological complexes of disciplines, to determine whether their content corresponds to the stated learning outcomes and levels of study.

VEC conclusions based on the criteria:
According to the standard "Development and approval of an educational program", educational programs 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have 10 satisfactory positions, 2 criteria require improvement.

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

• *The educational institution must determine mechanisms for monitoring and periodically evaluating the educational program to ensure the achievement of the goal and meet the needs of students and society and show the focus of the mechanisms on the continuous improvement of the educational program.*
• *Monitoring and periodic evaluation of the EP should include:*
• *the content of the programs in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the taught discipline;*
• *changes in the needs of society and the professional environment;*
• *workload, performance and graduation of students;*
• *the effectiveness of student assessment procedures;*
• *expectations, needs and satisfaction of students with EP training;*
• *educational environment andsupport services and their compliance with the goals of the OP.*
• *The management of the EP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the EP.*
• *PO, management of the PO should determine a mechanism for informing all interestedthird parties about any planned or taken actions in relation to the OP.*
• *All changes made to the OP must be published.*

Evidence

The Esil University self-assessment report contains the necessary information on the issues of continuous monitoring and periodic evaluation of educational programs of the accredited cluster.

Experts of the EEC IAAR note that the university is carrying out systematic work to improve the quality of educational services.

Monitoring and periodic evaluation of EP is carried out annually in accordance with the procedure established at the university on the basis of the "Regulations on the audit of educational programs" (approved by the Academic Council of EsU, protocol 16 of 04/18/2022,https://old.esil.edu.kz/upload/iblock/068/P_o_provedenii_audita_OP-22.pdf). Also, an unscheduled revision of the EP is allowed, due to the need to adjust the EP, for example, due to changes in the state standard of education in the specialty, the establishment of new industry norms and requirements.

Responsibility for conducting an audit of the EP rests with the Academic Committees for areas of training (until 2022, Academic Councils), the composition of which is approved by order of the rector and necessarily includes representatives of employers, teachers and students.

The EEC has determined that the main tools for identifying the need to change the content of EP curricula at the university level include: conducting surveys (questionnaires) among students, teaching staff and employers; discussion at meetings of Academic Committees in the direction of preparing the results of monitoring the labor market of the Republic of Kazakhstan, syllabuses in academic disciplines, topics of master's and doctoral dissertations, etc.

Based on the results of monitoring the academic achievements of students, high-quality and timely information is generated, on the basis of which the teaching staff, the management of the EP and the EsU administration develop and implement proposals for improving educational activities, teaching methods, academic work schedule, etc.

As a mechanism for assessing the knowledge, skills and professional competence of students in accredited EP, the criteria of the Fund of Assessment Funds (EF) and the maintenance of an electronic journal in the AIS "Platonus" are used, which takes into account attendance at training sessions, oral and written answers, SRO, completion of homework, etc. .types of work provided for by the curriculum.

In order to improve the quality of training of masters and PhD doctors, the management of the EP cluster cooperates with employers on the joint development of modular educational programs in academic disciplines, QED, programs of industrial and research internships, topics of dissertation works, etc. In addition, representatives of employers conduct periodic external examination of the EP, based on the results of which a decision is made to refine, rework, or adjust the program.

For example, the management of EP 7M06102 "Information Systems" took into account the opinions of students, suggestions and needs of employers: System Research Company Factor LLP,

National Information Technologies JSC, Kazakhtelecom JSC, as well as the Academy of Infocommunication Technologies, etc. . when updating the QED, MOP and curriculum. As a result of the external examination of EP 7M04113 "Business Administration", reviews were received from business experts of the TemirTransService LLP company, as well as the Public Association "Alliance of Professionals for the Commercialization of Technologies"), which recommended introducing new relevant disciplines into the QED for 2023 -2024 academic year, and also get reviews of all syllabuses.

It should be noted that in 2022, accredited EPs underwent external examination and approval by leading professional institutions and organizations, including: QazCake LLP, NMC ZIAT LLP, Qaz-bc LLP, Qaz-biscuit LLP , Science Foundation JSC, Samruk-Kazyna JSC, Kazpost JSC, Kazakhstan Institute of Industrial Development JSC, etc. All available proposals, comments and recommendations of employers were discussed at the level of Academic Committees and were taken into account when developing MOP and QED .

Students are necessarily involved in the procedures for revising the EP, which is confirmed by relevant documents when selecting elective disciplines on the basis of which the IUP, RUP and MOP are developed.

Experts of the EEC of the IAAR found that due to the lack of enrollment of students in doctoral and master's programs in the 2023 - 2024 academic year. year of EP doctoral studies 8D04106 - "State and local government", 8D04107 – "Finance"; Master's programs 7M06102 "Information Systems", 7M11402 "Social Work" and 7M04113 "Business Administration" (MBA) educational programs were not audited.

Analytical part
IAAR EEC experts confirm that in order to improve the quality of educational activities, Esil University constantly monitors and periodically evaluates educational programs. The procedures for conducting an EP audit are defined in the relevant documents, approved in accordance with the established procedure and posted in the public domain on the university website.

Development plans have been developed for each EP, which are annually reviewed and adjusted depending on the receipt of proposals, comments and recommendations from students, teaching staff, employers and other interested parties. The EEC found that for EP 7M04113 "Business Administration" (MBA), the program development plan has not been published on the university website, and there are also no reports on the results of the latest audit of the EP. It was also determined that accredited educational institutions were not audited in the 2023-2024 academic year. year due to lack of enrollment of students.

Experts note that to familiarize themselves with the goals, structure, competencies, as well as the list of academic disciplines within the EP, management uses various methods of information, including: holding supervisory hours with mentors of academic groups and advisers, organizing meetings with the head of the EP, publishing draft programs on the university website, as well as on corporate social networks. In addition, students can familiarize themselves with the information in the Platonus AIS.

During the interviews, students enrolled in accredited EP demonstrated ignorance of changes relating to EP. Also, when studying the official website of the university, a lack of updated information was revealed, which complicates the process of informing key stakeholders. Thus, the mechanism for timely informing teachers, employers and other interested parties about organizational decisions taken in relation to the EP has not been implemented; the changes that the EP undergoes are not published.

During the study of the self-assessment report and conversations with the heads of the EP, the opinion was expressed that the audit of the EP was not carried out due to the lack of a contingent and insufficient testing of the EP. However, according to the EEC, conducting an audit of the OP even before the start of its implementation is important, since it helps to ensure that the OP is developed in accordance with established quality standards and the requirements of regulatory authorities; that the EP corresponds to the educational and professional goals that were set during

its creation; are there the necessary resources (educational materials, equipment, teaching staff) for the successful implementation of the EP, etc. Conducting an audit strengthens confidence that the EP will be successfully implemented and reduces the risks of possible errors or omissions. Thus, the EEC notes the need to regularly update, monitor and evaluate the quality of EP and discuss the monitoring results at meetings of collegial management bodies and post information reflecting the results of assessing the quality of EP on the university website.

Based on the results of the survey, the level of accessibility and responsiveness of the university management was "completely satisfied" – 64.9% (87), "partially satisfied" – 28.4% (38), "partially dissatisfied" – 2.2% (3) and undecided answer – 2.2% (3) of students. The accessibility of the manual to teachers was rated "very good" by 57.1% (24), and "good" by 42.9% (18) of teaching staff.

Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":
- The management of the EP annually monitors and evaluates the quality of the EP for compliance with the requirements of the labor market and the social needs of society.
- In the 2024-2025 academic year, implement a mechanism for timely informing teachers, employers and other interested parties about organizational decisions taken in relation to the EP, including the results of monitoring and reviewing the content of the EP, using the official website of the university, etc.

VEC conclusions based on the criteria:
According to the standard "Continuous monitoring and periodic evaluation of educational programs", educational programs 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have 8 satisfactory positions , 2 criteria require improvement.

6.5. Standard "Student-centered learning, teaching and assessment"

• *The management of the educational program must ensure respect and attention to different groups of students and their needs, providing them with flexible learning paths.*
• *The management of the educational program must ensure the use of various forms and methods of teaching and learning.*
• *An important factor is the presence of own research in the field of teaching methods of EP academic disciplines.*
• *The management of the educational program must demonstrate the presence of a feedback system on the use of various teaching methods and evaluation of learning outcomes.*
• *EP management must demonstrate support for student autonomy while providing guidance and assistance from the teacher.*
• *The management of the educational program must demonstrate the existence of a procedure for responding to student complaints.*
• *The educational institution must ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each educational institution, including appeal.*
• *The educational organization must ensure that the procedures for assessing the learning outcomes of EP students comply with the planned results and goals of the program, and publish criteria and assessment methods in advance.*
• *The educational institution must define mechanisms to ensure that each graduate of the educational program achieves learning outcomes and ensure the completeness of their formation.*
• *Evaluators must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area.*

Evidence

EEC experts note that the university has created all the necessary conditions for the implementation of student-centered learning. When forming an educational program, attention and respect are paid to different groups of students and their individual needs. It has been established that in order to provide psychological, pedagogical and informational support to students with special educational needs, a Center for Inclusive Education has been created at the Department of Social Work and Tourism, functioning in accordance with the Regulations (approved at a meeting of the Academic Council, Minutes No. 11 of 04/25/2023) . The Commission notes that master's and doctoral students with special individual needs are not trained in accredited EP.

The organization of the educational process at the university is carried out on the basis of the Academic Policy (approved at a meeting of the Academic Council of EsU, minutes No. 18 of June 30, 2022), the working curriculum, the academic calendar, the schedule of training sessions and the schedule of self-regulatory education of students.

The university ensures the autonomy of students in the EP cluster by creating appropriate conditions for the management of the EP to develop students' responsibility for organizing and managing their educational activities, which is confirmed by the independent formation of the IEP, the choice of research topics and practical training bases. To improve the quality of education, teachers of the EP cluster provide consulting support in studying the curriculum, selecting literary and other sources, choosing a topic for scientific research, dissertation work, etc.

When implementing the EP, monitoring of students' independent work is carried out, the volume of which is two-thirds of the total labor intensity of the course being studied. Tasks for independent work of students, a mechanism for assessing the results of SRO are defined in the teaching materials and syllabuses of academic disciplines.

The teaching staff of the educational programs of the cluster constantly improves teaching methods through the use of innovative, interactive and active teaching methods, including: problem-based and game technologies, technologies for collective and group activities, simulation methods of active learning, methods for analyzing specific situations, project methods, collaborative learning , creative learning, innovative educational project activities, lecture-press conference, lecture-conversation, lecture-visualization, lecture-dispute, etc. The university systematically holds conferences and master classes where teaching staff exchange opinions on teaching methods. For example, on January 8-20, 2024, an international educational and methodological conference was held on the topic: "Modern trends in education: challenges and prospects," where master classes were held by leading EsU teachers (https://esil.edu.kz/master-classes/).

Experts of the EEC IAAR have established that one of the key processes in the implementation of EP at the university is ensuring and monitoring the quality of teaching. Determination of the quality level of teaching staff is carried out at the level of the graduating department, dean's office and university administration based on the assessment of the results of mutual visits to educational and open classes of teachers, analysis of student performance, midterm

and final control in the disciplines studied. In addition, EsU systematically conducts sociological surveys among students regarding their satisfaction with the quality of learning and teaching.

To enable the development of professional competencies among students within the EP, graduating departments create laboratories and branches on the basis of production enterprises, where educational, methodological and research work is carried out in real production conditions. For example, the Department of Management has a laboratory "Public Management" for the EP "State and Local Management" and a branch in the institution "QazCake" LLP (Astana), where reports on practice are defended, and on-site defense of theses and master's theses is carried out. The graduating department of "Finance" in the direction of training 8D041 - Business and management of the EP "Finance" has created an educational and scientific laboratory named after. Professor A.A. Nurumov and opened a branch in the bank JSC "Freedom Finance".

Experts confirm that EsU uses a point-rating system for assessing students' educational achievements, translating them into a traditional grading scale and ECTS. To implement a mechanism for assessing the knowledge, skills and professional competencies of students in the EP cluster, the university has formed a system for assessing ongoing monitoring, intermediate and final certification, implemented in accordance with established procedures, in accordance with the "Rules for ongoing monitoring of academic performance and intermediate certification of students" (approved at the meeting Academic Council of EsU, protocol No. 3 of October 10, 2022) and other regulatory documents that are freely available on the university website (https://esil.edu.kz/dokumenty/). Typical evaluation criteria within academic disciplines are regulated by the "Regulations on the design of UMKD" (Section 5. Forms of control: current control, midterm control and intermediate certification).

During the session, a person who is not interested in the students' results is appointed as an examiner. The teacher of the discipline being taken is not allowed to take part in the examination procedure. All information on student assessment, including current, intermediate, and final control, is available in the AIS PLATONUS. To meet the needs for additional training, eliminate academic debt or differences in curricula, the university provides a summer semester. By decision of EsU, intermediate certification in certain disciplines may be postponed to the summer semester.

Ensuring academic integrity and mutual respect by all participants in the educational community is one of EsU's key values. The principles of academic integrity, as well as the requirements and level of responsibility for non-compliance are recorded in the "Rules of Internal Labor Regulations and Corporate Ethics of the Institution "Esil University", "Code of Honor for Students and Teachers", "Anti-Corruption Policy", "Regulations on Anti-Plagiarism", "Regulations on intolerance to harassment" (https://esil.edu.kz/dokumenty/). To create an anti-corruption culture and strengthen the principles of academic integrity in the university student body, Esil University holds curatorial and unified hours with the participation of teaching staff and students, meetings with the university administration, and the head of the educational program.

IAAR experts confirm that the university provides the opportunity to resolve disputes that arise among students during the final (interim) certification on the basis of an appeal. The appeal procedures are transparent and regulated by the "Rules for ongoing monitoring of progress and intermediate certification of students" (clauses 7.28-7.31).

The university has organized and is implementing a procedure for responding to complaints, appeals and suggestions through the rector's blog on the university website(https://esil.edu.kz/rectors-blog/), call center, social networks, as well as personal meetings with heads of departments, university management and EP.

The EEC notes that when implementing the EP, teachers have the opportunity to undergo training in academic disciplines in a non-formal educational environment. The procedure for re-crediting acquired educational achievements at the university is regulated by the "Regulations on the procedure for recognizing learning outcomes of formal and non-formal education" (approved by the Academic Council of EsU, protocol No. 6 of December 27, 2023).

Analytical part

Based on interviews with students, IAAR experts made sure that the university management has created favorable conditions for the manifestation of their creative and scientific potential, and also provides material, informational and socio-psychological support. The university implements a mechanism to support gifted students, and also operates a system of tuition discounts. Also, the university provides certain elements to ensure equal opportunities for inclusive education for students with individual needs.

With the aim ofto improve the quality of educational services, EsU organizes events to exchange the experience of teaching staff in the field of using innovative teaching methods in the educational process. At the same time, the EEC found that within the framework of accredited EP, teachers are not actively pursuing and implementing various forms and methods of teaching academic disciplines. Also, during a conversation with teaching staff, it was revealed that teachers use traditional tools for assessing learning outcomes and do not use modern methods, such as portfolios, self-reflection, self-assessment, etc. In modern conditions, it is necessary to pay more attention to the training of teaching staff and the introduction of various forms and methods of training, including the use of innovative technologies and assessment of learning outcomes. Mastery of modern assessment methods helps teachers create a more effective and adaptive educational environment that contributes to the achievement of students' educational goals and their personal development, in order to ensure objectivity, take into account the diversity of students' abilities, promote the development of skills, adapt to technological changes, stimulate motivation, etc. In this communications, the EEC considers it necessary for teaching staff to more actively conduct research in the field of innovative methods of teaching disciplines, study and adopt positive experience in using innovative technologies for assessing learning outcomes. The results of existing own research and development in the field of teaching methods of academic disciplines should be disseminated and made available to all interested parties.

Generalized criteria for assessing students' knowledge are clearly formulated and defined in the Academic Policy of the university. The syllabuses of disciplines reflect the letter system for assessing educational achievements in a form that is understandable and accessible to all students. However, when analyzing the presented samples of syllabuses, the criteria for assessing the educational achievements of students by type of control within each individual discipline are of a general nature or are not found at all. The detailing of the criteria for assessing students' knowledge within the discipline should be sufficient to clearly define how achievements will be assessed and what specific criteria and assessment standards will be applied. It is important that assessment criteria are clear, objective, specific and consistent with learning objectives and expected outcomes.

IAAR experts have established that at the university the main form of feedback to determine the level of quality assurance of the educational process, teaching and objective assessment of learning outcomes is a systematic survey (questioning) of students. It was revealed that, according to the established requirements of the founders of EsU, periodic surveys among students are carried out at the end of each financial year, the results of which are necessarily discussed at meetings of graduating departments, brought to the attention of the university administration, where decisions are subsequently made on subsequent actions regarding the proposal, recommendation, complaints or current conflict situation. During the conversation with focus groups, the EEC received confirmation that the management of the university and EP reacts to conflict situations, takes into account the opinions of students, and is also open and accessible to all participants in the educational process.

Students express complete satisfaction with the level of quality of teaching - 67.2% (90);objectivity in assessing knowledge, skills and other educational achievements - 67.2% (90); objectivity and fairness of teachers - 67.9% (91).

Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration",

7M11402 "Social Work" have not been identified.

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- By the beginning of the 2024-2025 academic year, the management of the EP should develop a plan for the introduction of various forms and methods of teaching and assessing learning outcomes, as well as provide feedback on the effectiveness of their use upon completion of the study of the academic discipline.

- The management of the university, starting from September 2024, organizes on a regular basis advanced training for teaching staff in the field of mastering and practical application of modern methods for assessing learning outcomes.

- To ensure the objectivity of assessing learning outcomes within individual disciplines, the management of the EP in the 2024-2025 academic year will organize work to revise the syllabuses of academic disciplines for the presence of criteria and methods for assessing the achievements of students, and also consider the possibility of posting them on the university website during 2024-2025 school year.

VEC conclusions based on the criteria:

According to the standard "Student-centered learning, teaching and assessment of academic performance", educational programs 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have 7 satisfactory positions , 3 criteria require improvement.

6.6. Standard "Students"

- *The educational organization must demonstrate the existence of a policy for the formation of the student population in the context of educational programs, ensure transparency andpublication of its procedures regulating the life cycle of students (from admission to completion).*
- *The management of the EP must determine the procedure for forming the student population based on:*
- *minimum requirements for applicants;*
- *maximum group size when conducting seminars, practical, laboratory and studio classes;*
- *forecasting the number of government grants;*
- *analysis of available material, technical, information resources, human resources;*
- *analysis of potential social conditions for students, incl. provision of places in a hostel.*
- *The management of the educational program must demonstrate its readiness to conduct special adaptation and support programs for newly admitted and foreign students.*
- *The public organization must demonstrate compliance of its actions with the Lisbon Recognition Convention, the presence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal learning.*
- *The PA should cooperate with other educational organizations and national centers of the "European Network of National Information Centers for Academic Recognition and Mobility/National Academic Recognition Information Centers" ENIC/NARIC in order to ensure comparable recognition of qualifications.*
- *The educational institution must provide the opportunity for external and internal mobility of students of educational programs, as well as readiness to assist them in obtaining external grants for training.*
- *The management of the educational program must demonstrate its readiness to provide students with places of practice, facilitate the employment of graduates, and maintain contact with them.*
- *The educational institution must provide for the possibility of providing graduates of the educational program with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion.*

Evidence

The EEC Commission notes that for accredited EPs, a policy has been developed for the formation of a student population, implemented throughout the entire period of study from admission to graduation in accordance with the rules and regulations in force at the university, which are publicly available on the official website EsU.

The contingent of EP students is formed on the basis of the "Standard rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education of the Republic of Kazakhstan" (Appendix 1, 2 to the order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600, with amendments and additions 0t 05.11.2021 No. 554) and "Rules for admission to study at Esil University for educational programs of higher education" dated March 24, 2022 (http://old.esil.edu.kz/upload/iblock/ba5/Pr-priema-VO-bakalavr.pdf).

To attract applicants to accredited EP clusters, the university systematically conducts career guidance work, which includes the following activities: the creation of visiting working groups for regional and city educational institutions; organization of "Open Days"; development of a memo for applicants with brief information about master's and doctoral programs; advertising through social networks.

All necessary information regarding the rules for accepting documents, study conditions and EP opportunities can be obtained by applicants on the Esil University website in the "Applicants" sectionshttps://esil.edu.kz/entrant/and "For students" ("EsU Educational Programs")https://esil.edu.kz/mop/.

Receptionfor master's and doctoral studies at Esil Universitycarried out in accordance with the requirements of the Ministry of Education and Science of the Republic of Kazakhstanon a competition basis. Citizens who have completed similar or related professional higher education programs are accepted into the master's program based on the results of comprehensive testing.Admission to doctoral studies takes place from August 15 to August 28 of the calendar year (in the summer) and from December 26 to January 10 of the calendar year (in the winter) if applicants have a master's degree and work experience of at least 9 (nine) months , as well as a certificate in a foreign language.

Experts determined that in accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018. No. 600, the university has established its own requirements for admission to the MBA "Business Administration" program. According to the current "Rules for admission to study at Esil University for educational programs of an international business school" dated April 18, 2022

(https://old.esil.edu.kz/upload/iblock/a3e/Pr-priema-MBSH.pdf) admission of students takes place three times a year - in autumn, winter and spring. Training in the OP "Business Administration" MBA is carried out on a paid basis. Data on the admission of students to the EP of the cluster are presented in Table 2.

Table 2 - Data on admission of students to the cluster EP

Code and name of the OP	2021-2022 academic year year		2022-2023 academic year year		2023-2024 academic year year	
	Total	State grant	Total	State grant	Total	State grant
8D04106 – State and local government	0	0	0	0	0	0
8D04107 – "Finance"	0	0	0	0	0	0
7M11402 – "Social work"	0	0	0	0	0	0
7M06102 – "Information systems"	8	0	5	0	1	0
7M04113- "Business Administration" MBA	0	0	14	0	0	0

During the reporting period, there was no enrollment for the EP "8D04106 – State and Local Administration", 8D04107 – "Finance" and 7M11402 – "Social Work".

The university has created opportunities for the admission of foreign citizens who are accepted for study in accordance with the established procedure in the Republic of Kazakhstan. Esil University provides support to foreign citizens in adapting to the university (https://esil.edu.kz/for-foreign-applicants/), assistance in legalizing your stay in the country and resolving migration issues. EsU is a participant in the international Welcome project, the goal of which is to strengthen the international activities of universities in Kazakhstan and China by introducing strategic and marketing techniques to attract foreign students, teachers and researchers (https://esil.edu.kz/international-projects/). The EEC notes that during the reporting period there were no foreign students at accredited EPs.

Issues related to the formation of the contingent and the results of admission are considered at meetings of the IBS, the rector's office and the Academic Council.

To assess the level of achievement of EP goals at different stages of students' education at the university, current, midterm and final control are provided. The procedures for conducting and evaluating all types of control activities are regulated by the "Rules for ongoing monitoring of progress and intermediate certification of students" (approved at a meeting of the Academic Council of EsU, protocol No. 3 of October 10, 2022) and other regulatory documents. The results of midterm and final control are posted in the Platonus electronic journal. The final grade for the subject is entered into the semester and summary statements, on the basis of which a diploma supplement is formed.

IAAR experts note that the average absolute academic performance of students during the implementation of OP 7M06102 "Information Systems" is 91.1%, and for OP7M04113 "Business Administration" – 100%.

Table 3 - Results of analysis of the academic performance of students in accredited educational institutions of the cluster, %

Academic year	Absolute performance %
7M06102 – "Information systems"	
2021-2022	91
2022-2023	89.4
2023-2024	93
7M04113 – Business administration	
2022-2023	100
2023-2024	100

Procedures for eliminating academic debts by students are carried out in accordance with the "Rules for ongoing monitoring of progress and intermediate certification of students" on a paid basis during the summer semester, according to the approved academic calendar.

The grade point average (GPA) at the university is calculated according to"Rules for organizing the educational process in credit technology of education"dated 04/20/2011 No. 152 based on the results of the academic year (based on the results of the winter and spring sessions) and the results of the summer semester and is the basis for transferring students from course to course.

Members of the EEC confirm that students of the OP "Business Administration" were transferred to the 2nd year based on their academic performance by order of the rector based on the recommendation of the head of the OP MBA.

At the university, the transfer and reinstatement procedures for previously expelled students are carried out in accordance with the established "Rules for the transfer, reinstatement and expulsion of students of the Esil University Institution" (approved by the Academic Council of EsU, protocol No. 3 of October 10, 2022). Experts note that in accredited educational institutions there have been no cases of reinstatement of students due to expulsion.

To be able to implement the procedure for recognition and nostrification of student documents, the university works closely with the "Center for the Bologna Process and Academic Mobility" of the Ministry of Science and Higher Education of the Republic of Kazakhstan. Ensuring comparable recognition of qualifications is carried out through the EsU Office-Registrar, to which reports on the work carried out to organize external and internal academic mobility of students are generated and transmitted every month.

To develop the academic mobility of students at the university, the "Regulations on the academic mobility of students and teaching staff at Esil University" have been developed (https://esil.edu.kz/ru/cooperation/mobility/outgoing/rules-and-regulations.php), according to which the department of international cooperation annually conducts seminars, round tables with teaching staff and students to explain academic mobility programs, etc. In addition, all necessary information in the field of academic mobility is distributed through social networks and posted on the university website (https://esil.edu.kz).

Academic mobility at the Esil University Institution is carried out within the framework of concluded agreements and memorandums with republican and foreign universities (https://esil.edu.kz/ru/cooperation/partners/)

In order to provide opportunities for students and teaching staff in accredited EP, the university most actively cooperates with the following foreign universities: Azerbaijan State University of Economics, Tomas Bata University in Zlin, Gangnam University, Grodno State University. Yagki Kupala and others (https://esil.edu.kz/cooperation/).VEC notes that for master's students of OP 7M04113 "Business Administration", a double degree program is offered at the following Universities: EU Business School (Geneva, Switzerland), UBIS (Geneva, Switzerland).

Financing of academic mobility, as well as training in double degree programs, is carried out at the expense of the students themselves, or funds from the European Union, in case of participation in academic mobility programs under the Erasmus+ program.

The training plans for OP8D04106 "State and Local Administration", 8D04107 "Finance", 7M11402 "Social Work", 7M06102 "Information Systems" provide for research internships, undergraduates also undergo practical training. The main bases of research practice of the Department of Management for doctoral studies are the following institutions: QazCake LLP, NMC ZIAT LLP, PROMO LLP, Qaz-bc LLP, Qaz-biscuit LLP. To allow undergraduates OP7M06102 "Information Systems" to undergo research practice, the graduating department of "Information Systems and Technologies" uses the bases of the following enterprises: RSE "Kazhydromet", Astana; LINCOMPANY LLP, Astana; IServ LLP, Astana; Trakt Asia LLP, Astana, etc.

Industrial practice in OP "Business Administration"The MBA is organized on the basis of

the "Regulations on practical training in the MBA program" (https://old.esil.edu.kz/upload/iblock/4e0/ulxiwissmfb31cs0uun7mu3e9g0hjn9c/UCHREZHDEN IE-_ESIL-UNIVERSITY_-_1_.pdf), which indicates that working students can undergo internship at their place of work (clause 3.3.3). According to the order of the rector No. 01-34/36 dated 03/07/2024, OP MBA students undergo practical training at places of employment, in accordance with signed contracts.

IAAR experts note that the EP "Business Administration" does not have concluded agreements on long-term cooperation with enterprises on the organization and conduct of production practices.

Management of the EP cluster together with the Career Center departmentare actively working to promote the employment of graduates, within the framework of which the following activities are carried out: organizing master classes, presentations, seminars from company representatives on the development of socially significant skills of students necessary for successful employment and career growth; holding "Job Fairs", "Career Week", etc. In addition, active support in searching for vacancies and employment is provided by the Alumni Association, which operates at the university on the basis of the Regulations (http://old.esil.edu.kz/upload/iblock/19b/P-ob-assotsiatsii-vypusknikov.pdf). The EEC states that all students enrolled in the OP "Business Administration" have a place of work and do not need employment.

In order to develop professional certification, the University management signed a memorandumbetween Esil University and the professional management association CMI, UK, with the possibility of obtaining an international CMI certificate for students in management and economics programs (https://old.esil.edu.kz/ru/news/details.php?ID=11296&sphrase_id=39947).At the same time, accredited EPs do not ensure that students receive international certificates in specialized courses as part of the curriculum.

The university has created favorable conditions for the development of research competencies among students. To allow testing and publication of EsU's own scientific research, scientific conferences are held (https://esil.edu.kz/science-collection/), seminars, access to electronic library resources is provided, and the scientific journal "Bulletin of the Kazakh University of Economics, Finance and International Trade" is published quarterly.

For the creative development and self-realization of students during extracurricular time, the university operates youth interest clubs (https://esil.edu.kz/list-of-student-clubs/) and sports sections, cultural and educational events are organized and held, etc.

The EEC notes that the university has developed and operates an effective mechanism to support gifted students. In accordance with the "Regulations on supporting gifted students" (approved by the Academic Council of EsU, protocol No. 9 of February 28, 2023), the following tools are used to support talented and gifted students: incentives with cash prizes; city and out-of-town excursions to exhibitions; visiting cultural and educational institutions; providing a discount upon admission, etc. Experts confirm that students are informed about support programs through the university website, during career guidance work, as well as adaptation week.

Also, the university has a "Regulation on the provision of educational benefits", according to which the universitythe opportunity to receive benefits is provided to persons studying on a contractual basis at Esil University.For example, in 2022, Madina Asylbekovna Mukanova, a teacher at the Department of Economics, was given a 50% discount on her doctoral studies in the Economics EP.

Analytical part

The IAAR EEC confirms that EsU ensures the formation of a student population throughout the entire life cycle of education in accordance with transparent and duly documented procedures.

Based on the results of studying the "Rules for admission to study at Esil University for educational programs of higher education" and "Rules for admission to study at Esil University

for educational programs of an international business school", it was established that these documents contain clear and clearly stated general provisions, features admission of different categories of applicants to EP master's and doctoral programs, as well as MBA. During focus group interviews, trainers confirmed that they were familiar with the admission rules and had access to them. Experts determined that the university provides equal opportunities for all categories of applicants, and there are no discriminatory restrictions or privileges. It is important to note that in the 2023–2024 academic year there is no enrollment of students for accredited EP.

It has been established that students in accredited EP have the right to study under external and internal academic mobility programs, on the basis of signed agreements and memorandums with republican and foreign universities. In addition, for students of OP 7M04113 "Business Administration", the opportunity has been created to obtain specialized knowledge through a double degree program at European universities: EU Business School and UBIS (Geneva, Switzerland). Regulatory documents on the recognition of learning results obtained in other educational institutions, in particular during academic mobility, are available to all participants in the educational process and are posted on the EsU website. At the same time, accredited EPs do not have students who have completed academic mobility and double degree programs.

During the interview, students confirmed the possibility of obtaining certificates from the professional management association CMI, but at the same time indicated the lack of certification within the framework of specialized EP courses.

IAAR experts, based on the results of a survey of practice bases, as well as a study of existing contracts with production enterprises for accredited EP, state the need to develop cooperation in the field of production and research internships not only in institutions in Astana, but also in other regions. It has been established that for the MBA OP "Business Administration" there are no signed agreements with specialized institutions on securing their production base for practical training in the event that students do not have permanent employment.

During the visit, it was established that the university has a system of benefits for tuition fees, and has also introduced an effective mechanism to support talented and gifted students.

The results of the student survey showed that:

- 64.9% (87) were completely satisfied with the level of accessibility and responsiveness of the university management, 28.4% (38) were partially satisfied,partially dissatisfied – 2.2% (3), not satisfied – 2.2% (3),found it difficult to answer – 2.2% (3);

- 67.2% (90) are completely satisfied with the availability of academic counseling, partially satisfied – 26.9% (36), partially dissatisfied – 3% (4), dissatisfied – 1.5% (2), undecided – 1.5% (2);

- 67.2% are completely satisfied with the availability of healthcare services(90), partially satisfied – 21.6% (29), partially dissatisfied – 1.5% (2), dissatisfied – 2.2% (3), undecided – 7.5% (10);

- 70.9% (95) were completely satisfied with the availability of library resources, 21.6% (29) were partially satisfied, 0.7% (1) were partially dissatisfied, 6.7% (9) were undecided;

- completely satisfied with existing educational resources - 59.7% (80), partially satisfied - 33.6% (45), partially dissatisfied - 3.7% (5), not satisfied - 0.7% (1), found it difficult to answer – 2.2% (3);

- 64.9% (87) were completely satisfied with the overall quality of educational programs; partially satisfied – 24.6% (33), partially dissatisfied – 4.5% (6), dissatisfied – 4.5% (6), undecided – 1.5% (2);

- completely satisfied with the relationship between student and teacher - 70.1% (94), partially satisfied - 23.1% (31), partially dissatisfied - 3% (4), dissatisfied - 2.2% (3), found it difficult to answer – 1.5% (2).

Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- In the 2024-2025 academic year, the management of the EP should carry out active work to develop internal and international academic mobility of students, expanding opportunities for cooperation with foreign and Kazakh specialized universities.

- By the end of the 2023-2024 academic year, the management of the EP should develop an action plan to increase the number of master's and doctoral students, including taking into account the attraction of foreign students.

- During the 1st semester of the 2024-2025 academic year, the management of the EP, in order to be able to develop professional competencies among students, organize work to expand the base of industrial practices and formalize cooperation in the form of contracts.

- The management of the OP "Business Administration" MBA during the 2024-2025 academic year should consider the possibility of students obtaining international certificates in specialized courses as part of the curriculum.

VEC conclusions based on the criteria:

According to the "Learners" standard, educational programs 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have 9 satisfactory positions, 3 criteria require improvement.

6.7. Standard "Faculty and teaching staff"

• *The PA must have an objective and transparent personnel policy, including in the context of the EP, including recruitment, professional growth and development of personnel, ensuring the professional competence of the entire staff.*
• *The educational organization must demonstrate compliance of the staff potential of the teaching staff with the specifics of the educational program.*
• *The management of the OP must demonstrate awareness of responsibility for its employees and providing them with favorable working conditions.*
• *The leadership of the EP must demonstrate a change in the role of the teacher in connection with the transition tostudent-centered learning.*
• *The PA must determine the contribution of the teaching staff of the EP to the implementation of the development strategy of the PA and other strategic documents.*
• *The educational organization should provide opportunities for career growth and professional development of teaching staff of the EP.*
• *The management of the educational program must demonstrate a readiness to involve practitioners from relevant industries in teaching.*
• *The educational organization must demonstrate the motivation for the professional and personal development of teachers of the educational program, including encouragement for the integration of scientific activities and education, and the use of innovative teaching methods.*
• *An important factor is readiness to develop academic mobility within the EP and attract the best foreign and domestic teachers.*

Evidence

The EEC has established that the personnel policy at Esil University is implemented in strict accordance with the legislation of the Republic of Kazakhstan. Replenishment of teaching staff at the university is carried out on the basis of transparent procedures, in accordance with the "Rules for the competitive filling of positions of teaching staff of the EsilUniversity Institution" (P EsU 20-01) and the Regulations for the selection and hiring of personnel of the EsilUniversity Institution (P EsU20-11). Applicants with work experience, level of professional training (education, advanced training), competence, special skills, publications on the EP profile, as well as business and moral qualities are allowed to participate in the competition. Based on the results of the competitive selection, an employment contract and an employer's act based on it are drawn up with the employee (by order of the university rector).

When hiring, each employee is informed of the need to comply with the university's standards.Internal labor regulations and corporate ethics (https://old.esil.edu.kz/upload/iblock/bcd/Pr-vnutr-trud-raspor-i-KE.pdf), principlesacademic integrity, and also signs the Anti-Corruption Pledge.

Personnel policy is implemented through the creation of conditions conducive to constant internal training and development of teaching staff (advanced training), as well as by attracting young employees and practicing teachers to the team. On the university websitepersonal data, information about the disciplines taught, scientific interests, and advanced training of teaching staff are posted. At the same time, experts note that, according to published information, it is impossible to study the professional achievements of teachers, for example, such as publication activity, educational and methodological developments in the EP profile and the discipline being taught.

The need for teaching staff is determined taking into account the number of students, the specifics of the educational program and the compliance of teaching staff qualifications with the educational program, the requirements of the labor market and advanced scientific achievements and the request of customers of the educational process. As of April 1, 2024, there are only 14 students in the Business Administration program. There is no contingent for the rest of the accredited educational institutions of the cluster.

At the time of accreditation, the EP of the cluster is staffed with highly qualified teachers who have basic education, advanced training, as well as scientific and educational developments in the profile assigned to the discipline, namely:

1) EP 8D04106 "State and local government" (doctoral studies): 9 teachers, of which 8 are full-time and 1 part-time. Among them are 4 Doctors of Science and 5 Candidates of Science (PhD), the graduation rate is 100%;

2) EP 8D04107 "Finance" (doctoral studies): 7 teachers, of which 6 are full-time and 1 part-time. Among them 2 Doctors of Sciences and 5 Candidates of Sciences (PhDs), graduation rate is 100%;

3) EP 7M11401 "Social work": 7 full-time teachers, including 2 Doctors of Philosophy

(PhD), the degree rate in the department is 57%;

4) EP 7M06102 "Information systems": 9 full-time teachers, including 1 doctor of science and 8 candidates of science (PhD), the degree rate in the department is 100%;

5) OP7M04113 "Business Administration" MBA: 14 teachers, of which 7 are full-time and 7 part-time.

In EP 7M04113 "Business Administration" MBA, full-time teachers of Esil University have a scientific degree, conduct classes in disciplines according to their professional profile, and are also scientific supervisors of dissertations/projects.

Part-time teachers of EP 7M04113 "Business Administration" MBA have foreign education, an MBA, DBA or Master's degree, many are top managers of companies. For example, invited teachers for the EP are: Zhakipova A.S.–Doctor DBA,independent director on the Board of Directors, JSC "JV Akbastau"; Shamenov A.A. – Master of Science in Innovation Management and Entrepreneurship, former Chairman of the Board of Science Foundation JSC; Panov S.T. – Master of MBA, withfounder, director, business coach of Marketing Partners LLP; Mukanova G.K.–Master of MBA, independent trainer-consultant on organizational change and personnel development; Olzhaev M.E.–Master of MBA, Senior Advisor for Economic Affairs and Government Relations, Embassy of the Kingdom of the Netherlands in Kazakhstan, Kyrgyzstan and Tajikistan.

The wages of teachers providing training for students in the MBA Business Administration program are made according to the contract for the number of teaching hours.

The university provides for the involvement of practicing teachers in the educational process. So, for example, in the EP "Finance", the opportunity has been created for employers to conduct training sessions on an ongoing basis, including:

1) Ph.D., Baymanova Zh. – head of the currency department of the National Bank of the Republic of Kazakhstan;

2) Ph.D., Orazbaeva A.G. – Director of Ayala LLP;

3) Ph.D., Kusherbaev B.P. – Director of Sunwaytravel LLP.

Experts note that in the EP "Business Administration" part-time teachers have practical experience and are representatives of employers, but at the same time, due to the lack of students in the EP 8D04106 "State and Local Administration", 7M11402 "Social Work" and 7M06102 "Information systems", the involvement of practitioners is not planned, but in general, events in this area are being carried out at the graduating departments.

Research work of teaching staff of accredited EPs involves the publication of scientific research results in international and Kazakh scientific journals, participation in scientific conferences, projects, etc.

The EEC notes that EP teachers are members of research groups for the implementation of scientific, scientific and technical programs (projects) within the framework of program-targeted financing of the Republic of Kazakhstan, namely:

1) Turekulova D.M., Kushebina G.M. (OP 8D04106 "State and local government") on the topic: "System of targeted social assistance in Kazakhstan: institutional environment, assessment of the state, vectors and activation mechanisms" are PPP (2023-2025);

2) Berstembaeva RK., Alina G.B.(OP 8D04107 "Finance") on the topic: "Tax instruments for leveling social inequality in the Republic of Kazakhstan" (2023-2025), "System of targeted social assistance in Kazakhstan: institutional environment, assessment of the state, vectors and mechanisms of activation" (2022- 2024), "Research of methodological approaches to conducting a state audit of the securities portfolio of development institutions of the Republic of Kazakhstan and development of recommendations" (16.11-21.11.2023).

The teaching staff actively takes part in scientific contractual projects.

In addition, at the Department of Management in 2022-2024. Research work is being carried out on a scientific grant funding project on the topic: "Socio-labor and economic behavior of youth in the conditions of the emergence of a digital society as a form of manifestation of life goals and value orientations" in the amount of 17,260.6 thousand tenge. Scientific supervisor of the project:

PhD, acting. Associate Professor Turekulov A.N.

Based on the above data, it should be noted the positive dynamics of external funding indicators for university research (under Grants of the Committee of the Ministry of Education and Science of the Republic of Kazakhstan and economic agreements) for the EP "Finance" and EP "State and Local Administration".

Teaching staff of the EP "Finance" are holders of copyright certificates from the Ministry of Justice of the Republic of Kazakhstan. So, Alina G.B. There are copyright certificates: No. 39016 dated 09/13/2023, No. 41159 dated 12/08/2023. Teachers Lukpanova Zh.O., and Berstembaeva R.K. have copyright certificate No. 39572 "Socio-economic inequality in the country and individual factors influencing it" dated October 11, 2023.

Experts confirm that doctoral teaching staff in EP 8D04107 "Finance" and EP "State and Local Management" have an H-index in the Scopus database.

In addition, teaching staff actively participate in the work of scientific organizations (Memberships in Scientific Organizations):

1. Alina G.B. – Member of the Dissertation Council of ENU named after. L. Gumilyov in the direction of personnel training "8D041 – Business and Management" (order No. 29-p dated January 10, 2024);

2. Musina A.A. – Member of the Editorial Board of the magazine "IntellectXXI" ("INTELLECT XXI"), National University of Food Technologies, State Organization "Institute of Competition Problems" (Ukraine, Kyiv);

3. Musina A.A. – Member of the Editorial Board of the magazine "Intelligence, Innovation, Investments", Federal State Budgetary Educational Institution of Higher Education "Orenburg State University" (RF, Orenburg);

4. Alina G.B. – Member of the Editorial Board of the magazine "Intelligence, Innovation, Investments", Federal State Budgetary Educational Institution of Higher Education "Orenburg State University" (Russian Federation, Orenburg).

5. Zhumanova B.K. – Member of the Dissertation Council of ENU named after. L. Gumilyov in the direction of personnel training "8D041 – Business and Management", according to OP 6D050600 – Economics and 6D051700 – Innovative Management (Order No. 919-p dated 07/03/2019);

6. Valieva S.N. – expert of the National Center for State Scientific and Technical Expertise.

To be able to exchange experience and advanced achievements, EsU cooperates with more than forty foreign universities and organizations in the field of education. Academic mobility of teaching staff is carried out in accordance with contracts (agreements) on cooperation with partner universities and is carried out to participate in the academic and educational process of the partner university. In addition, mobility of teaching staff is allowed on the basis of an invitation from universities without signing cooperation agreements.

As part of academic mobility, teaching staff of the Department of Management regularly give lectures at universities near and far abroad: for studentsInternational University of Kyrgyzstan, Bishkek (Kyrgyzstan);Kyrgyz State Law University (Bishkek, Kyrgyzstan), etc.

For example, on December 23, 2022, PhD, Associate Professor of the Department of Management Imashev A.B. gave a lecture in the "Visiting Professor" program in the discipline "Taxation of foreign organizations and e-commerce" for students of the OP "Economics" on the topic: "Taxation on cryptocurrency mining in Kazakhstan" at the Financial University under the Government of the Russian Federation (Moscow, Russian Federation). During the reporting period, classes were held for students on internal mobilityAstana International University (Astana),NJSC "Caspian University of Technology and Engineering named after Sh. Yessenov" (Aktau, Kazakhstan),NJSC "Toraigyrov University", (Pavlodar).

In addition, as part of the implementation of academic mobility at the EP "Finance" from 03.15.2023 to 04.15.2023, online lectures were given by teachers of the Federal State Budgetary Educational Institution of Higher Education of Astrakhan State University (RF):

- Ph.D., Associate Professor, Shulimova Marina Aleksandrovna;

- Ph.D., Associate Professor, Elena Vladimirovna Pronina;
- Ph.D., Associate Professor Elena Igorevna Kozyrenko;
- Ph.D., Associate Professor Elena Vladimirovna Pronina.

From March 27 to April 27, 2023, teachers of the NJSC Caspian University of Technology and Engineering named after Sh. Yesenov gave lectures for students in online format: Nurbosynova Zh.N. and Shodyraeva Sh. K.

In turn, Ph.D., Associate Professor of the Department of Finance Lukpanova Zh.O. gave similar online lectures for students of the Federal State Budgetary Educational Institution of Higher Education at Astrakhan State University (RF).

From the report on self-analysis of accredited EPs, it follows that the university teaching staff takes an active part in the development and implementation of strategic documents of the university, makes proposals for improving activities at meetings of the workforce, meetings with the rector, vice-rectors, deans of faculties, at meetings of the Academic Council, rector's office, faculty bureau , department At the same time, during the meeting with the teaching staff, it was established that teachers are not aware of the updating of the current strategy and related documents at the current time.

The key areas of formation of a personnel reserve and development of the personnel potential of EsU teaching staff are: scientific internships, advanced training of teaching staff, academic mobility of teaching staff, Ph.D doctoral studies.

During the reporting period, teachers of the EP cluster underwent scientific internships, including within the framework of academic mobility:

1) according to EP 8D04106 "State and local government" (doctorate):

– Doctor of Economics, Professor Turekulova D.M., Doctor of Economics, Professor Galieva A.Kh., Doctor of Economics, Professor Lesbaeva G.T. and Ph.D., senior teacher Mukhambetova L.K. S. – Institute of Environmental and Economic Analysis (IFU GMBH Privates institute fur Umweltanalysen), (Dresden, Germany). Period: from 15 to 28.10.2018;

– Doctor of Economics, Professor Toksanova A.N. – European University (Barcelona, Spain). Period: from 03 to 12.07.2019;

– Doctor of Economics, Professor Turekulova D.M., Candidate of Economics, Associate Professor Zhumanova B.K. – European Institute of Applied Science and Management (Prague, Czech Republic). Period: from November 7 to November 22, 2019;

– assistant professor,Aidarkhanova B.B. – scientific internship under the Bolashak program on the topic: Economics and crisis management (USA). Period: from 05/16/2022 to 05/16/2023;

– Professor Turekulova D.M., Associate Professor Imashev A.B., Associate Professor Turekulova A.N.– University of Valencia (Valencia, Spain). Period: June 21 to July 5, 2023;

2) according to OP 8D04107 "Finance":

– Doctor of Economics, Professor of the Department Musina A.A. – European academy of science (Germany, Hamburg), online course: "Research Design: a course of research and discovery" Period: March 2022;

– Alina G.B., Berstembaeva R.K. – LLP "Training Center "WayoftheSunshine" LLP. Period: from 07 to 19.06.2021;

– Alina G.B. – Department of Finance and Control, Branch of the company "Agip Karachaganak B.V." Period: from 01.10 to 30.12.2022;

– Lukpanova Zh.O. –University of California (Irvine USA), onlinewellon the Coursera platform: "Fundamentals of Finance".Period: from 24 to 30.01.2024

To create opportunities for advanced training of teaching staff, the Department of Finance in March 2023 concluded 4 agreements with training centers, including: LLP "Training Center LLP "Way of the Sunshine".

Full-time teachers involved in educational activities regularly undergo professional development, according to an individual plan.

It has been established that the university management takes care of its employees and creates favorable working conditions, namely: each teacher at the department is provided with a

personal workplace, a computer, access to the necessary documentation, library resources, etc.As a main toolTo assess the satisfaction of teaching staff with working conditions, the university administration regularly conducts surveys (questionnaires).

To stimulate and motivate teaching staff for professional activities at EsU, material (direct and indirect) and non-material (organizational and moral) methods are used. To create proper motivation for teaching staff to achieve the priority goals of the university, Esil University has introduced a KPI system (Regulations on KPIs, P EsU 14-01).

Indirect financial incentives include: payment for compulsory health insurance policies; payment for treatment in sanatoriums; partial payment for corporate holidays for employees; payment for visiting cultural events, etc.Among the organizational non-material methods of stimulation, the most practiced at the university is the presentation of teaching staff for encouragement (gratitude/certificate of honor, valuable gifts) by the top management of the organization - the rector, the trade union committee of teaching staff, as well as the Ministry of Science and Higher Education of the Republic of Kazakhstan.

The EEC found that among the teaching staff providing the educational process for accredited educational programs, there are teachers awarded with badges, titles, certificates of honor, letters of gratitude from the relevant Ministry and government agencies of the Republic of Kazakhstan, as well asEsil University. For example, Doctor of Economics, Professor Musina A.A. in 2023 she was awarded the Algys Khat of the Minister of the Ministry of Education and Science of the Republic of Kazakhstan for her contribution to the development of education and science, and the "Esil University" badge "Uzdik okytushy"; Ph.D., assoc. Professor Alina G.B. in 2018 she was awarded a Letter of Gratitude from the Ministry of Education and Science of the Republic of Kazakhstan, in 2022 she became the owner of the "Bilim Zhane Gylym Minister "Kurmet Diplomas" of the Ministry of Education and Science of the Republic of Kazakhstan and was awarded the badge "Bilim Zhane Gylym Kyzmetkerlerinin k" Asipodagyna senirgen enbegi ushin"; Ph.D., assoc. Professor Lukpanova Zh.O. in 2023, awarded a Letter of Gratitude from the Ministry of Education and Science of the Republic of Kazakhstan.

In order to motivate teaching staff to publish activity in high-ranking scientific journals of EsU, financial remuneration is expected, the amount of which is regulated by the order of the rector and, in accordance with the "Regulations on stimulating the publication activity of teaching staff" dated 04/18/2022. carried out once at the end of the calendar year (https://old.esil.edu.kz/upload/iblock/cd7/Polozhenie-o-stimulirovanii-publikatsionnoy-aktivnosti-PPS.pdf).

To provide financial assistance, as well as protect the social and labor rights and interests of employees, a trade union committee functions at Esil University. In the summer, trade union members are given a 30% discount on the cost of a standard room for sanatorium and resort treatment within Kazakhstan. In June 2021 and 2022, the university management partially paid (50%) for a collective vacation for teaching staff in the "Capital Crayfish" holiday home.

Analytical part

IAAR experts confirm that the personnel policy of Esil University is carried out in accordance with the Development Strategy and is aimed at meeting the university's needs for professional labor resources. The HR policy procedures implemented by the university are transparent and accessible, strictly documented and meet the requirements of the current legislation of the Republic of Kazakhstan. At the same time, during a conversation with the teaching staff, it was established that teachers were not informed about the progress of updating the Strategy EsU at the current moment in time, and also have a poor understanding of what strategic guidelines it corresponds to in the field of science and education of the Republic of Kazakhstan.

The EEC notes that teachers of accredited EPs meet qualification requirements, have scientific and professional achievements, advanced training in their core disciplines and sufficient work experience. During the reporting period, the quantitative and qualitative composition of the

teaching staff of graduating departments is stable and is characterized by a high level of education (OP 8D04106 "State and Local Administration", OP 8D04107 "Finance", OP 7M06102 "Information Systems", OP 7M04113 "Business Administration" MBA (full-time teachers) – 100%, and EP 7M11401 "Social work" – 57%). Teachers providing training for accredited EPs actively publish the results of their scientific research in international ranking journals.

EsUcarries out sufficient work to attract teaching staff, including practicing teachers, to educational activities and professional development. At the same time, for accredited EP it is desirable to ensure that basic and core disciplines are taught by practicing teachers on an ongoing basis.

During the visit, it was established that staff training and academic mobility of teaching staff of graduate departments in EP takes place in leading educational centers, educational and research institutions, at manufacturing enterprises (organizations) of the Republic of Kazakhstan and abroad. At the same time, IAAR experts note the need to intensify activities to ensure the participation of EP teaching staff in academic mobility programs with using broader opportunities in the field of professional development provided by foreign and Kazakh specialized partner universities.

During a meeting with focus groups, experts received confirmation that the university management uses various ways to stimulate the scientific and professional activities of teaching staff.The university has implemented a KPI system, with gradation "platinum", "gold", "silver". However, based on the results of the interview with the teaching staff, it was established that there was a lack of understanding of this system; the teaching staff was not involved in its development.

Based on the results of a survey of teaching staff conducted by IAAR experts, it was established that:

- the university provides opportunities for teaching staff to use educational innovation "very well" - 61.9% (26) and "good" - 38.1% (16);
- The teaching staff satisfies the content of the educational program with scientific and professional interests and needs "very well" - 73.8% (31) and "good" - 26.2% (11);
- Teaching staff are satisfied with the support of the university and its management for their research activities as "very good" - 57.1% (24); "good" – 38.1% (16); "relatively bad" – 4.8% (2);
- the level of feedback from teaching staff to management is "very good" - 42.9% (18); "good" – 54.8% (23); "relatively bad" – 2.4% (1);
- Teaching staff are satisfied with the organization of academic mobility "very good" - 40.5% (17); "good" – 57.1% (24); "relatively bad" – 2.4% (1);
- The teaching staff is satisfied with combining teaching with scientific research "very well" - 52.4% (22); "good" – 45.2% (19); "relatively bad" – 2.4% (1).

Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- RThe university management, in order to improve the quality of educational activities and create favorable working conditions, ensure on an ongoing basis the participation of teaching staff in the internal processes of the university and introduce the practice of timely informing about changes in strategic and operational documentation, including at the level of individual EP.
- During the 2024-2025 academic year, the management of the EP is to organize and conduct activities to develop internal and international academic mobility of teaching staff, using greater opportunities in the field of professional development provided by foreign and Kazakh specialized partner universities.

- Until September 1, 2024, the management of the university should hold seminars to discuss and explain the parameters of KPI indicators, establish a clear gradation of the point system and the amount of cash payments based on the results of achieving the status of "platinum", "gold", "silver".

VEC conclusions based on the criteria:
According to the "Faculty and Teaching Staff" standard, educational programs 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have 7 satisfactory positions, 2 criteria require improvement.

6.8. Standard "Educational Resources and Student Support Systems"

- *The educational organization must guarantee a sufficient number of training resources and student support services to ensure the achievement of the educational objectives.*
- *The educational institution 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).*
- *The management of the educational program must demonstrate the existence of procedures for supporting various groups of students, including information and consultation.*
- *The management of the EP must demonstrate the compliance of information resources with the specifics of the EP, including:*
- *technological support for students and teaching staff (for example, online learning, modeling, databases, data analysis programs);*
- *library resources, including a fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases;*
- *examination of research results, graduation works, dissertations for plagiarism;*
- *access to educational Internet resources;*
- *functioning of WI-FI on the territory of the educational organization.*
- *The OO demonstrates planning for providing EP with educational equipment and software similar to those used in the relevant sectors of the economy.*

Evidence

The infrastructure and material and technical base at the university are represented by two academic buildings, a dining room with 250 seats, a modern hotel-type dormitory for students with 240 seats, and a library. An agreement has been concluded with a clinic that provides medical support for students and teaching staff.

The technological infrastructure is represented by the following elements: a dedicated fiber-optic communication line (FOCL) to radically increase and increase Internet speed up to 500 Mb/s; IP telephony; planetary scanner "ElarPlanScan"; 7 high-performance servers, model "Supermicro 825TQ-R720 PB", HP ProLiant DL 380e Gen8, HP ProLiant DL 180 G6, HP ProLiant DL 380e Gen8; server uninterruptible power supply 10 kW; sound and lighting equipment in the assembly hall and lecture hall; computer equipment park.

Today, the university's computer equipment fleet consists of 579 personal computers, of which: in the educational process - 313, structural units - 152 and 59 laptops. The university has 21 computer classes, 12 scientific and educational laboratories equipped with multimedia projectors, projection screens and interactive whiteboards. On the computers used in the educational process, software is installed according to the disciplines being studied (56 programs). In total, 47 multimedia projectors, 15 interactive whiteboards, 32 projection screens are used. All computer classes are equipped with video surveillance systems operating in HD format.

Esil University successfully operates 11 information systems based on the corporate network: automated information system for managing the educational process "Platonus", AIS "Moodle Distance Learning Portal", AIS "Electronic Admissions Committee", AIS "Electronic Library", Electronic document management system "Documentolog" ", IP telephony and web conferences based on the 3CX Phone System, Internet gateway based on Traffic Inspector, OES.kz proctoring system, Antiplagiarism system Antiplagiat.ru, webinar platform for online broadcasts Zoom, Microsoft Teams, corporate email.

Students of the EP cluster are connected around the clock to the Wi-Fi wireless Internet access system, consisting of 9 Internet access points and the University's local network. Department students living in the dormitory also have the opportunity to use the Wi-Fi wireless Internet access system, consisting of 4 Internet access points, around the clock. Based on the results of a survey of students and measurements of Internet speed directly by experts, it was found that the University has a very low Internet connection speed at the level of 1-3 Mbit/s.

The structure of Esil University includes scientific researcha library that provides access to educational and information materials to students, postgraduate students and teaching staff for educational and scientific purposes.The library has 7 reading rooms with 250 seats, including 1 electronic reading room, also a periodicals room, an electronic room, a scientific literature room, a fiction room and two book depositories. The library has 40 computers, 1 large copier, 3 MFPs. All computers are connected to the INTERNET network, students have access to information resources, various databases, collections of digitized documents, websites and web portals.

The university's book fund is constantly updated with new literature and totals 403,140 thousand copies, of which 208,370 copies are in the state language. 8-12 million tenge per year is allocated to replenish the book fund.

Scientific library website (https://esil.edu.kz/scientific-library/) and social media pages are important aspects of developing and promoting library resources and services. Work is underway to fill the E-University database (http://e.kuef.kz:57772/csp/euniversity/ru/index.csp) - where books are collected in PDF format for all educational programs.

Currently there are 4086 emails in the electronic library database. books for all educational programs. In connection with learning using distance learning technologies (DET), all readers (students) were provided with information about lists and links on the university website (https://esil.edu.kz/ru/), in the Scientific Library section, where you can access to program, methodological, educational, reference and fiction literature.

DesignedinstitutionalSubscription to the following electronic publications:

– Republican Interuniversity Electronic Library http://rmebrk.kz;

– E-University database (http://e.kuef.kz:57772/csp/euniversity/ru/index.csp) – where books are collected in PDF format

– EBS "Lan", "Elsevier", "Springer",

Disciplines in accredited programs are taught using modern software and new technologies. For example, according to 7M06102 "Information systems", the educational laboratory "Robotics and automation", the research laboratory "Computer technology and automation of production processes", the educational laboratory "Development of computer system interfaces", the educational laboratory "Development of corporate applications", the educational Laboratory "Network Communications", educational laboratory "Three-dimensional design and modeling".

The University creates and constantly improves conditions for conducting scientific research, integrating science and education, publishing the results of research work of teaching staff, staff and students. The university teaching staff carries out 9 scientific projects. The university management creates conditions for the participation of teaching staff in R&D. Income from R&D accounts for 45.7% of the university's total budget.

To publish the scientific results of scientists, the journal "Bulletin of the Kazakh University of Economics, Finance and International Trade" is functioning, included in the list of publications recommended for publishing the main results of scientific activity, current issues of economics, management, marketing, finance, accounting and auditing.

Scientific conferences are held, for example, on January 8-20, 2024, the international educational and methodological conference "Modern Trends in Education: Challenges and Prospects" was held, where master classes were held (https://esil.edu.kz/master-classes/).

To develop the scientific and entrepreneurial activities of students, a competition of startup projects is held with the winners allocated financial resources for the implementation of the project.

To analyze written work, a licensed Anti-Plagiarism system is used. Final works are checked for plagiarism in accordance with "Anti-plagiarism regulations" A commission approved by the rector was created to check the work.

The university operates various student support services, which are characterized by accessibility and demand.

Works at the UniversityStudent registration and service center,Career Center. To carry out activities for the employment of graduates, systematic work is carried out to monitor the labor market, search for vacancies, and hold meetings with employers. The university constantly monitors the employment of graduates.

One of the common areas outside the educational activities of the university is youth clubs (https://esil.edu.kz/list-of-student-clubs/), organized by the Youth Affairs Committee, which coordinates the activities of public organizations of the university, self-government bodies and clubsby interest (https://esil.edu.kz/student-council-list/).

– Esil Art Studio, a creative arts club, organizes internal events.

– Esil Society assistance, the club's activities are based on the ideas of "serving society",

such as volunteering, helping the University in solving and implementing social problems, organizing charity events and events.

– Esil Media club, the main objectives of the club are to assist the university's PR service in content making, such as photo and video shooting to promote student activity in social media.

– Esil IQlab, the club's activity is to develop talented and enterprising youth.

– Sanaly Urpaq, activities are aimed at actively involving students in interaction with government bodies, with the student maslikhat, party bodies, involving students in electoral activities, growing civic consciousness, preventing and suppressing offenses, assisting the Anti-Corruption Agency of the Republic of Kazakhstan.

At the university, on the first floor of the main academic building, an office for students with special educational needs was created, tactile ground signs were placed, and a bathroom was built.

To support students, it has been developedRegulations on the provision of educational benefits at the Esil University institution, including discounts on tuition fees for various categories of students. According to the social parameter, orphans under the age of 23, disabled people from childhood, disabled people of the first and second groups, students from large families, students if 2 or more children from the same family are studying at the university, children of employees, employees and university graduates. In addition, the university provides a grant to school graduates who hold the "Altyn Belgi" sign with an UNT certificate or have a certificate with honors, college graduates who have a diploma with honors. For contribution to student life and active participation in the development of the university, including in public (career guidance) work for scientific and academic achievements, a discount on fees for one academic year is provided in the amount of 5% to 50%, subject to an average grade point score of at least level "C+" for the previous academic period.

During meetings with target groups of students, it was noted that the strength of organizing the educational process is maintaining constant communication between curators and students through various sources, as well as informing students about intra-university and national competitions and olympiads, upcoming conferences, and educational events. An effective information tool is the TikTok studio, which is a creative space that allows you to shoot content for social networks.

The university also ensures that students are informed about modern trends in development in various fields. For example, in 2021, a seminar on the topic "New approaches to managing the innovative development of the economy of Kazakhstan" with the participation of the head of the department for the implementation of license and contract conditions of the Ministry of Industry and Infrastructure Development of the Republic of Kazakhstan, Aidyn Baduanovich Imashev, guest lecture "Modernization of social creation in the context of the formation of a business environment in the Republic of Kazakhstan » with the participation of the head of the department for the implementation of licensing and contract conditions of the Department of Subsoil Use of the Ministry of Industry and Infrastructure Development of the Republic of Kazakhstan, Imashev A.B., the webinar "Secrets of career excellence for young specialists" for master's and doctoral students was conducted by Ph.D., Russian Federation, professor, HRDIITU, certified consultant for personnel assessment "DimensionsTalentQ" Kusainova A.. In 2022 - a round table on the topic: "Management in the context of digitalization of socio-economic processes" with the participation of representatives of government bodies of the Republic of Kazakhstan for master's and doctoral students In 2023, a round table-seminar "Problems and challenges of modern business education through the eyes of international experts", where the speakers were scientists from the University of Cambridge, a guest lecture with a member of the Mazhilis of the Parliament of the Republic of Kazakhstan D. Mukaev on the topic: "Time management. Karzhylyk sauattylyk."

Monitoring the state of the learning environment at the university is carried out by assessing readiness for the educational process: approval of the MoP for EP clusters for the academic year, syllabuses and teaching materials, assignment of students' IUP, ensuring a full staff of teaching staff, drawing up a schedule, compliance with the material and technical base, checking the classroom fund and updating the library collection. Also, video surveillance equipment is installed

in the classrooms, through which monitoring of the conduct of training sessions is carried out: timely start, compliance with discipline of both teaching staff and students, methods of conducting classes, etc.

The university has implemented a comprehensive safety program that includes regular safety audits, safety training and safety documentation.

Analytical part

A visual inspection by experts of the infrastructure and analysis of educational resources confirms the presence of sufficient material and technical base, educational resources, student support systems, including information and consulting, including through the university website, for the implementation of accredited educational programs.

Experts also note a sufficient level of equipment in classrooms, computer classes, the presence of wired and wireless (Wi-Fi) Internet in all classrooms with the ability to access the university's electronic information environment, electronic library, and the university website. However, based on the results of a survey of students and measurements of Internet speed directly by experts, it was found that the University has a very low Internet connection speed at the level of 1-3 Mbit/s.

In the context of EP, information on the provision of educational and methodological literature is presented only for the 2021-2022 academic year, which made it difficult to assess this parameter.

The university plans to build a new building. For this purpose, a plot of land has been purchased and a design and estimate documentation is being developed.

Educational programs are provided with educational and electronic resources. Conditions have been created for conducting scientific research, integrating science and education, publishing the results of research work of teaching staff, staff and students. Final works are checked for the degree of borrowing in the Anti-Plagiarism system.

Members of the EEC noted that the strength is the creation of conditions for various groups of students, including information and consultation (a wide system of discounts and benefits, attraction and support of talented youth, information support for curators, etc.)

The university buildings comply with current sanitary standards and fire safety requirements and are in good condition. A comfortable and safe environment has been created for students and teaching staff.

According to the results of a survey of students, 61.9% (83) were completely satisfied with the support of educational materials during the learning process, 30.6% (41) were partially satisfied, 70.9% (95) were fully satisfied with the level of availability of library resources, 21.6% were partially satisfied. (29); 58.2% (78) are completely satisfied with classrooms and classrooms for large groups, 26.9% (36) are partially satisfied; 41% (55) were completely satisfied with student lounges, 20.9% (28) were partially satisfied; 47.8% (64) are completely satisfied with the availability and quality of Internet resources, 31.3% (42) are partially satisfied; 51.5% (69) are completely satisfied with the existing scientific laboratories, 22.4% (30) are partially satisfied; 53% (71) are completely satisfied with the available computer classes, 31.3% (42) are partially satisfied; 59% (79) were completely satisfied with the hostel provision, 15.7% (21) were partially satisfied.

Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":
- Creating conditions for various groups of students, including information and consulting (a wide system of discounts and benefits, attracting and supporting talented youth, information support for curators, etc.).

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- In the 2024-2025 academic year, the university management is to strengthen and permanently establish Wi-Fi operation, providing a high-speed and uninterrupted connection to the entire campus.

- The management of the EP from September 2024 onwards on an ongoing basis monitors the provision of educational and methodological literature in the context of the EP. Include the monitoring results in the OP audit report.

VEC conclusions based on the criteria:

According to the standard "Educational Resources and Student Support Systems", educational programs 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have 1 strong, 8 satisfactory positions.

6.9. Public Information Standard

• *The public organization must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:*
• *expected learning outcomes of the educational program being implemented;*
• *qualifications and (or) qualifications that will be awarded upon completion of the educational program;*
• *approaches to teaching, learning, as well as the system (procedures, methods and forms) of assessment;*
• *information about passing scores and educational opportunities provided to students;*
• *information about employment opportunities for graduates.*
• *The management of the OP should provide for a variety of ways to disseminate information, including the media, information networks to inform the general public and interested parties.*
• *Public information should include support and explanation of the country's national development programs and the system of higher and postgraduate education.*
• *The educational organization must demonstrate the reflection on the web resource of information characterizing 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 informing the public about cooperation and interaction with partners within the framework of the OP.*

Evidence

Basic information about all types of activities of Esil University, including within the framework of educational programs, is published on the official website https://esil.edu.kz/.

In addition to the official website, there is a public information system about educational programs, consisting of publications in the media, its own magazine and the following official accounts:

Instagram	hhttps://www.instagram.com/esil_university/
Facebook	https://www.facebook.com/esil.university
Youtube	https://www.youtube.com/channel/UCX_m-zEyw4zMHd5LuPKPQvw

The official pages of the university rector A.A. Taubaev are presented on social networks, for example
https://instagram.com/ayapbergen.taubayev?igshid=YmMyMTA2M2Y=
where students, parents, teaching staff, employers and interested parties can ask questions, address problems and leave their comments on improving the activities of the university. Every year, the rector reports to the university staff on the results of the year and tasks for the new academic year (minutes of the meeting of the Academic Council No. 2 of October 5, 2023).

Social networks are also maintained for educational programs, for example,Teaching staff of EP 7M11402 "Social work", has Instagram and promptly informs students and teaching staff about the content of the development plan and implementation of EP 6B11101 https://www.instagram.com/socialwork_kz/?igsh=eHdndjhleGZyc2E%3D.

At Esil University, a career guidance group has been created from among the teaching staff of the department to carry out career guidance work with graduates of Astana universities on the issues of choosing an EP and admission to master's and doctoral programs.

Information is also provided through the following systems:AIS "Platonus", AIS "Moodle Distance Learning Portal", AIS "Electronic Admissions Committee", AIS "Electronic Library", Electronic document management system "Documentolog", IP telephony and web conferences based on the "3CX Phone System" system, corporate mail.

Information about the learning process, including the number of students, the progress of the EP implementation, evaluation procedures for students and teaching staff is presented in the AIS "Platonus" learning management system. Each student in the AIS "PLATONUS" has free access to his own virtual account, in which he can view the academic calendar, individual curriculum, electronic journal, transcript, GPA scores, UMKD and correspond with teachers on questions that arise. https://pl.esil.edu.kz/.Information on enrollment and graduation is integrated with the National Educational Database.

Informing the general public is carried out through the interaction of the university press

service and departments with the media. The university teaching staff monitors the current situation occurring in the domestic market, for example, Ph.D., Associate Professor Shimshikov Zh.E. On an ongoing basis, he actively gives interviews on current topics, publishes in the media, and takes part in studio programs.

Scientific results of teaching staff and university scientists are actively published in their own journal"Bulletin of the Kazakh University of Economics, Finance and International Trade", includedthe list of publications recommended for publishing the main results of scientific activity, current issues of economics, management, marketing, finance, accounting and auditing. The magazine is published quarterly.

Information on the conditions of admission to all levels of education and on the qualifications obtained is posted in the "Applicants" tab.https://esil.edu.kz/entrant/.

Information about the scientific activities of teaching staff and students, requirements for reports, etc. are posted in the "Science" tabhttps://esil.edu.kz/center-for-socio-economic-research/.

The implementation of international educational and scientific programs and projects is located in the "Cooperation" tabhttps://esil.edu.kz/cooperation/.

The preparation of information for posting on the university's Internet resources, in addition to information posted by educational departments and teachers on the educational portal, is carried out by interested structural units of Esil University.

Information about educational programs is posted in the "Students-Educational Programs" section, as well as on the pages of graduating departments.

No.	Educational programs	Links to OP	Links to the page of the graduating department
1.	7M04113 "Business administration"	https://esil.edu.kz/mba-program/	https://esil.edu.kz/ibs/
2.	7M06102 "Information systems"	https://esil.edu.kz/files-masters-department-isit/	https://esil.edu.kz/department-of-information-systems-and-technologies/
3.	7M11402 "Social work"	https://esil.edu.kz/documents-department-of-social-work-and-tourism/	https://esil.edu.kz/department-of-social-work-and-tourism/
4.	8D04107 "Finance"	https://esil.edu.kz/doctorate-files-department-of-finance/	https://esil.edu.kz/department-of-finance/
5.	8D04106 "State and local government"	https://esil.edu.kz/educational-programs-department-of-management/	https://esil.edu.kz/department-of-management/

Experts note that information regarding educational programs is presented on the site only in general. The main educational and methodological documents (MOP, QED, entry program, etc.) are posted in the "Documents" section on the pages of the graduating departments. The title of the information presented is not unified; the information is not associated with a specific program, which makes it difficult to find the required document. For example,https://esil.edu.kz/department-of-management-documents/.

Members of the EEC confirm that the university website for accredited programs provides reliable and detailed information about teaching staff by personalities. The portfolio of each teacher contains his photo and position, corporate email, education received, places of work, and the number of published articles by section.Profiles of teaching staff of departments are updated as necessary:

7M06102 "Information systems"
7M11402 "Social work"
8D04107 "Finance"
8D04106 "State and local government"

By program7M04113 "Business Administration" summary information on teaching staff is missing.

Members of the EEC note that on the official websiteEsil University National programs and strategic plans for the development of the system of higher education and science are not presented, as well as information on the participation of the staff in the implementation of national programs.

Information on the results of external institutional assessment procedures is presented on the website in the sections "Official information", but does not contain links to external resources. In the context of EP, information on accreditation is not provided.

A survey of students conducted during the visit of the IAAR EEC showed:

- satisfaction with the content and information content of the university website was confirmed by 94.1% of students;

- 93.3% were satisfied with information about courses, educational programs and the academic degree received.

Analytical part

The EEC confirms the placement of accurate, objective, up-to-date information on the official website of the universityhttps://esil.edu.kz/, websiteFaculty of Business and Management,Faculty of Applied Sciences,International Business School, as well as on social networks and the media. Information is posted in three languages (Kazakh, Russian, English). The University provides wide information to the public and all interested parties about the results of its activities and ongoing programs. Experts also note the university's active career guidance work. At the same time, experts note that the public was not informed about the upcoming visit of the EEC, the progress of the visit and its results.

Experts note that the official website of the university does not present national programs and strategic plans for the development of the system of higher education and science, as well as links to external resources based on the results of external evaluation procedures. Information on educational programs is presented on the pages of graduating departments and is not systematized in the context of educational programs, which greatly complicates the search for information. There is no complete presentation of each educational program.

After the rebranding of the university, the journal "Bulletin of the Kazakh University of Economics, Finance and International Trade" remains under the old name.

Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

– By July 1, 2024, the management of the EP must analyze and systematize the "Documents" section on the department pages on the official website of the university and ensure the presentation of information in the context of educational programs.

– Until September 1, 2024 and thereafter, place on the university's website national development programs and systems of higher professional education, information on the university's participation in the implementation of these programs.

– Post on the university website until September 1, 2024 information about the accreditation of the educational program and links to external resources based on the results of external assessment procedures (websites of accreditation agencies).

- The management of the university during 2024-2025 should take measures, including an appeal to the Committee for Quality Assurance in Science and Higher Education, to update the name of the scientific journal in accordance with the new name of the university.

VEC conclusions based on the criteria:

According to the "Public Awareness" standard, educational programs 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have 9 satisfactory positions, 1 criterion requires improvement .

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

According to the "Educational Program Management" standard:
Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

According to the Information Management and Reporting standard:
Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

According to the standard "Development and approval of an educational program":
Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

According to the standard "Continuous monitoring and periodic evaluation of educational programs":
Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

According to the standard "Student-centered learning, teaching and assessment of academic performance":
Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

According to the "Students" standard:
Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

According to the "Faculty and Teaching Staff" standard:
Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

According to the standard "Educational resources and student support systems":
Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":
- Creating conditions for various groups of students, including information and consulting (a wide system of discounts and benefits, attracting and supporting talented youth, information support for curators, etc.).

According to the "Public Information" standard:
Strengths/best practices for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" have not been identified.

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

According to the **"Educational Program Management" standard:**

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- Before the start of the 2024-2025 academic year, the university management should develop an internal regulatory document describing the uniform requirements for the development of development plans for the university's educational programs, taking into account:

• compliance of the EP development plan with the University Development Strategy, national priorities and labor market needs;

• involving employers, students and teaching staff in drawing up a development plan for the educational program;

• determining the individuality and uniqueness of the EP development plan within the framework of the real positioning of the university;

• a mechanism for monitoring the implementation of the EP development plan and regular review of the EP development plan.

- In the 2024-2025 academic year, the management of the EP will review the development plan of the EP and bring it into compliance with the newly established requirements.

- Annually monitor the implementation of EP development plans for the implementation of target indicators, assess the achievement of learning goals, meet the needs of stakeholders, and on this basis make decisions aimed at continuous improvement of the EP. The monitoring results are communicated to all interested parties.

- Before the start of the 2024-2025 academic year, ensure that heads of departments, heads of educational programs and other persons involved in the management of educational programs undergo risk management training.

- In 2025, the management of the university should develop and approveinternal regulatory document regulating risk management.

- In the 2024-2025 academic year, conduct a detailed analysis of risks in the context of EP, specify measures to reduce the impact of risks, indicating measurable indicators of implementation, those responsible and deadlines for implementation.

- In the 2024-2025 academic year, develop an action plan for the introduction of new innovative teaching and assessment methods into the educational process, including our own, as well as provide feedback on the effectiveness of their use.

- In the 2024-2025 academic year, provide advanced training in the Management in Education program for the vice-rector's corps, heads of departments and heads of educational programs.

According to the **Information Management and Reporting standard:**

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- During 2024, the university management is to develop an internal document regulatingnd conducting surveys, including determining the levels and period for reviewing survey results, and taking corrective actions.

- Until December 2024, the management of the university should include in the Regulations on the audit of educational programs key indicators of the effectiveness and efficiency of the educational program, the level and period of their evaluation.

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

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- In 2024, the management of the university should include in the Regulations on the modular construction of educational programs a requirement that the model of an EP graduate correspond to the general university model of the corresponding level of education. During 2025, the management of the EP should bring the models of graduates of accredited programs into line with university-wide models.

- In the 2024-2025 academic year, update the Regulations on the development of modular educational programs, including requirements for experts, as well as the organization and conduct of internal and external examination of the content of EP, taking into account:
  - compliance with the structure of the OP;
  - relevance of thematic content;
  - compliance of expected learning outcomes with market requirements;
  - availabilitycompetency-based assessment of learning outcomes.

- To the managementThe EP annually ensures the involvement of various stakeholders in the processes of development, monitoring, periodic review of the EP, as well as ensuring the internal quality system.

- By the beginning of the 2024-2025 academic year, conduct a full audit of educational and methodological documentation, in particular educational and methodological complexes of disciplines, to determine whether their content corresponds to the stated learning outcomes and levels of study.

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

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- The management of the EP annually monitors and evaluates the quality of the EP for compliance with the requirements of the labor market and the social needs of society.

- In the 2024-2025 academic year, implement a mechanism for timely informing teachers, employers and other interested parties about organizational decisions taken in relation to the EP, including the results of monitoring and reviewing the content of the EP, using the official website of the university, etc.

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

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- By the beginning of the 2024-2025 academic year, the management of the EP should develop a plan for the introduction of various forms and methods of teaching and assessing learning outcomes, as well as provide feedback on the effectiveness of their use upon completion of the study of the academic discipline.

- The management of the university, starting from September 2024, organizes on a regular basis advanced training for teaching staff in the field of mastering and practical application of modern methods for assessing learning outcomes.

- To ensure the objectivity of assessing learning outcomes within individual disciplines, the management of the EP in the 2024-2025 academic year will organize work to revise the syllabuses of academic disciplines for the presence of criteria and methods for assessing the achievements of students, and also consider the possibility of posting them on the university website during 2024-2025 school year.

According to the "Students" standard:

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- In the 2024-2025 academic year, the management of the EP should carry out active work to develop internal and international academic mobility of students, expanding opportunities for cooperation with foreign and Kazakh specialized universities.

- By the end of the 2023-2024 academic year, the management of the EP should develop an action plan to increase the number of master's and doctoral students, including taking into account the attraction of foreign students.

- During the 1st semester of the 2024-2025 academic year, the management of the EP, in order to be able to develop professional competencies among students, organize work to expand the base of industrial practices and formalize cooperation in the form of contracts.

- The management of the OP "Business Administration" MBA during the 2024-2025 academic year should consider the possibility of students obtaining international certificates in specialized courses as part of the curriculum.

According to the "Faculty and Teaching Staff" standard:

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- RThe university management, in order to improve the quality of educational activities and create favorable working conditions, ensure on an ongoing basis the participation of teaching staff in the internal processes of the university and introduce the practice of timely informing about changes in strategic and operational documentation, including at the level of individual EP.

- During the 2024-2025 academic year, the management of the EP is to organize and conduct activities to develop internal and international academic mobility of teaching staff, using greater opportunities in the field of professional development provided by foreign and Kazakh specialized partner universities.

- Until September 1, 2024, the management of the university should hold seminars to discuss and explain the parameters of KPI indicators, establish a clear gradation of the point system and the amount of cash payments based on the results of achieving the status of "platinum", "gold", "silver".

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

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- The management of the university in the 2024-2025 academic year should strengthen and establishon an ongoing basisWi-Fi operation, providing high-speed and uninterrupted connection throughout the campus.

- The management of the EP from September 2024 onwards on an ongoing basis monitors the provision of educational and methodological literature in the context of the EP. Include the monitoring results in the OP audit report.

According to the "Public Information" standard:

Recommendations for OP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work":

- By July 1, 2024, the management of the EP must analyze and systematize the "Documents" section on the department pages on the official website of the university and ensure the presentation of information in the context of educational programs.

- Until September 1, 2024 and thereafter, place on the university's website national development programs and systems of higher professional education, information on the university's participation in the implementation of these programs.

- Post on the university website until September 1, 2024 information about the accreditation of the educational program and links to external resources based on the results of external assessment procedures (websites of accreditation agencies).

- The management of the university during 2024-2025 should take measures, including an appeal to the Committee for Quality Assurance in Science and Higher Education, to update the name of the scientific journal in accordance with the new name of the university.

(X) RECOMMENDATION TO THE ACCREDITATION BOARD

Members of the EEC came to a unanimous opinion that EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work" are recommended for accreditation for a period of 3 (three) of the year.

Appendix 1. Evaluation table "Conclusion of an external expert commission" (for EP 7M04113 "Business Administration" (MBA), 7M06102 "Information Systems", 8D04107 "Finance", 8D04106 "State and Local Administration", 7M11402 "Social Work")

No.	No. n\n	Criteria for evaluation	Position of the educational organization			
			Strong	Satisfactory	Suggests improvement	Unsatisfactory
Standard 1 "Educational program management"						
1	1.	The higher and/or postgraduate education organization must have a published quality assurance policy that reflects the relationship between research, teaching and learning		+		
2	2.	The organization of higher and (or) postgraduate education must demonstrate the development of a culture of quality assurance, including in the context of EP		+		
3	3.	A commitment to quality assurance must apply to any activity carried out by contractors and partners (outsourcing), including joint/double degree education and academic mobility.		+		
4	4.	The management of the EP demonstrates transparency in the development of a development plan for the EP, containing the start date for implementation, based on an analysis of its functioning, the real positioning of the EP and the focus of its activities on meeting the needs of the state, employers, students and other interested parties			+	
5	5.	The leadership of the EP demonstrates the presence of mechanisms for the formation and regular review of the EP development plan and monitoring its implementation, assessing the achievement of learning goals, compliance with the needs of students, employers and society, making decisions aimed at continuous improvement of the EP			+	
6	6.	The management of the EP should involve representatives of stakeholder groups, including employers, students and teaching staff in the formation of a development plan for the EP			+	
7	7.	The management of the EP must demonstrate the individuality and uniqueness of the EP 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 must demonstrate a clear definition of those responsible for business processes within the EP, an unambiguous distribution of job responsibilities of staff, and delimitation of the functions of collegial bodies		+		
9	9.	The management of the educational program 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, decision-making based on facts		+		
eleven	11.	The management of the educational institution must manage risks, including within the framework of the educational institution undergoing primary accreditation, and also demonstrate a system of measures aimed at reducing the degree of risk			+	
12	12.	The management of the educational program must ensure the participation of representatives of employers, teaching staff, students and other interested parties in the collegial bodies governing the educational program, as well as their representativeness when making decisions on issues of managing the educational program		+		

13	13.	The PO must demonstrate innovation management within the EP, including the analysis and implementation of innovative proposals		+		
14	14.	The management of the EP must demonstrate evidence of readiness for openness and accessibility for students, teaching staff, employers and other interested parties		+		
15	15.	EP management must undergo training in educational management programs		+		
		Total according to standard	**0**	**10**	**5**	**0**
Standard 2 "Information Management and Reporting"						
16	1.	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, and that it uses a variety of methods to collect and analyze information in the context of the organization		+		
17	2.	The management of the EP must demonstrate the existence of a mechanism for the systematic use of processed, adequate information to improve the internal quality assurance system		+		
18	3.	OP management must demonstrate fact-based decision making		+		
19	4.	Within the framework of the EP, a system of regular reporting must be provided, reflecting all levels of the structure, including assessment of the effectiveness and efficiency of the activities of departments and departments, scientific research		+		
20	5.	The PA must establish the frequency, forms and methods of assessing the management of the EP, the activities of collegial bodies and structural divisions, senior management, and the implementation of scientific projects		+		
21	6.	The PA must demonstrate the determination of the procedure and ensuring the protection of information, including the identification of responsible persons for the accuracy and timeliness of information analysis and data provision		+		
22	7.	An important factor is the presence 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 EP must demonstrate the existence of a communication mechanism with students, employees and other interested parties, as well as mechanisms for resolving conflicts		+		
24	9.	The educational organization must demonstrate the presence of mechanisms for measuring the degree of satisfaction of the needs of teaching staff, staff and students within the educational program		+		
25	10.	The PA must provide for an assessment of the effectiveness and efficiency of activities, including in the context of EP		+		
		Information to be collected and analyzed within the framework of the OP should take into account:				
26	eleven.	key performance indicators		+		
27	12.	dynamics of the student population in terms of forms and types		+		
28	13.	grade level, student achievement and dropout		+		
29	14.	student satisfaction with the implementation of the EP and the quality of education at the university		+		
thirty	15.	Availability of educational resources and support systems for students		+		
31	16.	The public organization must confirm the implementation of procedures for processing personal data of students, employees and teaching staff based on their documented consent		+		
		Total according to standard	**0**	**16**	**0**	**0**
Standard 3 "Development and approval of an educational program"						
32	1.	The PA must define and document procedures for developing EP and their approval at the institutional level		+		
33	2.	The management of the EP must ensure that the content of the EP corresponds to the established goals, including the intended learning outcomes		+		

34	3.	The management of the EP must demonstrate the existence of mechanisms for revising the content and structure of the EP, taking into account changes in the labor market, the requirements of employers and the social demands of society		+		
35	4.	The management of the EP must ensure the availability of developed models of the EP graduate that describe the learning outcomes and personal qualities			+	
36	5.	The management of the EP must demonstrate the conduct of external examinations of the content of the EP and the planned results of its implementation		+		
37	6.	The qualification awarded upon completion of the EP must be clearly defined and correspond to a certain level of the NQF and QF-EHEA		+		
38	7.	The management of the educational program must determine the influence of disciplines and professional practices on the formation of learning outcomes		+		
thirty	8.	An important factor is the possibility of preparing students for professional certification (IC)		+		
40	9.	The management of the EP must provide evidence of the participation of students, teaching staff and other interested parties in the development of the EP and ensuring its quality			+	
41	10.	The management of the EP must ensure that the content of academic disciplines and planned results correspond to the level of study (bachelor's, master's, doctoral)		+		
42	11.	The structure of the EP should provide for various types of activities to ensure that students achieve the planned learning outcomes		+		
43	12.	An important factor is the correspondence of the content of the EP and the learning outcomes of the EP implemented by organizations of higher and (or) postgraduate education in the EHEA		+		
		Total according to standard	**0**	**10**	**2**	**0**
Standard 4 "Continuous monitoring and periodic evaluation of educational programs"						
44	1.	The educational institution must determine mechanisms for monitoring and periodically evaluating the educational program to ensure the achievement of the goal and meet the needs of students and society and show the focus of the mechanisms on the continuous improvement of the educational program.		+		
		Monitoring and periodic evaluation of the EP should include:				
45	2.	the content of the program in the light of the latest scientific achievements in a particular discipline to ensure the relevance of the taught discipline		+		
46	3.	changes in the needs of society and the professional environment		+		
47	4.	workload, performance and graduation of students		+		
48	5.	effectiveness of student assessment procedures		+		
49	6.	expectations, needs and satisfaction of students with EP training		+		
50	7.	educational environment and support services, and their compliance with the goals of the EP		+		
51	8.	The management of the EP must demonstrate a systematic approach to monitoring and periodically assessing the quality of the EP		+		
52	9.	PO, OP management must determine a mechanism for informing all interested parties about any planned or taken actions regarding the PO			+	
53	10.	All changes made to the OP must be published			+	
		Total according to standard	**0**	**8**	**2**	**0**
Standard 5 "Student-centered learning, teaching and assessment"						
54	1.	The management of the educational program must ensure respect and attention to different groups of students and their needs, provide them with flexible learning paths		+		
55	2.	The management of the educational program should provide for the use of various forms and methods of teaching and learning			+	
56	3.	An important factor is the presence of your own research in the field of teaching methods of EP academic disciplines		+		
57	4.	The management of the educational program must demonstrate the presence of feedback mechanisms on the use of various teaching methods and evaluation of learning outcomes		+		

58	5.	The management of the educational program must demonstrate the presence of mechanisms to support student autonomy with simultaneous guidance and assistance from the teacher		+		
59	6.	The management of the educational program must demonstrate the existence of a procedure for responding to student complaints		+		
60	7.	The educational institution must ensure consistency, transparency and objectivity of the mechanism for assessing learning outcomes for each educational program, including appeal		+		
61	8.	The educational organization must ensure that the procedures for assessing the learning outcomes of EP students comply with the planned results and goals of the program, publishing criteria and assessment methods in advance			+	
62	9.	The educational institution must define mechanisms to ensure that each graduate of the educational program achieves learning outcomes and ensure the completeness of their formation		+		
63	10.	Evaluators must be proficient in modern methods of assessing learning outcomes and regularly improve their skills in this area			+	
		Total according to standard	**0**	**7**	**3**	**0**
Standard 6 "Students"						
64	1.	The educational organization must demonstrate the existence of a policy for the formation of a contingent of students in the context of the educational program, ensure transparency and publication of its procedures regulating the life cycle of students (from admission to completion)			+	
		The management of the EP must determine the procedure for forming the student population based on:				
65	2.	minimum requirements for applicants		+		
66	3.	maximum group size when conducting seminars, practical, laboratory and studio classes		+		
67	4.	forecasting the number of government grants		+		
68	5.	analysis of available material, technical, information resources, human resources		+		
69	6.	analysis of potential social conditions for students, incl. provision of places in a hostel		+		
70	7.	The management of the educational program must demonstrate readiness to conduct special adaptation and support programs for newly admitted and foreign students		+		
71	8.	The public organization must demonstrate compliance of its actions with the Lisbon Recognition Convention, the presence of a mechanism for recognizing the results of academic mobility of students, as well as the results of additional, formal and informal training		+		
72	9.	The PA 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 educational institution must provide the opportunity for external and internal mobility of students of educational programs, as well as readiness to assist them in obtaining external grants for training			+	
74	11.	The management of the educational program must demonstrate its readiness to provide students with places of practice, promote the employment of graduates, and maintain contact with them			+	
75	12.	The educational institution must provide for the possibility of providing graduates of the educational program with documents confirming the qualifications obtained, including the achieved learning outcomes, as well as the context, content and status of the education received and evidence of its completion		+		
		Total according to standard	**0**	**9**	**3**	**0**
Standard 7 "Teaching staff"						
76	1.	The PA must have an objective and transparent personnel policy, including in the context of EP, including recruitment, professional growth and development of personnel, ensuring the professional competence of all staff		+		

77	2.	The PO must demonstrate compliance of the staff potential of the teaching staff with the specifics of the EP		+		
78	3.	The management of the EP must demonstrate awareness of responsibility for its employees and provide them with favorable working conditions		+		
79	4.	The management of the educational program must demonstrate a change in the role of the teacher in connection with the transition to student-centered learning		+		
80	5.	The PA must determine the contribution of the teaching staff of the EP to the implementation of the development strategy of the PA and other strategic documents			+	
81	6.	The educational institution should provide opportunities for career growth and professional development of teaching staff of the EP		+		
82	7.	The management of the EP must demonstrate its readiness to involve practitioners in relevant sectors of the economy in teaching.		+		
83	8.	The educational organization must demonstrate the motivation for the professional and personal development of teachers of the educational program, including encouragement for the integration of scientific activities and education, the use of innovative teaching methods		+		
84	9.	An important factor is readiness to develop academic mobility within the EP and attract the best foreign and domestic teachers			+	
		Total according to standard	**0**	**7**	**2**	**0**
Standard 8 "Educational resources and student support systems"						
85	1.	The educational institution must guarantee a sufficient number of educational resources and student support services to ensure the achievement of the educational objectives		+		
86	2.	The educational institution 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 educational program must demonstrate the availability of procedures to support various groups of students, including information and consultation	+			
		The management of the EP must demonstrate the compliance of information resources with the specifics of the EP, including:				
88	4.	technological support for students and teaching staff (for example, online learning, modeling, databases, data analysis programs)		+		
89	5.	library resources, including a fund of educational, methodological and scientific literature on general education, basic and major disciplines on paper and electronic media, periodicals, access to scientific databases		+		
90	6.	examination of research results, graduation works, dissertations for plagiarism		+		
91	7.	access to educational Internet resources		+		
92	8.	functioning of Wi-Fi on the territory of the educational organization		+		
93	9.	The PO demonstrates planning for providing EP with educational equipment and software similar to those used in the relevant sectors of the economy		+		
		Total according to standard	**1**	**8**	**0**	**0**
Standard 9 "Public Information"						
		The public organization must publish reliable, objective, up-to-date information about the educational program and its specifics, which should include:				
94	1.	expected learning outcomes of the educational program being implemented		+		
95	2.	qualifications and (or) qualifications that will be awarded upon completion of the educational program		+		
96	3.	approaches to teaching, learning, as well as the system (procedures, methods and forms) of assessment		+		
97	4.	information about passing scores and educational opportunities provided to students		+		
98	5.	information about employment opportunities for graduates		+		
99	6.	The management of the OP 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 information should include support and explanation of the country's national development programs and the system of higher and postgraduate education		+		
101	8.	The educational organization must demonstrate the reflection on the web resource of information characterizing 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 informing the public about cooperation and interaction with partners within the framework of the OP		+		
		Total according to standard	**0**	**9**	**1**	**0**
		TOTAL	**1**	**84**	**18**	**0**

AGREED
Rector
Institutions "Esil University"
_____ **Taubaev A.A.**
"___" _____ **2024**

I APPROVED
General Director of the NU "Independent Agency for Accreditation and Rating"
_____ **Zhumagulova A.B.**
"___"_____ **2024**

PROGRAM
VISIT OF AN EXTERNAL EXPERT COMMISSION
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
TO THE INSTITUTION "ESIL UNIVERSITY"
(international program accreditation)

Date of visit: April 1-3, 2024

Cluster 1 (accreditation)	6B04105/ 7M04107/ 7M04108 - Accounting and audit; 7M04103/ 7M04104 - State and local government;
Cluster 2 (primary accreditation)	7M04113 Business Administration (MBA) 7M06102 Information systems 8D04107 Finance 8D04106 State and local government 7M11402 Social work 1-1.5 g
Cluster 3 (accreditation)	6B11101 Tourism; 6B11401/7M11401 - Social work; 6B04201/ 6B04110 - Customs affairs;

Cluster 4 (accreditation)	6B06102 Computer technology and software; 6B06101 Information systems; 7M06101 Information systems 2 g;

date and time	EEC work with target groups	Position and Last Name, First Name, Patronymic of the participants target groups	Contact form
March 30, 2024			
12.00-13.00 *(time will be confirmed)*	Preliminary meeting of the EEC*(discussion of key issues and visit program)*	*IAAR External Experts*	Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
On schedule during the day	Arrival of members of the External Expert Commission		
18.00	Dinner	*IAAR External Experts*	
Day 11st: April 1, 2024			
09.00-09.30	Distribution of responsibilities of experts, solution of organizational issues	*IAAR External Experts*	Office / room No. (working office of the EEC) conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.30-10.00	Meeting with the Rector	*Taubaev Ayapbergen Aldanaevich - Rector*	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
10.00-10.15	Technical break		

10.15-11.00	Meeting with Members of the Board - Vice-Rectors	*Turekulova Dametken Medikhanovna - Vice-Rector for Academic Activities and Science* *Shuitenov Gabit Zhumabaevich - Vice-Rector for Strategy and Digitalization*	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.00-11.10	Technical break		
11.10-11.50	Meeting with heads of structural divisions of the public organization	*Ulybyshev Dmitry Nikolaevich - Director of CSER* *Zharlgasova Baglan Erkinovna - Head of UPiMUP* *Akhanov Berik Utelbaevich - Head of the Career Guidance Department* *Elmira Bekbolatovna Zadanova - Head of the International Cooperation Department* *Kushebina Gulnara Malikovna - Head of the registrar's office* *Mustafina Sayran Elubaevna - Director of the Scientific Library* *Iskhakova Gozal Rakhmatullaevna - Head of the Personnel Department* *Akparov Zhangeldy Ashimovich - Director of CIT* *Imanbaeva Raikhan Gazizovna – Chief of Staff,* *Zhumanova Bekarshyn Kimashevna - Director of the PC Center* *Zhumabay Batyrkhan Elikovich - Head of OOKiSA* *Sakeev Erbol Khamitovich - Director of the Career Center* *Sadirbaev Orazkan Aitmagambetovich - Head of Administration* *Almaganbetov Berik Amanzholovich - HSE Engineer* *Nurgalieva Zhanna Ergalievna - Executive Secretary of the Admissions Committee* *Shardarov Gabiden Tulakbaevich – Chief Accountant*	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.50-12.00	Exchange of views among members of the external expert commission		Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12.00-12.40	Meeting with deans accredited educational	Alina Gulzhan Baltabaevna - Dean of the Faculty of Business and Management	Conference hall

	institutions	Mukhamedzhanova Aigul Aitmagambetovna - Dean of the Faculty of Applied Sciences	
12.40-13.00	Work of the VEC	*IAAR External Experts*	
13.00-14.00	*Dinner*		
14.00-14.15	Work of the VEC		
14.15-15.00	Meeting with heads of departments and heads of EP	Valieva Saltanat Nesipbekovna - head of the Department of Management, PhD, acting. associate professor Chereeva Bakhytgul Tolegenovna - head of the educational program "State and Local Administration", doctoral studies, master's degree, PhD, acting. associate professor Zhusupova Zhanat Zhaksalykovna Head of the EP "Business Administration" MBA Lukpanova Zhanar Oralkhanovna – head of the Department of Finance Berstembaeva Rysty Kudaibergenovna – head of the OP 'Finance" Bykov Artem Aleksandrovich – head of the ISIT department Zhumashev Marat Sungatovich Head of EP "Information Systems" Yesenova Moldir Balkairovna Head of the OP "VTiPO" Kaliev Askar Kadyrovich – Head of the Department of Law Kapysheva Saltanat Kairzhanovna – head of the OP "Customs Affairs" Sadykov Zhasulan Amangeldyevich - head. Department of Social Work and Tourism, Head of the Educational Program "Tourism" Aiman Yesenkulovna Adebietova - head of the Social Work OP	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.00-15.10	Technical break		Audience no. Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.10–16.00	Meeting with teaching staff OP	*Full name of the teacher, position, EP* *Hall 1 (Appendix No. 1) (room No. 203, session hall zoom 1)* *Hall 2 (Appendix No. 2) (room No. 204, session hall zoom 2)* *Hall 3 (Appendix No. 3) (room No. 205, session hall zoom 3)*	Audience no. Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

16.00-17.00	Survey of teaching staff (in parallel)	*Appendix 2 (Full name of the teacher, position, e-mail)*	The link is sent to the teacher's e-mail personally
16.00-16.10	Exchange of views among members of the external expert commission		Audience no. Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.10-17.00	Meeting with EP students	*Appendix 3* *Student's name, course, EP* *Hall 1 (Appendix No. 1) (room No. 203, session hall zoom 1)* *Hall 2 (Appendix No. 2) (room No. 204, session hall zoom 2)* *Hall 3 (Appendix No. 3) (room No. 205, session hall zoom 3)*	Audience no. Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
17.00-18.00	Questioning of students (in parallel)	*Appendix 4* *Student's name, course, EP, e-mail*	The link is sent to the student's e-mail personally
17.00-17.50	Visual inspection of EP and material, technical and educational laboratory facilities only facilities for accredited EP		*Along the route*
17.50-18.00	Work of the EEC discussion of the results of the first day	*IAAR External Experts*	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00-19.00	Dinner	*IAAR External Experts*	
		Day 2: April 2, 2024	

09.00-09.30	Work of the VEC	*IAAR External Experts*	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.30-11.30	Selective visits to EP practice bases	*External IAAR experts according to the route list* ***Appendix 6***	
11.30-13.00	Working with department documents (documents must be uploaded to the cloud by cluster in advance; if necessary, department heads will be invited to the Zoom online room) and attending teaching staff classes as scheduled	***Appendix 7***	
13.00-14.00	**Dinner**		
14.00–14.20	Exchange of views among members of the external expert commission	*IAAR External Experts*	
14.20-15.10	Meeting with stakeholders (representatives of practice bases and employers) (hybrid)	***Appendix 8***	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
15.10-15.30	Technical break		
15.30-16.10	Meeting with EP graduates (hybrid)	***Appendix 9***	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

16.10-16.30	Technical break	*IAAR External Experts*	
16.30-19.00	Work of the EEC, discussion of the results of the second day and profile parameters (recording is being carried out)	*IAAR External Experts*	
19.00-20.00	Dinner	*IAAR External Experts*	
Day 3: April 3, 2024			
09.00-11.30	Work of the EEC, development and discussion of recommendations	*IAAR External Experts*	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.30-11.40	Technical break		
11.40-12.30	Work of the EEC development and discussion of recommendations (recorded)	*IAAR External Experts*	Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12:30-13:00	Work of the VEC	*IAAR External Experts*	
13.00-14.00	Dinner		
14.00-16.00	Work of the EEC discussion, decision-making by voting (recorded)		Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.00-16.30	Work of the EEC, Discussion of the results of quality assessment	*IAAR External Experts*	
16.30–17.00	Final meeting of the EEC with the university management		Conference hall Join a Zoom meeting https://us02web.zoom.us/j/4641732969

			Conference ID: 464 173 2969
18.00-19.00	Dinner	*IAAR External Experts*	

Abbreviations
IAAR – Independent Accreditation and Rating Agency
EEC – IAAR External Expert Commission
OO – educational organization
EP – educational program
Teaching staff - teaching staff

Appendix 3. RESULTS OF THE PPP SURVEY

Total number of questionnaires: 42

2. Position,%

Professor	3 (7.1%)
Associate Professor/Associate Professor	18 (42.9%)
Senior Lecturer	17 (40.5%)
Teacher	4 (9.5%)
Head Department	0 (0%)
Other	0 (0%)

3. Academic degree, academic title

Honored Worker	0 (0%)
Ph.D	3 (7.1%)
PhD	12 (28.6%)
master	14 (33.3%)
PhD	7 (16.7%)
Professor	1 (2.4%)
Associate Professor/Associate Professor	8 (19%)
No	3 (7.1%)
Other	0 (0%)

4. Work experience at this university

Less than 1 year	5 (11.9%)
1 year – 5 years	11 (26.2%)
Over 5 years	26 (69.9%)
Other	0 (0%)

No.	Questions	Very good	Fine	Relatively bad	Badly	Very bad	Didn't answer
1	To what extent does the content of the educational program meet your scientific and professional interests and needs?	31 (73.8%)	11 (26.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2	How do you assess the opportunities provided by the University for the professional development of teaching staff?	22 (52.4%)	19 (45.2%)	1 (2.4%)	0 (0%)	0 (0%)	0 (0%)
3	How do you assess the opportunities provided by the University for career growth of teaching staff?	24 (57.1%)	17 (40.5%)	1 (2.4%)	0 (0%)	0 (0%)	0 (0%)
4	How do you assess the degree of academic freedom of the teaching staff?	23 (54.8%)	19 (45.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

	To what extent can teachers use their own					
5	• Learning Strategies	21 (50%)	20 (47.6%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
6	• Teaching methods	29(69%)	13 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
7	• Educational innovations	26(61.9%)	16(38.1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
8	How do you evaluate the work on organizing medical care and preventing diseases at the university?	18(42.9%)	23(54.8%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
9	What attention does the management of the educational institution pay to the content of the educational program?	26 (61.9%)	15 (35.7%)	1 (2.4%)	0 (0%)	0 (0%)	0 (0%)
10	How do you assess the sufficiency and accessibility of the necessary scientific and educational literature in the library?	thirty (71.4%)	12 (28.6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
eleven	Assess the level of created conditions that take into account the needs of different groups of students?	16(38.1%)	25(59.5%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
	Rate aboutopennessand availability of management					
12	• For students	26(61.9%)	16(38.1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
13	• teachers	24(57.1%)	18(42.9%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
14	Assess the involvement of teaching staff in the process of making management and strategic decisions	10(23.8%)	31(73.8%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
15	How are innovative activities of teaching staff encouraged?	14(33.3%)	27(64.3%)	1 (2.4%)	0 (0%)	0 (0%)	0 (0%)
16	Assess the level of feedback from teaching staff to management	18(42.9%)	23(54.8%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
17	What is the level of stimulation and involvement of young specialists in the educational process?	12(28.6%)	29(69%)	1 (2.4%)	0 (0%)	0 (0%)	0 (0%)
18	Evaluate the opportunities createdfor professional and personal growth for each teacher and staff member	19(45.2%)	23(54.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
19	Assess the adequacy of recognitionuniversity managementpotential and abilities of teachers	19(45.2%)	23(54.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	How the work is done					
20	• By academic mobility	17(40.5%)	24(57.1%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
21	• To improve the qualifications of teaching staff	15(35.7%)	25(59.5%)	2(4.8%)	0 (0%)	0 (0%)	0 (0%)
	Rate the support of the university and its leadership					
22	• Faculty research endeavors	24(57.1%)	16(38.1%)	2(4.8%)	0 (0%)	0 (0%)	0 (0%)
23	• Development of new educational programs/academic disciplines/teaching methods	21(50%)	20(47.6%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)

	Assess the level of ability of teaching staff to combine teaching					
24	• with scientific research	22(52.4%)	19(45.2%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
25	• with practical activities	17(40.5%)	24(57.1%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
26	Assess how well the students' knowledge acquired at the university corresponds to the realities of the requirements of the modern labor market	17(40.5%)	24(57.1%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
27	How do the management and administration of the university perceive criticism addressed to them?	13(31%)	27(64.3%)	2(4.8%)	0 (0%)	0 (0%)	0 (0%)
28	Assess how well your academic workload meets your expectations and capabilities?	21(50%)	19(45.2%)	2(4.8%)	0 (0%)	0 (0%)	0 (0%)
29	Assess the focus of educational programs/curricula on developing students' skills and abilities to analyze the situation and make forecasts?	22(52.4%)	19(45.2%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)
thirty	Assess how well the educational program meets the expectations of the labor market and employers in terms of content and quality of implementation	19(45.2%)	22(52.4%)	1(2.4%)	0 (0%)	0 (0%)	0 (0%)

Why do you work at this university?

Wide opportunities for self-development
Friendly staff, loyal management, good students
Promising University
I like the team, I've been working here since 2007
The conditions suit me
Invited
The team is good
Good team. Close to home
Excellent management, work schedule, team, professional development opportunities provided
The university gives you the opportunity to constantly work to improve your knowledge
I like working at this university, I realize myself as a professional
Comfortable conditions and opportunity for professional growth
Оқу-ағartushylyқ bastamany bastauға zhaқsy zhaғday zhasalgan
This is my first year working
Because I completed my doctorate at this university
Good team
My expectations were met
Mykty kardlyk kuramy
One of the best universities in economics
because here you have the opportunity to express yourself as a creative person
I like the leadership of the university, the staff of the department and the curiosity of the students. Very favorable environment for teaching staff and students)
Convenient work schedule
I like it, the staff of the Management Department is friendly, I work with pleasure!
The location is convenient
Kassibi maman retinde zhetilu

Konilimnen Shygady University
A small university with its own atmosphere, responsive staff, opportunity to grow in the scientific field, excellent students.
close to home address
Please take care of your life
Mamandygy saikes
I teach directly in my specialty
Unaida
Very convenient work schedule and location of the university.
I work part-time
Calm, stable, good atmosphere, team
I consider it important to train specialists in the accounting profession; I am familiar with the organizational structure of this enterprise. I believe that in other educational institutions there is a similar situation with the organization of the educational process. I work in this company because... the principle of conservatism has its place
Good team
I feel comfortable here
Bizdiң universitety zhas mamandarga koldau zhaksy, zhanede bizda zhas mamandarga tazhiribeli gylymi attacks bar әriptester bakty bagdar berip tazhiribesimen bolisedi!

32. How often are master classes andclasseswith the participation of practitioners?

Often	often	Sometimes	very rarely	never
12 (28.6%)	18 (42.9%)	12 (28.6%)	0 (0%)	0 (0%)

33. How often do invitees participate in the learning process?from the outsideteachers (domestic and foreign)?

Often	often	Sometimes	very rarely	never
5 (11.9%)	30 (71.4%)	7 (16.7%)	0 (0%)	0 (0%)

34. How often do you encounter the following problems in your work: (please give the answer in each line)

Questions	Often	Sometimes	Never	No answer
Lack of classrooms	0 (0%)	9 (21.4%)	33 (78.6%)	0 (0%)
Imbalance of teaching load by semester	1 (2.4%)	15 (35.7%)	26 (61.9%)	0 (0%)
Unavailabilitynecessary literaturein library	0 (0%)	12(28.6%)	30 (71.4%)	0 (0%)
Overcrowding of study groups (too many students in a group)	0 (0%)	11 (26.2%)	31 (73.8%)	0 (0%)
Inconvenient schedule	0 (0%)	15 (35.7%)	27 (64.3%)	0 (0%)
Inadequate classroom conditions	0 (0%)	8 (19%)	34(81%)	0 (0%)
Lack of Internet access/weak Internet	0 (0%)	16 (38.1%)	26 (61.9%)	0 (0%)

Lack of interest among students in learning	0 (0%)	23(54.8%)	19(45.2%)	0 (0%)
Late receipt of information about events	0 (0%)	9(21.4%)	33(78.6%)	0 (0%)
Lack of technical meanstrainingin the classrooms	0 (0%)	14(33.3%)	28(66.7%)	0 (0%)
Other problems	Masele zhok No problems I want more salary strengthening the technical base of the university Insufficient number of educational programs in English. The bonus for an academic degree is partial, for example, for a candidate of sciences the bonus is only 44,925 tons. Small salary Zhol koliktari More laboratory audiences and the involvement of practical teachers. low salary increase			

35. There are many different sides and aspects in the life of a university that in one way or another affect every teacher and employee. Rate how satisfied you are:

Questions	Completely satisfied (1)	Partially satisfied (2)	Not satisfied (3)	I find it difficult to answer (4)
The attitude of the university management towards you	33 (78.6%)	8(19%)	0 (0%)	1 (2.4%)
Relationships with immediate management	35 (83.3%)	6 (14.3%)	1 (2.4%)	0 (0%)
Relations with colleagues at the department	42(100%)	0 (0%)	0 (0%)	0 (0%)
Degree of participation in management decision making	32(76.2%)	10 (23.8%)	0 (0%)	0 (0%)
Relations with students	40 (95.2%)	2 (4.8%)	0 (0%)	0 (0%)
Recognition of your successes and achievements by the administration	34(81%)	8(19%)	0 (0%)	0 (0%)
Support for your suggestions and comments	30(71.4%)	12(28.6%)	0 (0%)	0 (0%)
Activities of the university administration	31(73.8%)	11 (26.2%)	0 (0%)	0 (0%)
Terms of payment	13(31%)	21(50%)	6 (14.3%)	2 (4.8%)
Working conditions, list and quality of	31 (73.8%)	11 (26.2%)	0 (0%)	0 (0%)

services provided at the university				
Labor protection and safety	35 (83.3%)	7(16.7%)	0 (0%)	0 (0%)
Managing changes in the activities of the university	28 (66.7%)	14 (33.3%)	0 (0%)	0 (0%)
By providingsocial package: recreation, sanatorium treatment, etc.	22 (52.4%)	15 (35.7%)	4 (9.5%)	1 (2.4%)
Organization and quality of food at the university	30 (71.4%)	10 (23.8%)	1 (2.4%)	1 (2.4%)
Organization and quality of medical care	30 (71.4%)	10 (23.8%)	1 (2.4%)	1 (2.4%)
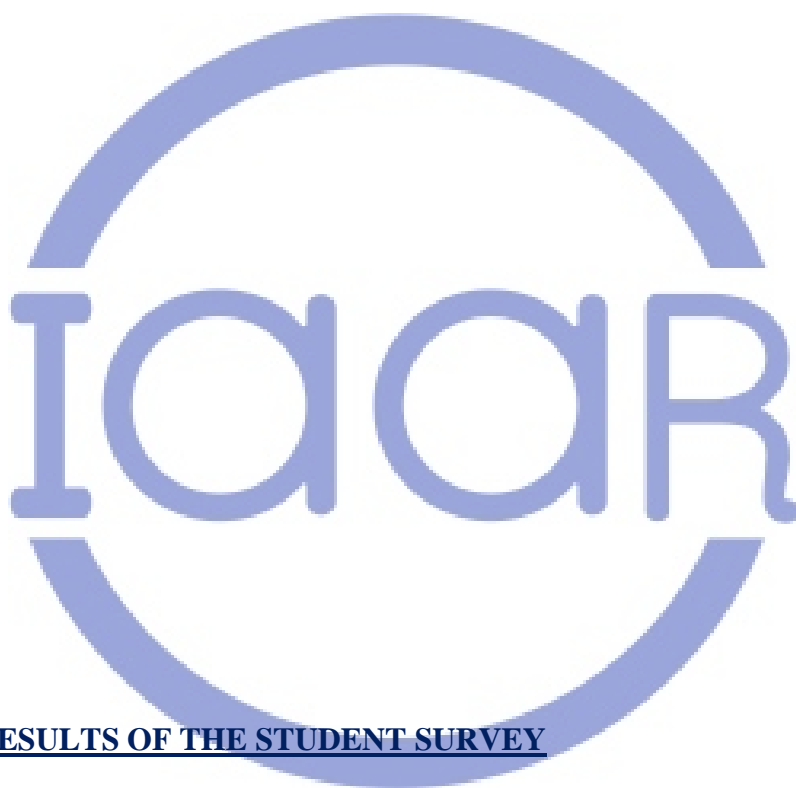
Appendix 4. RESULTS OF THE STUDENT SURVEY

Total number of questionnaires: 134

Your specialty:
7M04107 Accounting and audit – 3 (2.2%)
6B04105 Accounting and audit – 26 (19.4%)
7M04104 State and local government – 1 (0.7%)
6B11101 Tourism – 28 (20.9%)
6B11401 Social work – 14 (10.4%)
7M11401 Social work 2 years - 1 (0.7%)
6B04201 Customs – 2 (1.5%)
6B04110 Customs – 4 (3%)
6B06102 Computer technology and software – 7 (5.2%)
6B06101 Information systems – 30 (22.4%)
7M06101 Information systems 2 years – 12 (9%)
7M04113 Business administration (MBA) – 2 (1.5%)

7M06102 Information systems – 3 (2.2%)
6B05301 Chemistry – 1 (0.7%)

Floor:

Male	**62 (46.3%)**
Female	**72 (53.7%)**

Rate how satisfied you are:

Questions	Completely satisfied	Partially satisfied	Partially unsatisfied	Not satisfied	I'm at a loss answer
1. Relations with the dean's office (school, faculty, department)	94 (70.1%)	32 (23.9%)	4 (3%)	3 (2.2%)	1 (0.7%)
2. Level of accessibility of the dean's office (school, faculty, department)	94 (70.1%)	31 (23.1%)	4 (3%)	2 (1.5%)	3 (2.2%)
3. The level of accessibility and responsiveness of management (university, school, faculty, department)	87 (64.9%)	38 (28.4%)	3 (2.2%)	3 (2.2%)	3 (2.2%)
4. Availability of academic advising	90 (67.2%)	36 (26.9%)	4 (3%)	2 (1.5%)	2 (1.5%)
5. Support with educational materials during the learning process	83 (61.9%)	41 (30.6%)	7 (5.2%)	3 (2.2%)	0 (0%)
6. Availability of counseling on personal problems	80 (59.7%)	35 (26.1%)	8 (6%)	3 (2.2%)	8 (6%)
7. Relationship between student and teacher	94 (70.1%)	31 (23.1%)	4 (3%)	3 (2.2%)	2 (1.5%)
8. Activities of financial and administrative services of the educational institution	79 (59%)	43 (32.1%)	6 (4.5%)	3 (2.2%)	3 (2.2%)
9. Availability of health services	90 (67.2%)	29 (21.6%)	2 (1.5%)	3 (2.2%)	10 (7.5%)
10. Quality of medical care at the university	83 (61.9%)	30 (22.4%)	2 (1.5%)	6 (4.5%)	13 (9.7%)

11. Level of accessibility of library resources	95 (70.9%)	29 (21.6%)	1 (0.7%)	0 (0%)	9 (6.7%)
12. The quality of services provided in libraries and reading rooms	93 (69.4%)	26 (19.4%)	2 (1.5%)	2 (1.5%)	11 (8.2%)
13. Existing educational resources of the university	80 (59.7%)	45 (33.6%)	5 (3.7%)	1 (0.7%)	3 (2.2%)
14. Availability of computer classes	74 (55.2%)	32 (23.9%)	16 (11.9%)	8 (6%)	4 (3%)
15. Availability and quality of Internet resources	64 (47.8%)	42 (31.3%)	18 (13.4%)	5 (3.7%)	5 (3.7%)
16. The content and information content of the website of educational organizations in general and faculties (schools) in particular	86 (64.2%)	40 (29.9%)	5 (3.7%)	1 (0.7%)	2 (1.5%)
17. Study rooms, auditoriums for large groups	78 (58.2%)	36 (26.9%)	11 (8.2%)	6 (4.5%)	3 (2.2%)
18. Lounges for students (if available)	55 (41%)	28 (20.9%)	18 (13.4%)	14 (10.4%)	19 (14.2%)
19. Clarity of procedures for taking disciplinary action	82 (61.2%)	35 (26.1%)	5 (3.7%)	3 (2.2%)	9 (6.7%)
20. The quality of the educational program as a whole	87 (64.9%)	33 (24.6%)	6 (4.5%)	6 (4.5%)	2 (1.5%)
21. The quality of educational programs in the EP	89 (66.4%)	33 (24.6%)	4 (3%)	4 (3%)	4 (3%)
22. Teaching methods in general	86 (64.2%)	36 (26.9%)	6 (4.5%)	4 (3%)	2 (1.5%)
23. Quick response to feedback from teachers on issues of the educational process	91 (67.9%)	34 (25.4%)	5 (3.7%)	3 (2.2%)	1 (0.7%)
24. Overall quality of teaching	90 (67.2%)	31 (23.1%)	9 (6.7%)	3 (2.2%)	1 (0.7%)
25. Academic load/requirements for the student	79 (59%)	42 (31.3%)	7 (5.2%)	4 (3%)	2 (1.5%)
26. Requirements of teaching staff for students	87 (64.9%)	31 (23.1%)	3 (2.2%)	3 (2.2%)	10 (7.5%)

27. Information support and explanation before entering the university of the rules of admission and the strategy of the educational program (specialty)	86 (64.2%)	36 (26.9%)	4 (3%)	3 (2.2%)	5 (3.7%)
28. Informing the requirements in order to successfully complete a given educational program (specialty)	90 (67.2%)	37 (27.6%)	2 (1.5%)	3 (2.2%)	2 (1.5%)
29. The quality of examination materials (tests and examination questions, etc.)	88 (65.7%)	36 (26.9%)	7 (5.2%)	2 (1.5%)	1 (0.7%)
30. Objective assessment of knowledge, skills and other educational achievements	90 (67.2%)	34 (25.4%)	6 (4.5%)	3 (2.2%)	1 (0.7%)
31. Available computer classes	71 (53%)	42 (31.3%)	15 (11.2%)	4 (3%)	2 (1.5%)
32. Available scientific laboratories	69 (51.5%)	30 (22.4%)	10 (7.5%)	7 (5.2%)	18 (13.4%)
33. Objectivity and fairness of teachers	91 (67.9%)	31 (23.1%)	8 (6%)	4 (3%)	0 (0%)
34. Informing students about courses, educational programs and the academic degree they receive	95 (70.9%)	30 (22.4%)	6 (4.5%)	3 (2.2%)	0 (0%)
35. Providing students with hostel accommodation	79 (59%)	21 (15.7%)	2 (1.5%)	1 (0.7%)	31 (23.1%)

Please rate how much you agree:

Statement	Full agreement	Agree	Partially agree	I don't agree	Complete disagreement	Didn't answer
36. The course syllabus was clearly presented	79 (59%)	38 (28.4%)	14 (10.4%)	2 (1.5%)	1 (0.7%)	
37. The course content is well structured	76 (56.7%)	36 (26.9%)	16 (11.9%)	4 (3%)	2 (1.5%)	
38. Key terms are sufficiently explained	80 (59.7%)	38 (28.4%)	14 (10.4%)	2 (1.5%)	0 (0%)	
39. The material proposed by the teacher is relevant and reflects the latest achievements of science and practice	73 (54.5%)	37 (27.6%)	20 (14.9%)	2 (1.5%)	2 (1.5%)	

40. The teacher uses effective teaching methods	77 (57.5 %)	31 (23. 1%)	22 (16. 4%)	2 (1.5 %)	2 (1.5 %)	
41. The teacher knows the material being taught	90 (67.2 %)	26 (19. 4%)	15 (11. 2%)	2 (1.5 %)	1 (0.7 %)	
42. The teacher's presentation is clear	78 (58.2 %)	37 (27. 6%)	17 (12. 7%)	1 (0.7 %)	1 (0.7 %)	
43. The teacher presents the material in an interesting way	71 (53%)	35 (26. 1%)	21 (15. 7%)	4 (3 %)	3 (2.2 %)	
44. Objectivity in assessing knowledge, skills and other educational achievements	78 (58.2 %)	38 (28. 4%)	15 (11. 2%)	2 (1.5 %)	1 (0.7 %)	
45. Timely assessment of students' educational achievements	80 (59.7 %)	38 (28. 4%)	13 (9.7 %)	2 (1.5 %)	1 (0.7 %)	
46. The teacher meets your requirements and expectations for professional and personal development	80 (59.7 %)	35 (26. 1%)	13 (9.7 %)	4 (3 %)	2 (1.5 %)	
47. The teacher stimulates student activity	79 (59%)	34 (25. 4%)	14 (10. 4%)	4 (3 %)	3 (2.2 %)	
48. The teacher stimulates students' creative thinking	75 (56%)	35 (26. 1%)	19 (14. 2%)	3 (2.2 %)	2 (1.5 %)	
49. The appearance and manners of the teacher are adequate	91 (67.9 %)	31 (23. 1%)	10 (7.5 %)	2 (1.5 %)	0 (0 %)	
50. The teacher shows a positive attitude towards students	85 (63.4 %)	38 (28. 4%)	9 (6.7 %)	2 (1.5 %)	0 (0 %)	
51. The system for assessing educational achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	81 (60.4 %)	40 (29. 9%)	11 (8.2 %)	2 (1.5 %)	0 (0 %)	
52. The assessment criteria used by the teacher are clear and accessible	82 (61.2 %)	37 (27. 6%)	13 (9.7 %)	2 (1.5 %)	0 (0 %)	
53. The teacher objectively evaluates student achievements	82 (61.2 %)	36 (26. 9%)	12 (9%)	4 (3 %)	0 (0 %)	
54. The teacher speaks professional language	81 (60.4 %)	37 (27. 6%)	12 (9%)	4 (3 %)	0 (0 %)	
. The organization of education provides sufficient opportunity for sports and other leisure activities	71 (53%)	34 (25. 4%)	15(1 1.2 %	8 (6 %)	6 (4.5 %)	

56. Facilities and equipment for students are safe, comfortable and modern	68 (50.7%)	38 (24.4%)	24 (17.9%)	1 (0.7%)	3 (2.2%)
57. The library is well equipped and has a sufficient fund of scientific, educational and methodological literature	76 (56.7%)	38 (28.4%)	15 (11.2%) 0	2 (1.5%)	3 (2.2%)
58. Equal opportunities for mastering EP and personal development are provided to all students	83 (61.9%)	34 (25.4%)	13 (9.7%)	1 (0.7%)	3 (2.2%)

Other concerns regarding teaching quality:

- Masele zhok
- Oqytu sapasynda eshkanday masseleler zhok, Tourism mamandygy ote keremet
- Many thanks to the teaching staff of the University, I wish you prosperity and success!!!
- no problems, but the educational program would need to be improved and the work of the administration would also be improved. Some managers can't answer simple questions
- During the training - no problems were identified regarding training
- I think that teaching is of low quality, unfortunately. Some teachers do not take students' education seriously. Teachers with extensive experience at the university conduct the teaching process wonderfully. As for teachers who have just come to the university and master's students, unfortunately, the situation is the opposite. After so many years of studying at the university, I am very disappointed in the quality of education. I hope that this questionnaire will reveal reliable results and begin the process of changing the quality of education.
- There are no complaints about the quality of teaching, I'm happy with everything, there's plenty of everything at the university
- There are no problems with the quality of teaching, the educational material is presented with a very creative approach
- Studentterge yngailyrak demalys orny. Internet sapasyn zhaksartu.
- Improvement of the Internet, as well as improvement of the work of Platonus, during exams it often freezes. What is often a stressful event?
- Okytushylar siudenttermen durys karym katynasta emes
karapayim əzhetkhanada toilet paper zhok,sol okylyktan bastayyk bilim zhagyn sosyn karastyrsak bolady,kurlym zhok,tek bəri kaɣaz,report turinde,basshylyktan tekseris keledi degen de gan qozgalady
- It's a pity that I couldn't tell you sincerely about what's happening with teaching at the university. Letters were sent to your organization describing the problems of the university. If you haven't received it, write to my email below.
We couldn't tell you everything, because then we would have problems, including expulsion.
We were prepared for your arrival and told to speak only positively about the university.
The bottom line is that we, at the IS, don't have classes at all: we come to the office and just sit on the phones with the teacher, they don't teach us anything at all. In the third year, we don't know how to do anything at all, the teachers gave up on us, and we just completely cheated on the session. Out of 23 people, 5-6 of us come to pairs; the rest give grades just behind the scenes. I have no faith that the university itself will respond normally to our complaints.
The accreditation you leave to this university will ruin another generation of specialists
Email for feedback from me: jopan.a@yandex.ru
- I would like to update outdated computers in the remaining classrooms
- There is a bad Wi-Fi signal at the university. This is all the disadvantages of the university for me.