INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
To the Accreditation Center
to the IAAR Council

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

report

on the results of the work of the external expert commission evaluation of a joint (two-degree) educational program 7M04121 MBA "Financial Technology and Digital transformation of Business", implemented by Astana IT University LLP for compliance with the requirements of the international specialized (program) accreditation standards for a joint educational program of higher and / or postgraduate education (based on ESG, European Approach to quality Assurance of joint programs, 2015)

Date of visit: March 19-20, 2026

Astana-2026

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

IAAR- Independent Accreditation and Rating Agency
ACQUIN- Institute of Accreditation, Certification and Quality Assurance
AITU -Astana IT University
UIB -K. Sagadiyev University of International Business
MBA -Master of Business Administration
ECTS– European Credit Transfer and Accumulation System
ESG -Standards and Guidelines for Quality Assurance in the European Higher Education Area
SWOT -Strengths, Weaknesses, Opportunities, Threats
AK -Attestation Commission
ВЭКof the Higher School of Economics – External Expert Commission
of the State Educational Institution-State Mandatory Standard of Education
DAV- Department of Academic Affairs
of IA -final attestation
ИУП of IEP – individual curriculum of
COKNVO- Committee for Quality Assurance in Science and Higher Education
of the Ministry of Foreign Affairs of the Republic of Kazakhstan -Ministry of Science and Higher Education of the Republic of Kazakhstan
МОПMOE-ISCED modular educational program
МСКО -International standard classification of education
of the NAAR– Independent Agency for Accreditation and Rating
of R& D – research work
of the R & D Department– research work of the Master
's student of the NRC– National framework of qualifications
of publicorganizations – organization of education
of the OP- educational program
of teachingstaff-teaching staff
СМКof the QMS – quality management system
of the SOP– joint educational program
of the SOP/DOP– joint two-degree educational program
SRO -independent work of a student
SRM- independent work of a master's student
UMKD -educational and methodological complex of the discipline

(II) Introduction

In accordance with the order Independent Accreditation and Rating Agency (IAAR) No. 38-26-OD dated 04.02.2026, in the period from March 18 to March 20, 2026 An external expert commission evaluated the compliance of the joint (two-degree) educational program7M04121 MBA "Financial Technology and digital transformation of business", implemented by Astana IT University LLP and LLP "K. Sagadiyev University of International Business" meets the standards of international specialized (program) accreditation of a joint educational program of higher and (or) postgraduate education.

The external evaluation was carried out in accordance with the Standards and Guidelines for international specialized (program) accreditation of a joint educational program of higher and / or postgraduate education, developed by an Independent Accreditation and Rating Agency based on ESG and the European approach to quality assurance of joint programs.

IAAR EEC Coordinator–Dinara Kairbekovna Bekenova, IAAR Project Manager (Astana, Republic of Kazakhstan).

The composition of the VEC:

Chairman of the EEC–Baktymbet Saule Serikovna, Candidate of Economic Sciences, Associate Professor, Academy of Political Management (Astana, Republic of Kazakhstan);
IAAR Foreign Expert–VyacheslavNastasenko, PhD, Associate Professor, Technical University of Moldova (Chisinau, Republic of Moldova);
IAAR Expert–Potapenko Alexandra Olegovna, PhD, Associate Professor, Toraigyrov University (Pavlodar, Republic of Kazakhstan);
IAAR expert, employer - Kulikova Elena Aleksandrovna, Chairman of the Sub-committee "Employment and Social Entrepreneurship" of RPE "Atameken", General Director of "Technology and Innovation Hub", President of the private foundation "Garmonya" and the community of social entrepreneurs entrepreneurs and NGO "TABYS" (Astana, Republic of Kazakhstan);
IAAR expert, student–Akramov Danil Alisherovich, 1st year student of the educational program 7M04115 " Strategic Management (Executive MBA)", NAO " Kazakh Agrotechnical Research University named after S. Seifullin "(Astana, Republic of Kazakhstan).

The report of the External Expert Commission (EC) contains an assessment of the submitted educational program for compliance with the criteria of the NAAR standards, recommendations of the EC for further improvement of the joint educational program, as well as parameters of the educational program profile.

During the external evaluation of the HEC, the self-assessment report, regulatory and internal documents of partner educational organizations, materials submitted as part of the accreditation procedure, results of interviews with management, heads of structural divisions, faculty, students, graduates and employers, as well as other materials describing the content, implementation conditions and mechanisms were studied. ensuring the quality of a joint educational program.

(III) REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

Astana IT University is an organization of higher and postgraduate education, established in 2019 as part of the implementation of the state program "Digital Kazakhstan". The University positions itself as an AI-oriented university, whose mission is to promote the digital transformation of Kazakhstan.

AITU's educational activities are carried out under license no. KZ71LAM00001540andno. KZ67AA00019559**.** The University provides training in bachelor's, master's and doctoral programs. The total number of students is6,714, including589 undergraduatesand27 doctoral students. The number of teaching staff is514 people, the share of the established teaching staff is 36.5%**.** The material and technical base of AITU includes 3 academic buildings with a total area of 37.6 thousand m2, 4 residential premises for undergraduates with 844 seats, 16 modern educational and scientific laboratories and 7 research and innovation centers. The University implements 16 bachelor's degree programs, 9 master's degree programs and 3 doctoral programs.

The joint program implementation partner is K. Sagadiyev University of International Business LLP (licenseno.KZ08LAM00001219), one of the steadily developing universities of Kazakhstan in the field of business education.

Joint (two-degree) educational program7M04121 MBA "Financial technology and digital transformation of business" implemented by "Astana IT University" LLP together with "K. Sagadiyev University of International Business" LLP on the basis of Agreement on joint implementation of the educational program No. 2022-EU-139 / 568-22 of 01.09.2022and Supplementary Agreement No. 1 dated 10.11.2023**.** The program has the statusof primary accreditation**,** is implemented in the format of a two-degree educational program and provides for the issuance of two diplomas with applications from each partner university. The number of students enrolled in the program is 23 people.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The joint double-degree educational program 7M04121 MBA "Financial Technology and digital transformation of business" is undergoing international specialized (program) accreditation of a joint educational program for the first time.

(V) DESCRIPTION OF THE EC SESSION

The work of the HEC was carried out on the basis of the approved Visit programs of the External Expert Commission of the Independent Accreditation and Rating Agency (IAAR) in the period from March 18 to March 20, 2026, within the framework of the international specialized (program) accreditation of the joint (two-degree) educational program 7M04121 MBA "Financial Technology and digital transformation of business", implemented by "Astana IT University" LLP together with" K. Sagadiyev University of International Business" LLP. The program of the visit was coordinated with partner educational organizations and approved in accordance with the requirements of the Ministry of Education and Science of the Russian Federation. IAAR Standards and guidelines for international specialized (program) accreditation of joint educational programs of higher and / or postgraduate education.

In order to coordinate the work of the EEC, on March 18, 2026, a preliminary meeting of experts was held, during which powers were distributed among the commission members, the program of the visit, the self-assessment report and issues requiring additional clarification during the external assessment were discussed.

In order to obtain objective and up-to-date information on the implementation of the accredited joint educational program, verify the data presented in the self-assessment report, as well as establish

the degree of compliance of the educational program with IAAR standards, an External Expert Commission held meetings with vice-rectors, heads of structural divisions, heads of academic divisions and the educational program, faculty, students, graduates, as well as employers and representatives of the practice base. In accordance with the program of the visit, a visual inspection of the material and technical base, a selective visit to the practice base, working with documents of departments and attending teaching staff classes were also organized.

A total of 44 out of 45 registered respondents participated in interviews with HEC members (Table 1).

Table 1. Information about respondents who participated in interviews with IAAR HEC experts

Category of participants	**Number**
Chairman of the Management Board-Rector	-
Vice-Rectors	5
Heads of structural divisions	11
Heads of academic divisions and OP	3
Teachers	9
Students	5
Graduates	9
Employers and representatives of the practice base	2
Total	**44**

On the first day of the visit, March 19, 2026, VEK conducted interviews with the university's management, vice-rectors, heads of structural divisions, heads of academic divisions and the educational program, teaching staff, students, graduates and employers. At the same time, a survey of the teaching staff and students was organized. According to the appendices to the program of the visit, 9 teachers and 5 students of the accredited educational program took part in the survey.

During the visit, the EEC members got acquainted with the material and technical support of Astana IT University in relation to the accredited program. In accordance with the itinerary, a visual inspection of the university's coworking space infrastructure, Cyber Arena gym, classrooms (C1.2.137, C1.2.138, C1.2.139), Cisco, Huawei, Samsung, Kaspersky labs, cyberpolygon, media studio, scientific library, and Open Space was conducted. During the visual inspection, experts assessed the state of the educational environment, digital infrastructure, laboratory facilities, library and public spaces used in the educational process.

On March 20, 2026, the EEC members visited the practice base under the accredited educational program of the National Bank of the Republic of Kazakhstan - Central Branch (Moscow). Astana, Beibitshilik str., 21). In addition, the commission worked with the documents of academic departments, attended scheduled teaching staff classes, discussed the parameters of a specialized profile, and formed recommendations. The final stage of the visit was the final meeting of the HEC with the university management.

During the meetings with the target groups of the EEC, the mechanisms for implementing the joint educational program, the distribution of responsibility between partner universities, issues of academic administration, achieving learning outcomes, organizing the educational process, quality assurance, resource support, student support, interaction with employers, and the practice-oriented component of training were clarified. Special attention was paid to the degree of integration of Astana IT University and K. Sagadiyev University of International Business in the implementation of a joint two-degree educational program.

In order to confirm the information provided in the self-assessment report, external experts examined additional working documentation posted and provided as part of the accreditation procedure, including internal regulatory documents regulating the organization of the educational process, learning outcomes, student support and internal quality assurance mechanisms. At the same time, the VEK studied the Internet positioning of Astana IT University and UIB through the official website of universities https://astanait.edu.kz,https://uib.edu.kzdigital services and internal information resources used for academic administration and placement of information on educational programs.

(VI) COMPLIANCE WITH SPECIALIZED ACCREDITATION STANDARDS

6.1. The Right to Participate Standard

Proof part

An external expert commission has established that the joint (two-degree) educational program7M04121 MBA "Financial Technology and digital transformation of business" implemented by "Astana IT University" LLP together with "K. Sagadiyev University of International Business" LLP in the format of a joint two-degree program, which provides for the issuance of two diplomas to graduates with applications from partner educational organizations. The program belongs to the direction of trainingM072 Management and Management, is implemented at the master's level, has a volume of 125 academic credits, the duration of study is 2 years, corresponds to the 7th level of the National Qualifications Framework and the 7th level of the International Standard Classification of Education (ISCED). The graduate is awarded the Master of Business Administration (MBA) degree.

The Commission confirms that both educational organizations have the necessary legal status and carry out educational activities on the basis of existing licenses: Astana IT University-no. KZ71LAM00001540andno. KZ67AA00019559, K. Sagadiyev University of International Business" - No. KZ08LAM00001219. This fact indicates the recognition of universities by the authorized bodies of the Republic of Kazakhstan and the legitimacy of their participation in the implementation of a joint educational program.

The EEC has established that the program is implemented in accordance with the Law of the Republic of Kazakhstan "On Education" the Classifier of training areas with higher and postgraduate education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569, as well as the state mandatory standards of higher and postgraduate education, approved by the order of the Minister of Education and Science Of the Republic of Kazakhstan dated October 31, 2018 No. 604. This ensures the regulatory compliance of the program with the current system of higher and postgraduate education in the Republic of Kazakhstan.

The regulatory and organizational basis for the implementation of the joint program is Agreement on joint implementation of the educational program No. 2022-EU-139 / 568-22 of 01.09.2022and Supplementary Agreement No. 1 dated 10.11.2023. The Commission notes that these documents reflect information on the degree awarded, coordination and responsibility of the parties, admission rules, mobility of students and teachers, recognition of ECTS credits, the procedure for conducting exams and awarding an academic degree.

The Commission also confirms the existence of a mechanism for mutual recognition of learning outcomes and academic credits between partner universities. In accordance with the contractual framework, the results of certification obtained by students during the development of training modules in one of the educational organizations are recognized by the other party without re-studying the discipline and re-certification. The transfer of learning outcomes is recorded in the academic transcript,

and the organization of the educational process is carried out using ECTS, which ensures academic comparability of the academic load and transparency of recognition of learning outcomes.

The HEC takes into account that academic support for the program is provided by a system of internal regulatory documents of partner universities, including Academic policy, The program and Plan for the development of the Educational Program (Protocol of the US No. 9 dated February 26, 2026), a modular educational program, an academic calendar, a catalog of elective subjects, individual curricula of students, and other educational and methodological materials. The presence of these internal documents indicates that the joint program is included in the current system of academic administration and internal quality assurance.

Analytical part

Based on the results of the analysis of the submitted documents, the regulatory framework and parameters of the specialized profile, the External Expert Commission concludes that the joint (two-degree) educational program7M04121 MBA "Financial Technology and digital transformation of business" generally meets the requirements of the "Right to Participate" Standard.

The Commission notes that partner universities demonstrate that they have the necessary legal, institutional and academic grounds for implementing a joint educational program. The program is provided with valid licenses, implemented within the framework of a formalized cooperation agreement, correlated with the national qualifications system and integrated into the regulatory framework of the Republic of Kazakhstan. From the point of view of external evaluation, this indicates an appropriate level of acceptability of the program and confirms its compliance with the basic threshold requirements for specialized accreditation of joint educational programs.

As a positive practice under this standard, the EEC notes the existence of a mechanism for automatic mutual recognition of learning outcomes and academic credits between partner universities, which is fixed in the contractual framework. This mechanism ensures academic comparability of academic results, transparency of transfer procedures, and organizational sustainability of the implementation of a joint two-degree program.

At the same time, the Commission believes that certain elements of the implementation of the EP require expanding the profile and focus of training not only with a focus on needs The National Bank of the Republic of Kazakhstan and the quasi-public sector, but also taking into account the needs of the business sector, financial organizations, FinTech companies, corporate governance and digital transformation of private business, which will increase the competitiveness of the program, expand the number of potential students and strengthen the practice-oriented training.

In general, the HEC states that the educational program meets the basic eligibility requirements: it has the necessary regulatory, organizational and academic framework, is implemented by recognized educational organizations, and meets national requirements and IAAR international approaches to joint educational programs.

Strengths / best practices-not marked

VEC recommendations

1. The management of the joint educational program is recommended to expand the target model of training students**,** ensuring its orientation not only to the personnel needs of the National Bank of the Republic of Kazakhstan, but also to the needs of the corporate sector, the banking sector, financial and technological companies and the business environment. The execution period is until 01.09.2026.

WEC's conclusions based on the following criteria:

According to the "Right to participate " Standard 10 criteria are disclosed, of which strong position-0; **satisfactory position - 10**; **implies improvement - 0**; **unsatisfactory position - 0**.

6.2. Learning Outcomes Standard

Proof part

An external expert commission has established that the joint (two-degree) educational program7M04121 MBA "Financial Technology and digital transformation of business" It is focused on training specialists capable of managing the digital transformation of business processes, making decisions in the digital economy, and using financial technology tools, data analytics, and artificial intelligence in management and financial practice. The Commission notes that the program's learning outcomes are interdisciplinary in nature and integrate managerial, financial and economic, analytical and digital components of training, which corresponds to the profile of the MBA program and modern requirements for training managerial personnel.

The HEC confirms that the qualifications awarded to graduates at the end of the program are correlated with the national qualification system and the level structure of higher and postgraduate education. The program materials indicate that the qualification corresponds to level 7 of the National Qualifications Framework and level 7 of the International Standard Classification of Education (ISCED)**.** Upon completion of the program, the graduate is awarded the Master of Business Administration (MBA) degree**.** This approach meets the requirements of the Law of the Republic of Kazakhstan "On Education"**,** the Classifier of training areas with higher and postgraduate education**,** approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569**,** as well as state mandatory standards of higher and postgraduate education**,** approved by the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 year #604**.**

The Commission found that learning outcomes are the basis for designing the content of the program. Partner universities declare the orientation of the program to achieve specific competencies formed through a set of disciplines, practices, master's projects and final certification. The implementation of the program is carried out as a joint one, with the participation of both partner educational organizations in the formation of content, organization of practices, support of students and management of master's projects, which creates prerequisites for achieving learning outcomes in the logic of integrated two-degree training.

The HEC takes into account indicators of students' current academic performance. The submitted materials reflect that the average academic performance in the program in the 2023-2024 academic yearwas94.26%, 91.20% and 98.12%for the trimesters; in the 2024-2025 academic year - 92.73%, 90.69% and 96.60%**;** in the 2025-2026 academic year - 94.63% and 95.02%for the first two trimesters. In addition, according to a number of indicators of current performance, students of the program demonstrate100% academic performance. The presented data indicate stable positive academic dynamics and generally confirm the students ' mastery of the program content.

The Commission also notes that the implementation of learning outcomes is ensured through the curriculum of the program, the use of various teaching methods and the possibility of forming an individual educational trajectory. The documents reflect that students are given the opportunity to choose disciplines, topics for graduation papers, as well as use various methods of teaching and evaluation. This corresponds to the principles of student-centered learning and increases the probability of achieving the stated learning outcomes for each student.

Analytical part

Based on the results of an external assessment, the HEC concludes that the joint (two-degree) educational program7M04121 MBA "Financial Technology and digital transformation of business" generally meets the requirements of the Standard" Learning Outcomes"**.**

The Commission considers that a significant advantage of the program is its content relevance and interdisciplinary learning outcomes**.** The program is focused on the formation of competencies in the field of financial technologies, digital transformation of business, data analysis and the use of modern digital tools in managerial decision-making, which corresponds to the current needs of the labor market and the logic of developing MBA programs in the context of digitalization of the economy.

The HEC positively assesses the correlation of learning outcomes with the national qualifications framework and whether the program has a clearly defined level of training. This indicates that the program is positioned correctly and academically definitely in the system of higher and postgraduate education. At the same time, the Commission considers that for full proof of compliance with this standard, it is not enough to declare learning outcomes as targets; it is fundamentally important to ensure their transparent verification through the content of disciplines, teaching methods, assessment tools, practices, master's projects and final certification.

From the point of view of external expert assessment, the high level of current academic performance of students, including 100% academic performance in certain disciplines, requires not only a positive statement, but also a critical and constructive interpretation. The Commission notes that such high indicators may indicate a good level of training of students and the quality of the organization of the educational process. However, at the same time, they require additional analysis in terms of the differentiating ability of evaluation tools**,** the rigor of evaluation criteria**,** and the objectivity of measuring the actual level of competence formation. For an MBA-level program focused on training specialists in the field of financial technologies and digital business transformation, the assessment system should not only record the development of the content of disciplines, but also convincingly distinguish between the levels of formation of strategic, analytical, managerial and digital competencies. In this regard, the EEC considers it necessary to strengthen the requirements for the program in terms of criteria and tools for evaluating learning outcomes.

The Commission also notes that in the further implementation of the program, it is advisable to strengthen the evidence-based link between the declared learning outcomes and specific disciplines, forms of control, master's projects and practice-oriented tasks. This will make the assessment system more transparent and evidence-based, as well as increase confidence in the results of training both on the part of the academic community and on the part of employers. This issue becomes particularly important in the context of expanding the program's profile beyond training personnel for individual institutional customers and strengthening its focus on the broader business sector, financial organizations, FinTech companies and the corporate environment**.**

In this regard, it is advisable to expand the practice-oriented and applied focus of training results not only in the context of training personnel for the National Bank of the Republic of Kazakhstan**,** but also with a focus on the business sector, financial organizations, FinTech companies, corporate governance and digital transformation of private business**,** which will increase the market relevance of the program and expand the range of professional trajectories graduates.

Thus, the HEC notes that the program's learning outcomes are relevant in terms of content, academically sound, and generally correspond to the profile of a joint MBA program. At the same time, further development of the program should be associated with strengthening the rigor of evaluating learning outcomes**,** including improving the evaluation criteria and expanding practice-oriented mechanisms for confirming the achievement of declared competencies.

Strengths / best practices-not marked

VEC recommendations

1. The program management should review and strengthen the criteria and tools for evaluating learning outcomes**,** ensuring their higher differentiating ability, objectivity and compliance with the level of master's training in the MBA, including by expanding case-based, project-based, analytical and practice-oriented forms of control. The execution period is until 01.09.2026.

WEC conclusions on criteria

According to the "Learning Outcomes "Standard 5 criteria are disclosed, including a strong position-0; **a satisfactory position - 5**; **implies improvement - 0**; **an unsatisfactory position- 0**.

6.3. Standard "Program Development and approval"

Proof part

Astana IT Universityand K. Sagadiyev University of International Business demonstrates the existence of institutional and academic mechanisms that ensure the development, approval, approval and implementation of the joint (two-degree) educational program7M04121 MBA "Financial Technology and digital transformation of business". The program has a consistent structure, a certain amount of training load, a modular logic of construction and is implemented as a joint academic product of two educational organizations, which confirms that partner universities have procedures for designing and approving the program at the institutional level.

The HEC confirms that the development and approval of the program is carried out in accordance with the Law of the Republic of Kazakhstan "On Education" ,the Classifier of training areas with Higher and Postgraduate Education, approved by Order No. 569 of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018, and the state mandatory standards of higher and postgraduate education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018. Science of the Republic of Kazakhstan No. 604 dated October 31, 2018.

The Commission found that the regulatory and organizational basis for joint development and implementation of the program is Agreement on joint implementation of the educational program No. 2022-EU-139 / 568-22 of 01.09.2022and Supplementary Agreement No. 1 dated 10.11.2023. The EEC believes that the availability of these documents confirms the institutionalized joint nature of the program and the coordinated participation of both parties in its design, implementation and development.

VEK notes that the development of the program is correlated with the strategic guidelines of Astana IT University. The program materials reflect that the mission of AITU is to promote the digital transformation of Kazakhstan, and the vision and strategic goals of the university include the development of an AI-oriented scientific ecosystem, the digital landscape, the international status of the university, intelligent university management and training for the digital economy. Thus, the MBA program in financial technology and digital transformation of business in general corresponds with the strategic positioning of AITU as an AI-oriented university and with the direction of its development until 2030.

The Commission confirms that the program is presented as a modular educational program, and its structure is focused on the consistent formation of managerial, financial, digital and research competencies. The curriculum includes management, analytical, and technological disciplines, including strategic management, management psychology, Business Intelligence, artificial intelligence in FinTech, database design, corporate finance, investment, financial econometrics in Python, and risk management. The HEC believes that the modular architecture of the program reflects its interdisciplinary focus and confirms the existence of a meaningful model of training in the MBA profile in the digital economy.

HEC has established that when designing the program, it applies to European Credit Transfer and Accumulation System (ECTS). The scope of the program is defined as125 academic credits, while 1 credit corresponds to 30 hours, and the training load includes classroom work and independent work of the student. The Commission considers that this confirms compliance with the basic requirements of the standard in terms of formally determining the amount of load and applying the credit system.

The Commission also notes that the implementation of the program is provided by a system of internal regulatory documents, including Academic policy, a modular educational program, an academic calendar, a catalog of elective subjects, individual student curricula, and other teaching materials. The HEC takes into account that the materials reflect the existence of a plan for the development of the EE, which is considered as a tool for step-by-step improvement of the program and its alignment with the mission, strategic guidelines of the university and the requirements of the labor market. The Commission considers it significant that the development and development of the program is not considered in isolation, but in the context of the overall strategy of the university and the internal system of academic management.

The EEC has established the existence of mechanisms for internal and external examination of the joint educational program. Internal evaluation and discussion of the program is carried out at the level of departments, Academic Committees and the educational and methodological Council of Astana IT University, which confirms the existence of institutionalized internal procedures for reviewing and approving the content of the program (protocols). External expertise of the program is carried out with the involvement of representatives of the academic and business community, including employers in the financial and banking sector. The submitted materials reflect the review by representatives of Nurbank JSC, Money Experts company and Halyk Bank of Kazakhstan JSC. An additional confirmation of external expertise is the inclusion of the program in the Register of Educational programs of Higher and Postgraduate Education (EPVO).

Analytical part

The Commission notes that partner universities demonstrate consistent academic logic in program design. The program has a modular structure, is formed on the basis of learning outcomes, combines mandatory, elective and variable components and is focused on interdisciplinary training in management, finance and digital technologies. This indicates the content relevance of the program and its compliance with modern requirements for training managerial personnel in the context of digital transformation of the economy.

The HEC notes that the program is correlated with the strategic guidelines of Astana IT University and is embedded in the institutional context of the university's development. The Commission considers it important that the program is focused on the mission of AITU related to the digital transformation of Kazakhstan and corresponds to the vector of development of the university as an AI-oriented educational organization.

The Commission also notes that the presence of a modular educational program, a working curriculum, a development plan for the EP and other internal documents creates the necessary basis for the sustainable implementation of the program.

The HEC has established the existence of mechanisms for internal and external review of the program. The Commission notes that the program is considered at the level of academic departments and collegial management bodies, and representatives of the professional environment and employers, including representatives of the banking and financial sector, are involved in the discussion and review of the program. In addition, the program is included in the Register of educational programs of higher and postgraduate education, which confirms the passage of the established external examination procedure.

The HEC notes that the basic requirements for the allocation of credits, the sufficiency of the training load and the availability of mechanisms for monitoring the training load are met.

The EEC also draws attention to the fact that the program is of a joint nature, therefore, the procedures for its development, revision and approval should demonstrate not only a formal contractual basis, but also a real mechanism for joint academic management. In this regard, further improvement of the program should be associated with increased documentation of joint decisions, recording the reasons for changes, as well as a more explicit reflection of the role of the joint EP development plan as a tool for continuous improvement of the program.

The educational program7M04121 MBA "Financial technology and digital transformation of business" has a normative and content-based basis, developed taking into account the results of training, modular approach, ECTS and labor market requirements. At the same time, further development of the program requires strengthening the evidence base for the participation of students and other stakeholders, as well as increasing transparency and internal consistency in the presentation of program parameters and mechanisms for its development.

Strengths / best practices-not marked

VEC recommendations

1. The EP management should strengthen documentation of procedures for joint approval, approval and periodic review of the program structure and content by two partner universities, including recording decisions, reasons for changes, and consideration of proposals from external and internal stakeholders. The execution period is until 01.12.2026.

WEC conclusions on criteria

According to the "Program Development and Approval "Standard 5 criteria are disclosed, **of which strong position-0**; **satisfactory position - 5**; **implies improvement - 0**; **unsatisfactory position - 0**.

6.4 Standard "Admission, academic performance, recognition and certification of students"

Proof part

During the external visit of the HEC, it was established that the university implements a systematic policy in the field of admission, academic performance, recognition and certification of students. The rules for admission to the 7M04121 MBA program "Financial Technology and Digital Transformation of Business" are published in regulatory documents, including the Rules for Admission to the Master's Program, Academic Policy, the Regulation on the Recognition of Learning Outcomes in Formal and Non-formal Education, and Regulations on academic mobility.

The HEC confirms that the requirements for applicants to the program correspond to the level of the MBA master's degree and are focused on ensuring high-quality selection of applicants. Key admission conditions include having a higher education and professional experience. The Commission notes that the selection procedure includes the submission of documents and an interview aimed at assessing the professional experience, analytical and managerial competencies of candidates.

Applicants are informed via the official website (https://cce.astanait.edu.kz/mba-fintech), social networks (https://www.instagram.com/astana_it_university/ https://t.me/aitu2020info, https://www.youtube.com/c/AstanaITUniversity?app=desktop, https://www.tiktok.com/@astana_it_university.) and interaction with employers, which ensures transparency of admission procedures.

The HEC has established that academic support and monitoring of academic performance throughout the entire life cycle of training are provided for students under the program. For new undergraduates, mandatory orientation sessions are held to help them understand the structure of the curriculum, understand the requirements and get acquainted with the rules of academic life. Throughout their studies, Undergraduates can count on comprehensive academic support from AITU and UIB, which includes advice on the choice of disciplines, assistance in drawing up individual curricula and support in the process of preparing for final exams. Undergraduates' academic progress is tracked using modern digital systems, such as AITU's LMS, Digital University, and Academo.

Data collection and analysis is carried out throughout the entire life cycle of training, starting from the admission stage (Abitur system), which meets the requirements of the standard for monitoring

student progress. Partner universities (AITU and UIB) have mechanisms for recognizing formal and non-formal learning outcomes in accordance with the Lisbon Convention.

Recognition is based on diplomas and transcripts; academic mobility results; MOOC certificates (Coursera, edX, etc.); and non-formal learning outcomes.

There is a special commission for the recognition of learning outcomes, which, if necessary, conducts interviews and makes decisions on credit transfer.

Recognition procedures are regulated by internal regulatory documents and are accessible to all interested parties**.** (Regulation on recognition of learning outcomes in formal and non-formal education.)

Learning outcomes obtained within the framework of academic mobility are recognized with subsequent inclusion in the transcript and regulated in accordance with the documented procedures of the Department of International Cooperation and the developed Regulations on Academic Mobility.

Graduates are issued a diploma and a Diploma Supplement in three languages, indicating the results of their studies and ECTS credits, which meets international requirements.

VEK notes that students are given the opportunity to pass professional certification through the Certiport platform, as well as from international vendors, including Microsoft, Google, IBM, AWS. The Commission considers that the availability of such opportunities meets modern requirements of the labor market and increases the potential of professional competitiveness of graduates, especially in the context of the digital and technological orientation of the program.

In general, the presented data confirms that the university has a comprehensive system for managing admission, monitoring academic performance, recognizing learning outcomes, and certifying students.

Analytical part

The Higher School of Economics considers that according to the Standard "Admission, academic performance, recognition and certification of students" The joint7M04121 MBA program "Financial Technology and Digital Business Transformation" generally meets the established requirements.

The Commission notes that partner universities demonstrate the existence of a functioning system for regulating admission and academic support of students, covering key stages of the educational trajectory: admission, ongoing monitoring of academic performance, recognition of learning outcomes and final certification. The presence of an internal regulatory framework, digital support systems, and formalized procedures for recognizing learning outcomes allows us to conclude that the basic requirements of the standard are institutionally secured.

The EEC positively assesses the transparency of informing applicants and the availability of digital student support channels. This contributes to the availability of the program and reduces organizational barriers to admission and further training. The positive result of the student survey, which showed 100% satisfaction with information support at the admission stage, confirms a sufficient level of organizational transparency and communication with the target audience.

At the same time, the Commission considers that in general compliance with the requirements of the standard, individual elements of the system require further development and formalization.

Although it is stated that the correspondence between the admission process and academic progress is assessed through collegial bodies (Academic Council, Rectorate), the visit revealed the absence of specific metrics for evaluating the effectiveness of selection, as well as analytical reports showing the correlation between admission criteria and academic performance. The existence of mechanisms for adjusting admission requirements based on the results of the analysis was also not confirmed.

The Commission also notes that, despite the existence of a regulatory framework for recognizing the results of formal and non-formal education, the evidence-based part of the actual implementation of these procedures is limited. In particular, the HEC did not present specific cases of recognition of

learning outcomes and also did not demonstrate data on the real scale of the use of MOOCs**,** professional certifications and other forms of non-formal learning in individual educational trajectories of students. Similarly, the possibility of passing professional certification is identified as a significant advantage of the program, but there is no quantitative data on the proportion of students who have passed such certification, and on how the results of certification are integrated into the educational process and correlate with the results of training in the program.

In general, the university has developed a functioning system of admission, monitoring of academic performance, recognition and certification of students that meets the basic requirements of Standard 4.

At the same time, areas for improvement were identified related to the expansion of the program's accessibility, as well as the systematic integration of professional certification into the educational process. These aspects confirm that some of the standard criteria are implemented at a satisfactory level and require further development.

Strengths*/ best practices*: not marked.

WEC recommendations:

1. The OP management should develop and implement the practice of annual generation of analytical reports on the implementation of the educational program, including indicators of the contingent, academic performance, completion of training, as well as analysis of the relationship between admission results and subsequent academic success of students. Based on the results of the analysis, provide for the use of the data obtained when adjusting the requirements and approaches to admission to the program. The deadline for execution is 31.12.2026.

2. The EP management should ensure the practical implementation and documentary confirmation of the procedures for recognizing the results of non-formal education and professional certifications, including through the presentation of recognition of learning outcomes, the introduction of accounting for the proportion of students who have passed certification, as well as demonstration of the relationship of certifications and MOOCs with the learning outcomes of the educational program. The deadline for execution is 31.12.2026.

WEC's conclusions based on the following criteria:

According to the standard "Admission, student performance, recognition and certification" of the OP 7M04121 MBA "Financial Technology and digital transformation of business", 3 criteria are disclosed, of which a strong positionis**0**; **a satisfactory position**is**3**; **implies improvement**is**0**; **an unsatisfactory position**is**0**.

6.5 Standard "Student-centered learning, teaching and assessment of academic performance"

Proof part

Astana IT University and K. Sagadiyev University of International Business demonstrate the availability of organizational and academic conditions for implementing the principles of student-centered learning, teaching and assessment of academic performance within the framework of the joint (two-degree) educational program 7M04121 MBA "Financial Technology and digital transformation of business".

During the external visit of the HEC under the joint educational program 7M04121 MBA "Financial Technology and digital transformation of business", a systematic approach to the implementation of the principles of student-centered learning, teaching and evaluation of learning outcomes is traced.

Partner universities demonstrate the existence of an institutional framework in the form of an Academic Policy, Rules for organizing and Conducting intermediate Certification, Regulations on the student assessment system, and Rules for conducting final Certification of students that regulate key processes of organizing the educational process, which meets the requirements of the standard. It is recorded that the educational program is developed on the basis of planned learning outcomes and the graduate's competence model, focused on the requirements of the labor market, which confirms the consistency of the program content with the stated educational goals and is proved by the presented modular educational program.

Special attention is paid to the formation of individual educational trajectories of students. Undergraduates have the opportunity to independently form individual curricula based on compulsory and elective components, using catalogs of elective disciplines, which present the goals, content and expected learning outcomes. Digital support for this process has been implemented through university information systems, which ensures transparency and accessibility of choice. The availability of academic mobility, distance learning technologies, an additional semester, as well as access to educational resources and electronic libraries indicates the creation of a flexible educational environment that takes into account the diversity of students.

In the course of interviewing teaching staff, students and graduates, the use of modern pedagogical approaches was noted, including practice-oriented learning, project-based methods, problem-based learning, team-based learning and research-based learning. The application of these methods is aimed at developing both professional and universal competencies, including critical thinking, teamwork and management skills. The introduction of digital tools, online courses, and elements of artificial intelligence enhances the practical focus of training and corresponds to current trends in the development of business education.

The system for evaluating students ' academic achievements is regulated by internal regulatory documents of partner universities, which ensures uniformity, transparency and objectivity of assessment procedures (Rules for organizing and Conducting intermediate certification of students of Astana IT University LLP, Regulations on the student Assessment system of Astana IT University LLP, Rules for Conducting Final Certification of students of Astana IT University LLP.*)* The syllabuses of disciplines reflect the points of assessment of current academic performance, boundary and final control with the established ratio of their weights. A system for recording learning outcomes in the LMS and academic portals has been implemented, which provides students with access to their results and monitoring their academic progress. Thus, in the course of familiarization with a number of syllabuses of the OP disciplines, both written and oral passing of the final exam is noted, as well as the results of the protection of both group and individual projects, for example, within the framework of the discipline "Machine Learning in FinTech", the protection of the final group project is provided, " Corporate and Legal Responsibility and Business Ethics – - an oral exam, "Introduction to Programming and data preprocessing in Python – is the final individual project.

The existence of appeal and complaint handling procedures, including a multi-level system for filing complaints, the participation of student bodies and the functioning of disciplinary committees, indicates the formalization of mechanisms for protecting students' rights. In addition, universities have a feedback system implemented through regular surveys of students ("Teacher through the eyes of undergraduates" and others), the results of which are analyzed and used to improve the educational process.

We should also mention the existence of internal quality assurance practices, including conducting surveys of various stakeholders, employers' participation in the development of the educational program, and regular updating of the content of disciplines. Thus, the presented materials demonstrate compliance with the key requirements of the standard in terms of organizing training, teaching, and evaluating learning outcomes.

Analytical part

VEK believes that the joint (two-degree) 7M04121 MBA program "Financial Technology and Digital Transformation of Business" generally meets the requirements of the Standard "Student-centered learning, teaching and Assessment of Academic performance".

The Commission notes that partner universities demonstrate a desire to implement a student-centered approach through the variability of the educational trajectory, the use of modern teaching methods, digital support for the educational process and the availability of feedback from students. From the point of view of external evaluation, this indicates that the educational environment in the program as a whole is focused on the student and takes into account his / her academic needs.

At the same time, the EEC considers it necessary to note that while the requirements of the standard are generally met, certain elements of the assessment system require further methodological and evidence-based strengthening. First of all, it concerns verification of compliance of assessment methods with the declared learning outcomes. The Commission notes that the existence of various forms of control and regulatory documents does not in itself exhaust the requirements of the standard. For a program of this level, it is fundamentally important that evaluation tools are not only formally defined, but also methodically verified in terms of validity, reliability, and competence orientation. In the presented materials, this connection is not fully traced.

The HEC also draws attention to the need to strengthen consistency between the learning outcomes formulated in the modular educational program and the learning outcomes reflected in the syllabuses of individual disciplines.

The Commission considers that the revealed discrepancies in the wording of learning outcomes make it difficult to unambiguously interpret which competencies should be formed and evaluated within a particular discipline. From the point of view of external expertise, this reduces the transparency and evidence of the evaluation system and requires methodological unification.

An important limitation is the lack of systematic verification of compliance of assessment methods with the declared learning outcomes. Despite the existence of various forms of control and regulatory documents, there is no evidence that evaluation tools are regularly reviewed for their competence orientation, validity and reliability. The mechanism for comparing learning outcomes with the assessment tools used is not sufficiently described. In some syllabuses, the results of training do not correspond to the results of training in a modular educational program. For example, comparing the presented syllabus of the discipline "Artificial Intelligence in FinTech" with a modular educational program, the results of training formulated at the discipline level and focused mainly on applied skills in working with financial data, Python modeling and time series analysis are not fully consistent with the broader and integrative results of MOS training related to efficiency business processes, technological efficiency, innovation and systematic application of knowledge in key functional areas of the business. The revealed discrepancies in the wording of learning outcomes make it difficult to unambiguously interpret which competencies should be formed and evaluated within a particular discipline. From the point of view of external expertise, this reduces the transparency and evidence of the evaluation system and requires methodological unification.

The Commission also considers it appropriate to pay attention to very high indicators of academic performance and student satisfaction. The HEC considers them as a positive indicator of a favorable educational environment, but at the same time considers it necessary to further strengthen the differentiating ability of assessment procedures. For an MBA-level program focused on developing managerial, analytical and digital competencies, it is important that the assessment system allows you to objectively capture differences in the level of training of students. In this regard, the lack of clear evaluation criteria, descriptors and rubricators in the syllabus require further attention from the program management.

In the course of external expert evaluation, the issue of training and advanced training of teachers in the field of modern assessment methods is not sufficiently disclosed. Although the use of various pedagogical approaches is mentioned, there is no information about systematic work on the development of teachers' competencies specifically in the field of assessment design, development of

rubrics, criteria and assessment tools.

The feedback system is presented quite broadly, but it is not demonstrated how the results of surveys are transformed into specific management decisions and changes in the educational program. There is no traceability of the cycle "feedback-analysis-corrective actions - evaluation of the effectiveness of changes". For the further development of the program, it is important to strengthen this cycle, so that the data of surveys and questionnaires are not limited to fixing opinions but are more clearly transformed into decisions to improve the content of disciplines, teaching methods and assessment.

Thus, in general compliance with the requirements of the standard, the educational program needs to strengthen the analytical component, develop mechanisms for evidence-based assessment of the effectiveness of the teaching and evaluation methods used, as well as increase transparency and validity of decisions made in the field of ensuring the quality of education.

A survey of students conducted during the visit to the Higher School of Economics showed that the degree of satisfaction of the master's degree programs

а) 100% are satisfied with the quality of exam materials (tests and exam questions, etc.).

б) Objective assessment of knowledge, skills, and other academic achievements —100% satisfied;

в) 100% of the teachers are satisfied with their objectivity and fairness.

г) The teacher uses effective teaching methods with a100% satisfaction rating.

д) Timely assessment of undergraduates' academic achievements and 100% satisfaction with them;

***Strengths* / best practices: not marked**

WEC recommendations:

1. The EP management should develop and implement a transparent and standardized system for evaluating learning outcomes, including clear criteria, descriptors, and evaluation headings (tables) that relate to the declared learning outcomes. The deadline for execution is 01.09.2026.

2. The EP management should ensure consistency of discipline goals, learning outcomes and assessment procedures by revising syllabuses, bringing the formulation of goals and learning outcomes in line with the modular educational program, as well as correlating assessment criteria for all types of training sessions with the declared learning outcomes, including the introduction of measurable indicators and transparent assessment rubrics. The deadline for execution is 01.09.2026.

3. The OP management should organize systematic work to improve the skills of teachers in the field of modern assessment methods, the development of rubricators and tools for competence-based assessment. The deadline for execution is 01.09.2026.

WEC's conclusions based on the following criteria:

According to the standard "Student-centered learning, teaching and assessment of academic performance", 5 criteria are disclosed, of which 5 have a satisfactory position according to the EP 7M04121 MBA "Financial Technology and digital transformation of business», strong position - 0; **implies improvement - 0**; **unsatisfactory position - 0**.

6.6 Standard «Student Support Standard

Proof part

During the EEC, it was established that the partner universities of AITU and UIB have developed and operated an extensive system of student support, focused on ensuring the academic, social and psychological adaptation of undergraduates, as well as on achieving the planned learning outcomes. Student support is integrated and implemented through the activities of specialized structural divisions, including the registrar's office, international cooperation departments, psychological services, technical support services and academic divisions, which generally meets the requirements of the standard.

As part of the implementation of the joint educational program MBA 7M04121 MBA "Financial Technology and digital transformation of business, various forms of support are available, including academic advice on the formation of an individual educational trajectory, registration for disciplines, practical training and assessment of academic achievements. There are mechanisms for individual support of students, including consultation hours, additional training in case of low academic performance, as well as the ability to adjust the deadlines for work delivery if there are good reasons. Thus, it can be stated that there is a regulated system of individual support for students.

It confirms the existence of a well-developed system of psychological support, including consultations, training on stress tolerance, team building and personal development, which contributes to the formation of a favorable educational environment. On the territory of the university there are medical care offices, which include the possibility of obtaining consultation with a psychologist. Additionally, student adaptation activities are being implemented, including introductory courses and orientation weeks aimed at integrating undergraduates into the academic environment.

An important element is to support students' academic mobility. Partner universities provide support to undergraduates when participating in international programs, including assistance in processing documents, visa support, finding housing and adaptation in the host country. This is in line with the standard's recommendations for promoting student mobility and removing related barriers.

The report also demonstrates the existence of strong relationships with employers and organizations that act as bases of practice, which provides support for students during internships and contributes to the formation of professional competencies. Based on the results of the evaluation of the submitted documents, 100% of the educational program contingent completed an internship. Procedures for organizing and monitoring practices are formalized, including protecting reports and collecting feedback from employers. During the EEC, the main practice base – the National Bank of the Republic of Kazakhstan-was visited.

In terms of digital infrastructure, it confirms the use of information systems, such as the AITU LMS and the Digital University system, which provide access to educational resources, monitoring academic performance, interaction between teachers and students, as well as support for distance learning. The availability of these systems helps to increase the availability of educational services and the transparency of the educational process.

It is also established that AITU has measures to ensure the safety of students, including the functioning of the admission regime, the availability of labor protection services and ensuring public order, which meets the requirements of the standard in terms of creating a safe educational environment.

In general, the presented materials confirm that the partner universities have a student support system focused on taking into account the diversity of the student body, ensuring their academic and social well-being, as well as creating conditions for achieving the planned learning outcomes.

Analytical part

The Higher School of Economics believes that according to the Standard "Student Support" The joint (two-degree) educational program7M04121 MBA "Financial technology and digital transformation of business" generally meets the established requirements.

The Commission notes that partner universities demonstrate a functioning student support system, including academic counseling, digital support, psychological and social support, as well as assistance in completing internships and using educational resources. From the point of view of the

HEC, this indicates the desire of universities to provide students with conditions that contribute to the successful development of the program and the achievement of planned learning outcomes. The high level of satisfaction of undergraduates with key aspects of support, recorded according to the results of the survey, is also positively assessed.

At the same time, the Higher School of Economics considers it appropriate to further develop the student support system in the direction of clearer formalization, analytical support and evaluation of the effectiveness of individual services. The Commission notes that the submitted materials describe the current forms of support in sufficient detail, but their impact on academic success and achievement of learning outcomes can be reflected in a more systematic and evidence-based way. Strengthening this direction will improve the manageability of support processes and demonstrate their contribution to the quality of program implementation.

The Commission also draws attention to the importance of coordinating support between partner universities in the framework of a joint two-degree program. In the available materials, the functioning of support services is confirmed, but further development of the program may be associated with more explicit documentation of the distribution of responsibility between AITU and UIB, as well as with clarifying the order of interaction of the corresponding services in the logic of a single educational trajectory of students. This approach will help strengthen the integrity of the program as a collaborative academic product.

From the point of view of the requirements of the IAAR standard, an important area for further improvement is also a more complete disclosure of support mechanisms for certain categories of students with different educational needs. The EEC notes that universities provide appropriate forms of assistance, including counseling and support, which demonstrates that the diversity of the student body is taken into account and that it complies with the principles of a student-centered approach.

The Commission also considers it promising to strengthen the analytical use of digital student support services. The availability of LMS, Digital University, and other platforms creates a good basis for supporting the educational process, and further development may be associated with a more complete use of these systems ' data for monitoring student needs, evaluating the effectiveness of support, and making managerial decisions.

Thus, the HEC comes to the conclusion that the system of support for students in the program as a whole is formed and operates at a sufficient level. At the same time, its further improvement may be associated with strengthening the analytical component, better coordination of support between partner universities, and a more complete reflection of the support mechanisms for various categories of students.

A survey of students conducted during the visit to the Higher School of Economics showed that the degree of satisfaction of the master's degree programs

а) 100% satisfied with the availability of academic advice;

б) Support of educational materials in the learning process *with 100% satisfaction;*

в) 100% satisfied with the availability of advice on personal issues.

*г) 83.3% are satisfied with the quality of medical care at the university*83,3%, *16.7% are undecided;*

д) 100% satisfied with the level of availability of library resources.

Strengths:

Strengths/ best practices are not marked.

WEC recommendations:

No recommendations were identified.

WEC's conclusions based on the following criteria:

According to the standard "Student support", 4 criteria are disclosed, of which according

to the OP 7M04121 MBA "Financial Technology and digital transformation of business" 4 have a satisfactory position, a strong position-0; **implies improvement - 0**; **unsatisfactory position - 0**.

6.7 The Resources Standard

Proof part

The WEC notes that Astana IT University and the K. Sagadiyev University of International Business have human, scientific, material, technical and information-digital resources, which are generally sufficient to implement the joint (two-degree) educational program 7M04121 MBA "Financial Technology and digital transformation of business" and achieve the stated learning outcomes.

The total number of students enrolled at Astana IT University is 6,714, including 589 undergraduates and 27 doctoral students; the number of teaching staff is 514, of which 9 are Doctors of Science, 55 are candidates of science, 124 are PhD doctors, 326 are masters; the total number of teaching staff is 36.5%. At the same time, according to the accredited educational program, the level of graduation of teaching staff is 58.8%, which indicates sufficient human potential for the implementation of the master's level program.

The HEC has established that the personnel policy of partner universities is formalized and implemented on the basis of internal regulatory documents regulating competitive job placement, assessment of teaching staff performance and professional development of teachers. The Commission notes the existence of internal procedures related to competitive selection, appointment to positions, promotion and evaluation of the effectiveness of teaching staff, including the use of KPI mechanisms. This confirms the existence of an institutional framework for transparent and objective management of the program's human resources.

Astana IT University has a well-developed material, technical, scientific and educational infrastructure. The university includes 3 academic buildings with a total area of 37.6 thousand m2, 4 residential premises for students with 844 seats, 3 houses for teaching staff and employees, 16 modern educational and scientific laboratories and 7 research and innovation centers. The external visit confirmed the availability of specialized laboratories and digital platforms, as well as professional certification classes for international vendors, including Huawei, Cisco, Siemens and others. The Commission believes that the existing infrastructure corresponds to the profile of the program and provides conditions for the formation of professional and digital competencies of students.

The Higher School of Economics notes that the university has developed a scientific ecosystem integrated into the educational process. Since the beginning of its activity, AITU scientists have implemented more than 115 scientific projects, of which 57 have been completed; currently, 58 projects are being implemented for a total amount of more than 2.8 billion tenge. As of December 2025, AITU has published 317 publications in Scopus-indexed publications, 124 publications in the Web of Science database, and 115 publications in COKNVO-recommended journals. The HEC considers these indicators as confirmation of the high research activity of the university and as a basis for concluding that there is a stable link between the educational process and scientific research.

The Commission notes that the program uses modern digital platforms and educational technologies, including LMS Moodle**,** Digital University**,** Academo**,** Microsoft Teams**,** Coursera and other tools. These resources provide access to educational materials, support of the educational process, monitoring of academic performance, organization of distance learning and interaction between teachers and students. The HEC believes that the existence of such a digital environment generally meets the requirements of sufficient and adequate resources for achieving learning outcomes.

The HEC also found that the implementation of the program is provided by a system of internal regulatory documents regulating the use of educational and human resources. These documents include Academic policy**,** working curriculum**,** modular educational program**,** academic calendar**,** catalog of elective subjects**,** as well as internal regulations governing personnel policy, assessment of

teaching staff activities and organization of the educational process. The Commission believes that the availability of GNI data ensures the regulatory sustainability of the program's implementation and creates the basis for manageability of resource provision.

The HEC notes that students of the program have access to library resources and international scientific databases, including: Scopus and Web of Science, and the results of the survey of undergraduates confirm a high level of satisfaction with the resource provision: 100% students are fully satisfied with the existing educational resources, the availability of computer classes, the quality of Internet resources and recreation rooms;83.3%are fully satisfied with scientific laboratories. This allows us to conclude that students have a positive perception of the program's resource base.

Analytical part

The WEC believes that according to the "Resources" Standard The joint (two-degree) educational program7M04121 MBA "Financial technology and digital transformation of business" generally meets the established requirements.

The Commission notes that partner universities demonstrate sufficient human, scientific, logistical and digital capacity to implement the program. The provision of the program with qualified teaching staff, the availability of teachers with academic and practical experience, the use of modern infrastructure, laboratory facilities, library and digital resources create conditions for achieving learning outcomes and implementing interdisciplinary training in the MBA profile.

The HEC emphasizes that one of the most significant aspects of the program's resource provision is the integration of the educational process with scientific research. A significant amount of research projects, the publication activity of teachers, the participation of students in the research environment, and the presence of a developed scientific and innovative infrastructure indicate that the university has formed a stable academic and research ecosystem. From the point of view of external evaluation, it is this criterion that has reasonably gained a strong position in the parameters of a specialized profile.

At the same time, the EEC considers it appropriate to further develop analytical support for resource use. The Commission notes that the availability of a modern human and infrastructure base is convincingly confirmed, but the assessment of their actual effectiveness and impact on the quality of training of students can be presented more systematically. In particular, further improvement is possible through better monitoring of how digital platforms are used, innovative teaching methods, scientific infrastructure and human resources contribute to achieving specific learning outcomes of the program.

The Commission also considers it promising to develop mechanisms for assessing the pedagogical effectiveness of educational technologies and digital tools used. The presence of LMS, digital platforms, international educational services and professional certification classes is a significant advantage of the program. At the same time, additional analysis of their use, including comparison with the dynamics of educational achievements, student engagement and competence formation, will strengthen the evidence-based quality of the educational process. It is this aspect that the HEC considers as the direction corresponding to the position that implies improvement**.**

In addition, the HEC considers it appropriate to further develop analytical mechanisms for managing the workload of teaching staff, including a more systematic reflection of the balance of educational, scientific, and organizational activities. This approach will not only increase the transparency of human resource management but also increase the efficiency of using the potential of PPP within the framework of the program.

Thus, the HEC concludes that the program meets the criteria of the "Resources "Standard at a sufficient level. Partner universities have the necessary resource base to implement the program and achieve the declared learning outcomes and further development of this area may be associated with strengthening analytical assessment of the effectiveness of using human, digital, scientific and material and technical resources.

A survey of students conducted during the visit to the Higher School of Economics showed that the degree of satisfaction of the master's degree programs

a) *100% of students are satisfied with their existing training resources.*

b) 100% satisfied with the availability of computer classes.

c) 100% satisfied with the availability and quality of Internet resources.

d) 83.3% are satisfied with the available scientific laboratories, while 16.7% are undecided.

e) 50% of respondents were completely satisfied with the provision of a hostel, while 50% found it difficult to answer. This does not indicate a direct negative perception, but it shows that this resource is either not equally relevant for all undergraduates, or awareness about it is limited.

The results of the survey of undergraduates in general indicate a high level of satisfaction with the resource provision of the accredited educational program. This allows us to conclude that the resource environment is perceived by undergraduates as sufficient for mastering the program and corresponds to its academic tasks.

Strengths:

As a strong point, the university has developed a practice of encouraging scientific activities to strengthen the link between education and research, in which the participation of teaching staff in scientific projects, publication activity and the use of scientific and innovative infrastructure contributes to updating the content of the educational program, strengthening its research and practice-oriented orientation.

WEC recommendations:

1. It is recommended that the EP management determine the list of applied methods and digital tools, implement mechanisms for monitoring and evaluating the effectiveness of their use. The deadline for execution is 01.09.2026.
2. The University management should ensure gradual expansion of the practice of purchasing and using licensed software applications in the educational process in order to strengthen the practice-oriented training of students in accordance with modern requirements of the professional environment. The deadline for execution is 01.09.2026.
3. The university management is recommended to conduct advanced training of teaching staff in the field of modern educational technologies and ensure the integration of innovative approaches into the educational process on a systematic basis. The deadline for execution is 01.09.2026.

According to the Resources standard, 7 criteria are disclosed, of which 1 has a strong position in the OP 7M04121 MBA "Financial Technology and Digital Business Transformation, 5-a satisfactory position, and 1-requires improvement

6.8 Transparency and Documentation Standard

Proof part

The WEC notes that Astana IT University and K. Sagadiyev University of International Business have developed a documentation and information framework that provides support for the joint (two-degree) 7M04121 MBA educational program "Financial Technology and Digital Transformation of Business" in both internal and external resources. The Commission found that the management of information and reporting in universities is regulated by a set of internal regulatory documents, including Corporate Governance Code**,** information policy**,** Academic policies and documents of the internal quality assurance **system,** including **«**the Information Management standard**.** These documents determine the composition of the disclosed information, the forms and terms of its publication, as well as the responsibility of structural divisions and officials for the accuracy and relevance of the data.

The EEC confirms that transparency in the implementation of the joint program is provided through the official web resources of Astana IT University and UIB, as well as through the internal information systems of universities. Information about Master's programs, international mobility, institutional activities, and the joint MBA program is publicly available, while some of the educational, methodological, and organizational documentation is available to authorized users through Digital University, LMS AITU, and Academo. Through these systems, students, teachers and administrative staff can access working programs of disciplines, syllabuses, teaching materials, assignments, lesson schedules, results of current and intermediate control, individual curricula and other documents supporting the educational process.

The Commission found that the program was provided with the necessary set of internal documentation, including a modular educational program, a working curriculum, a catalog of elective subjects, syllabuses, an academic calendar and a schedule of classes. The HEC believes that the presence of these GNI and organizational documents ensures regulatory transparency of program parameters, the sequence of mastering disciplines, and the organization of the educational process. Additional transparency is provided by the fact that the published documents allow us to trace the structure of the program, the balance of mandatory and elective components, and the general logic of the formation of the educational trajectory.

The EEC notes that partner universities implement mechanisms for collecting and analyzing information about the program and use them in the internal quality assurance system. The Commission takes into account that the university has implemented data collection and analysis systems used for making operational, tactical and strategic decisions.

The Commission also notes that universities ensure the involvement of students and employees in the processes of collecting and analyzing information through questionnaires and other forms of feedback. HEC believes that it is the presence of a functioning mechanism for receiving and using feedback from internal stakeholders that is the most developed aspect of this standard. According to the parameters of the specialized profile, the criterion related to the collection and analysis of information about its own and partner's activities within the framework of a joint program, using the information obtained in the work of the internal quality assurance system, received a strong position.

The HEC takes into account that the IAAR standard for this section requires taking into account key performance indicators, information on the number of students enrolled, the level of academic achievement, achievements, student satisfaction with the quality of program implementation, availability of educational resources and support services, and employment of graduates when collecting information. The Commission notes that the relevant areas of information support and data collection at universities are generally identified and partially institutionalized, which is confirmed by the content of internal information management mechanisms and documentation support for the program.

At the same time, the HEC found that the external presentation of information about the joint program is not reflected evenly. The Commission notes that a significant part of the key characteristics of the program, including the logic of updating the content, parameters of the partner model, individual quantitative quality indicators, career paths of graduates and some information about the program's performance, is presented more fully in the internal documentation loop than in the public domain. According to expert estimates, less than 40% of key information on the contractual base of the joint program is presented in the open information field, which limits the transparency of the program for external stakeholders.

Analytical part

The WEC believes that the joint (two-degree) 7M04121 MBA educational program "Financial Technology and Digital Business Transformation" generally meets the requirements of the Transparency and Documentation Standard.

The Commission notes that partner universities demonstrate a well-developed system of internal documentation and information management, that provides regulatory and organizational support for

the program. The presence of a regulated internal database of documents, digital platforms for supporting the educational process, and mechanisms for internal collection and analysis of information allows us to qualify the program as institutionally secured in terms of transparency of internal academic management.

The HEC positively assesses the fact that the university has mechanisms for collecting and analyzing information**,** used in the internal quality assurance system. This indicates a shift from formal data accumulation to their use for program quality management purposes.

At the same time, the HEC believes that despite the high degree of internal documentation of the program, its external information openness does not yet fully correspond to the level of content maturity of the program itself. The Commission notes that the internal academic and managerial outline of the program is more convincing than its external representation for applicants, employers, partners and other interested parties. In this regard, the EEC considers the further development of public transparency of the program as a significant reserve for strengthening its competitiveness and confidence on the part of external audiences.

The Commission also considers it appropriate to further improve the structure and completeness of public information about the program. For a joint two-degree program, it is particularly important not only to publish general information, but also to systematically present its key characteristics: the partnership model, the distribution of responsibilities of partner universities, admission rules, training structure, assessment procedures, academic opportunities, career results of graduates, and other KPIs of the program. Strengthening this direction is especially important, given that two criteria for the standard were assigned to positions that suggest improvement**.**

The HEC also draws attention to the fact that the IAAR standard requires taking into account the needs of mobile students when documenting and publishing information about a joint program. From the point of view of external evaluation, the program generally demonstrates the presence of basic transparency conditions, but further development may be associated with a more convenient, structured and targeted presentation of information for various user groups. If the strengths of the program are presented more structurally and fully on the web resources of partner universities, this will increase the competitiveness of SOP and reduce uncertainty for applicants, employers and partners.

Thus, the HEC notes that the program meets the criteria of the "Transparency and Documentation" Standard**,** but its further improvement should be associated with a more complete and systematic external presentation of the key program characteristics, institutionalization of open KPIs, and increased ease of information perception for different categories of users.

Strengths / best practices

The high level of student satisfaction with the quality of the implementation of the joint educational program and the educational environment as a whole, including the content of the program, the quality of teaching, the availability of academic support, educational and information resources, confirms the effectiveness of the existing mechanisms for student support and the effectiveness of the internal quality assurance system.

VEC recommendations

1. Provide the joint educational program management with a more systematic and structured presentation of key information about the two-degree program in open access, including goals, learning outcomes, features of the two-degree format, admission requirements and procedures, discipline structure, examination and assessment procedures, academic opportunities and career paths of graduates, as well as systematize the description of the partnership model and responsibility distribution between universities.- partners in a joint educational program. The deadline for execution is 01.07.2026.

2. The program management, together with the partner university, should consider the possibility of institutionalizing the open KPIs of the program and better reflecting in the public space quantitative indicators of program implementation, including information on the number of students, academic performance, student satisfaction, availability of resources and employment of graduates. The deadline for execution is 01.09.2026.

WEC conclusions on criteria

According to the Transparency and Documentation standard, the accredited OP demonstrates a satisfactory level of compliance, out of 10 criteria 1 criterion has a strong position, 7 criteria - satisfactory, 2 criteria-positions that suggest improvement, unsatisfactory positions-0.

6.9 Quality Assurance Standard

Proof part

VEK has established that the joint (two-degree) educational program7M04121 MBA "Financial Technology and digital transformation of business» is implemented within the existing institutional mechanisms of academic management and is integrated into the internal quality assurance systems of partner universities. The program is implemented on the basis of internal regulatory documents regulating academic policy, organization of the educational process, educational and methodological activities, practical training, evaluation of learning outcomes and compliance with the principles of academic integrity.

At AITU, the regulatory framework for quality assurance consists of Quality Assurance Policy, Academic Policy, Rules for Organizing the Educational Process based on credit technology of Training, Rules for Organizing Educational and Methodological Activities, Regulations on Organizing and Conducting Students ' Practice, Regulations on Checking written Works for plagiarism, as well as other documents regulating key processes of implementing the educational program. The UIB is valid for Quality assurance policies and standards, as well as strategic and organizational-management documents that define internal approaches to quality assurance of educational activities.

The external regulatory framework for the implementation of the program consists of the Law of the Republic of Kazakhstan "On Education", the Classifier of training areas with higher and postgraduate education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569, as well as state mandatory standards of higher and postgraduate education, approved by the order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018, No. 604.

The Commission notes that the quality assurance policy at AITU and UIB is focused on developing a quality culture, applying ESG-based approaches, using internal monitoring procedures, feedback mechanisms, and peer discussion of educational program development issues. Universities use tools for internal assessment of the quality of teaching, monitoring students ' academic performance, assessing the satisfaction of stakeholders, as well as procedures for discussing the content of the program on collegial platforms with the participation of teaching staff, employers and students.

The HEC has established that the accredited educational program is accompanied by procedures for approval, documentation, monitoring of academic results, recognition of learning outcomes, and periodic discussion of the content of the EP. The quality issues of the program are considered at the meetings Academic Committee, as well as during meetings and discussions with employers, students and teachers. The materials presented to the Commission, including the minutes of the Academic Committee meeting of19.09.2025 and the minutes of the round table of27.01.2025, confirm the fact of discussing the content of the program, updating disciplines, strengthening the practice-oriented component and taking into account the requirements of the labor market when accompanying it.

The Commission also takes into account that the sustainability of current academic results is ensured by the accredited OP. According to the presented materials, the average academic performance of students in the program in different periods is90-98%, which indicates the stability of mastering the content of the program. We also use student questionnaire mechanisms and other forms of feedback that allow us to get information about the perception of the quality of program implementation and certain aspects of the educational process.

At the same time, the EEC notes that if partner universities have working internal quality assurance mechanisms, the unified joint system for assessing the quality and effectiveness of a two-degree program is not clearly presented. In particular, the following points are not fully demonstrated: the system of general indicators of the quality of the EP agreed between partner universities, common criteria for evaluating the effectiveness of the program, a formalized procedure for joint data analysis, as well as a documented closed cycle of corrective actions based on the results of monitoring. The analysis of the contractual grounds for implementing the program also shows that at the level of agreements between the parties, the quality metrics of the educational program, the distribution of responsibility for their achievement, and the procedure for joint analysis of results are not sufficiently formalized. In this regard, the evidence base confirms the existence of internal quality assurance procedures in each of the universities, but the joint quality management format of a two-degree program requires further institutional strengthening.

Analytical part

The EC notes that the accredited educational program as a whole is provided with the necessary regulatory, organizational and procedural framework to maintain the quality of its implementation. The presence of approved internal documents, institutionalized academic management procedures, feedback mechanisms, monitoring elements, and peer discussion forms indicates that the program operates within a formalized internal quality assurance system, rather than being implemented in fragments. At the same time, stable academic results confirm the efficiency of the existing mechanisms for supporting the program.

At the same time, the specifics of a joint (two-degree) educational program require a higher level of coordination than is typical for a standard intra-university program. In this case, the existence of parallel internal quality systems of two universities is an important institutional framework, but it does not replace the need for a joint program quality management model. For such a model, common performance indicators, agreed evaluation criteria, a common procedure for data analysis, joint procedures for interpreting results, and a documented mechanism for making, implementing, and tracking corrective decisions are essential.

The Commission considers that a quality assurance policy for a joint program is more effective if it is not limited to general intra-university procedures, but explicitly reflects the relationship between learning, teaching and research, and also takes into account the national contexts in which partner educational organizations operate. For a two-degree program, this is of particular importance, since the quality of its implementation should be evaluated not only in the logic of academic administration, but also through the integration of the scientific and educational component, inter-university interaction and comparable requirements of the two institutional environments. According to the WEC, this aspect is not yet fully disclosed in the current practice of joint quality management of the program.

The Commission notes that in practical terms, universities already have prerequisites for the formation of such a model: satisfaction indicators, academic performance, mechanisms for involving stakeholders, collegial forms of discussion of the program content, and individual corrective actions based on feedback results are used. However, these elements still function primarily as intra-university quality tools, rather than as a fully institutionalized joint quality assurance system for a two-degree program.

The contractual level of program quality management requires additional attention. The analysis of the presented agreements between partner universities shows that they do not sufficiently formalize the quality metrics of the educational program, the distribution of responsibility for their achievement, and the procedure for joint analysis of results. This limits the transition to a more mature data-driven model of quality management, in which decisions to improve the program are made on the basis of consistent, comparable and regularly analyzed quantitative and qualitative data. With stable academic performance of students in the accredited EE, there is no clearly formalized system of KPI program quality KPIs, which includes a limited but meaningful set of key indicators that allow us to assess the effectiveness of the implementation of the EE in dynamics.

According to the Commission, implementation of PDCA (Plan–Do–Check–Act) logic It would significantly strengthen the quality management of the accredited educational program. In particular, it would provide a more explicit relationship between goal setting, program implementation, monitoring of results achieved, analysis of the causes of deviations, and documentation of corrective actions. Currently, the program demonstrates the ability to maintain quality and deliver consistent ongoing results, but it does not yet do so in all aspects through measurable metrics, transparent improvement cycles, and systematic analysis of academic, career, and intercollegiate outcomes.

Thus, the HEC comes to the conclusion that the accredited educational program has a working quality assurance framework and demonstrates stable current results, but its further development requires a transition from a primarily procedural support model to a more formalized, measurable and analytically managed model. According to standard 6.9, the program is largely provided with internal quality mechanisms, but it needs to be strengthened specifically through inter-university coordination, in terms of common KPIs, a common performance analysis cycle, joint review of monitoring results, reflecting the link between training, teaching and research, taking into account the national context of partner universities and documenting corrective actions within a single model quality of the program.

Strengths / best practices-not marked

VEC recommendations

1. Ensure that the EP management, together with the partner university, coordinates and approves a unified system of key performance indicators of the accredited educational program, with their consolidation in the educational program and development plans of the EP. The deadline for execution is 01.09.2026.
2. Implement a joint quality management cycle based on the PDCA (Plan–Do–Check–Act) model, which provides for planning targets, regular monitoring of achieved results, joint analysis of identified deviations and making corrective decisions with mandatory documentation at the level of partner universities. The deadline for execution is 01.09.2026.
3. The university management, together with the partner university, should consider the possibility of further improving approaches to ensuring the quality of the accredited educational program by formalizing them in internal documents and strengthening the relationship between training, teaching and research activities. The deadline for execution is 01.09.2026.

WEC conclusions on criteria

According to the "Quality Assurance" standard, the accredited OP demonstrates a satisfactory level of compliance, out of 9 criteria it has a satisfactory position - 8, suggesting an improvement of -1, a strong position-0, and an unsatisfactory position-0.

6.10 Standard "Monitoring and evaluation of OP"

Proof part

AITU and UIB partner universities monitor and periodically evaluate the 7M04121 MBA joint (two-degree) educational program "Financial Technology and Digital Transformation of Business" in order to confirm its compliance with the stated goals, needs of students and requirements of the professional environment. The regulatory framework for monitoring and reviewing the program at AITU is as follows: Academic policy**,** Regulations on the organization of the educational process on credit technology of training and Rules for developing educational programs**,** that define procedures for evaluating the effectiveness of an educational program, updating it, and revising it. Within the framework of the current monitoring system, the relevance of the program, the achievement of learning goals and results, the compliance of the content with the requirements of the labor market, the effectiveness of forms of control, as well as the compliance of the educational environment with the goals of the program are evaluated.

The HEC found that program monitoring includes an analysis of students' academic performance. According to the information provided, the absolute academic performance in the EP in all the reflected academic periods is**100%**, and the average academic performance in the trimesters in the 2023-2026 academic years varies from **91% to 99%**. The presence of such dynamics indicates systematic monitoring of students' academic performance and allows us to assess the sustainability of the program's implementation.

The Commission also takes into account that monitoring is not limited to academic indicators. The program analyzes student feedback, survey results, information about graduate employment, and the program's compliance with current professional trends. The materials reflect that the content of the program is focused on modern areas of the digital economy and includes disciplines on FinTech**,** artificial intelligence**,** cloud technologies**,** ESG**,** digital ethics **and** data analytics**.** In addition, the modular educational program was updated in2025**,** as well as changes were made based on feedback, including strengthening the practice-oriented component and updating the staff of teachers.

The EEC notes that monitoring and periodic evaluation procedures are supported through peer mechanisms and internal quality assessment tools. The use of innovative teaching methods and updating the content of disciplines are the subject of discussion at meetings of departments, UMS**,** The Rector 's Office and Academic Council. During the academic year, there is a group to monitor the use of innovative teaching methods, conduct a survey of teaching staff on the use of innovative teaching methods, as well as a survey of students about their satisfaction with the methods used. The results of the survey are reviewed at meetings of collegial bodies and departments that conduct training on the program.

The Commission takes into account the presence of external feedback channels. Partner universities use interaction with employers, practice bases, HR specialists and the professional community to assess the content and relevance of the program. The self-assessment also indicates that the program is undergoing external expertise, and issues of its improvement are considered with the involvement of internal and external stakeholders.

At the same time, the EEC notes that if there is evidence of actual monitoring, updating the program content and using feedback, the procedural transparency of monitoring is not fully represented. Monitoring and review of the program are ongoing, but the mechanism for systematically communicating the results of monitoring and decisions made to all stakeholders requires further strengthening.

Analytical part

The EC believes that the accredited educational program generally meets the requirements of Standard 6.10, since partner universities have established existing mechanisms for continuous monitoring and periodic evaluation of the program. The evidence base confirms that the program is accompanied by an analysis of academic results, assessment of students 'and teachers' satisfaction, discussion of content on collegial platforms, as well as periodic updates in accordance with the changing requirements of the professional environment.

A strong characteristic of the program is its adaptability. The Higher School of Economics notes that the program is not static but develops as an interdisciplinary master's degree program focused on the rapidly changing environment of the digital economy. The inclusion in the curriculum of subjects in financial technologies, artificial intelligence, cloud solutions, ESG, digital ethics and data analytics indicates the program's response to changes in the professional context and labor market demands. The update of the modular educational program in 2025 further confirms that monitoring leads to a revision of the content and is not limited to the formal collection of information.

The results of the PPP survey reinforce this conclusion. A high proportion of positive ratings on the content of the program, management's attention to its quality, the level of feedback and support for the development of new disciplines shows that the teaching community as a whole perceives the program as relevant, manageable and focused on the requirements of the modern professional environment. **Thus, 77.8%**of teaching staff indicated that the management pays high attention to the content of the educational program,**66.7%**rated the level of feedback from the management as **"very good"**, and another**33.3%**— as **"good"**. In addition,**77.8%**of respondents positively assessed the university's support in developing new educational programs, disciplines and teaching methods, and**66.7%**believe that students ' knowledge obtained at the university fully meets the requirements of the modern labor market. At the same time, individual responses of teaching staff indicate that there are areas for further improvement:**22.2%**of respondents rated the compliance of the content and quality of program implementation with labor market expectations not as high, but as **"relatively poor"**;**33.3%**noted only a partial opportunity to combine teaching with practical activities. This shows that the current monitoring provides not only positive, but also problem-oriented information that should be used in the logic of improving the program.

However, the Commission notes that the current monitoring model is more focused on the actual updating of the program than on the full procedural traceability of this update. The materials confirm the existence of monitoring, discussions at the level of collegial bodies, the use of surveys and subsequent changes in the program, but the mechanism by which these changes are initiated, analytically justified, documented, published and communicated to all stakeholder groups is not sufficiently consistently disclosed. For a joint (two-degree) educational program, this aspect is of fundamental importance. The specifics of such a program require not only internal monitoring in each of the partner universities, but also a more clearly structured interuniversity periodic assessment procedure: with a certain frequency of review, a clear procedure for analyzing results, documenting the reasons for making changes, and transparently informing students, teachers, employers, and other stakeholders about the actions taken.

Thus, the HEC concludes that according to standard 6.10, the accredited educational program demonstrates a satisfactory level of compliance**.** The program has existing monitoring mechanisms, shows stable academic results, is periodically updated and takes into account the opinions of key participants in the educational process. At the same time, further strengthening of the standard is associated with increased procedural transparency**,** documented consistency and completeness of informing stakeholders about the results of monitoring and decisions taken to improve the program.

Strengths / best practices-not marked

VEC recommendations

1. The EP management should ensure that students, teaching staff, employers and other stakeholders are transparently informed about the results of monitoring, measures taken and changes made to the educational program through accessible communication channels and internal information resources. Term of execution: permanent

WEC conclusions on criteria

According to the standard "Monitoring and evaluation of OP", the accredited OP demonstrates a satisfactory level of compliance, out of 4 criteria it has a satisfactory position - 4, suggesting an improvement of -0, a strong position-0, and an unsatisfactory position-0.

6.11 Standard «External Quality Assurance Standard

Proof part

The HEC has established that partner universities implementing the joint (two-degree) 7M04121 MBA educational program "Financial Technology and Digital Transformation of Business"**,** have active experience in participating in external quality assurance procedures and pass them on a regular basis.

In the materials submitted to the Commission, the accredited program focuses on the national regulatory framework and general principles of the European Higher Education Area, which creates the basis for its external comparability. The accedited EP is reviewed by partner universities and compared with the requirements of national and international frameworks for the quality of education.

The EEC also notes that AITU has passed the IAAR institutional accreditation for the period2020-2025**,** and in2025 the institutional reaccreditation procedure for a period of five years. At the same time, the university participates in other forms of external evaluation, including institutional and program ratings.

The official website of AITU contains a news item dated January 22, 2026, which emphasizes the strengthening of the university's position in the rating of educational programs of NCE "Atameken" and notes that a number of AITU programs are among the strongest in the country. This confirms that participation in external evaluation rating procedures remains relevant for the university and is considered by it as an element of external confirmation of the quality and competitiveness of educational programs.

The self-assessment materials reflect that according to the results of the Atameken NPP rating**in**2023**y** , AITU entered the top 10 universities of the Republic of Kazakhstan, taking6th place, which is considered by the university as one of the external indicators of competitiveness and recognition of the quality of educational activities.

The HEC also found that UIB has experience in passing international external quality assurance procedures, including institutional accreditation and FIBAA reaccreditation**.** The Commission takes into account that this experience is used by the partner university as an element of developing an internal quality culture and improving educational processes.

The Commission notes that the materials on the accredited program cover external quality assurance procedures broadly and include licensing**,** institutional accreditation**,** specialized accreditation**,** institutional ratings of higher education institutions and ratings of educational programs. An accredited joint educational program is undergoing specialized accreditation for the first time, and both partner universities already have experience in participating in external quality assessment at the institutional level.

The HEC takes into account that in partner universities, the results of external evaluation are considered as a tool for analyzing the effectiveness of internal quality assurance processes, identifying areas for improvement and then adjusting academic and managerial approaches. The self-assessment emphasizes that external evaluation is an independent mechanism that contributes to the development of the quality assurance system and builds trust on the part of stakeholders.

Analytical part

Both partner universities have current and relevant experience in participating in external quality assurance procedures, and this experience is not limited to formal accreditation procedures but is supplemented by participation in external rating mechanisms. AITU has IAAR institutional

accreditation and reaccreditation IAAR**,** UIB - FIBAA accreditation**,** as well as AITU's participation in the rating Atameken Scientific and Production Enterprises demonstrate the systematic nature of universities ' work in the field of external quality assurance.

A positive aspect is that external quality assurance procedures are perceived by partner universities as a development tool, and not just as a mechanism for confirming compliance. In this sense, the institutional and rating experience of AITU, including the place in the Atameken rating reflected in the self-assessment and publications on the official website of the university, complements the overall evidence base of the standard, as it demonstrates an external assessment of the competitiveness of the educational environment and the quality of graduate training.

At the same time, the EEC notes that the presented materials are more likely to capture the fact of partner universities ' participation in external quality assurance procedures and the presence of external recognition, rather than specific mechanisms for transforming the results of previous external evaluations into improvements specifically for the accredited joint educational program.

According to the members of the Commission, this standard is not only a formal sign of accreditation, but also an indicator of the ability of the accredited program to learn from the results of its external evaluation. Currently, the accredited OP has the necessary base of external comparability and demonstrates readiness to work in the field of internationally recognized standards.

The participation of employers and external experts in the discussion of the content of the EP, recorded in the protocols of round tables, can be considered as an additional mechanism for external quality assurance, ensuring that the requirements of the professional environment are taken into account (protocol of the round table).

The existence of contracts with external suppliers of educational and scientific resources should also be considered as an additional element of external quality assurance and compliance of educational materials on SOP with modern academic and professional standards and strengthening the external verifiability of the content of the accredited OP.

Further maturity of the accredited program will be determined by the extent to which the recommendations of the external evaluation will be integrated into subsequent cycles of its development, which will distinguish the formal completion of the procedure from the actual use of external evaluation as a tool for improving the program.

The standard should be evaluated positively, although its strengthening will depend on the subsequent management response to the results of this accreditation procedure.

Strengths / best practices-not marked
VEC recommendations – not identified

WEC conclusions on criteria

According to the "External Quality Assurance" standard, the accredited OP demonstrates a satisfactory level of compliance, including: 2 criteria has a satisfactory position - 2, suggesting an improvement of -0, a strong position-0, and an unsatisfactory position-0.

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

According to the standard "Right to participate. Eligibility"
- *according to this standard, no strengths have been identified.*

According to the "Learning Outcomes" standard

- *according to this standard, no strengths have been identified.*

According to the "Program Development and Approval" standard

- *according to this standard, no strengths have been identified.*

According to the standard "Admission, academic performance, recognition and certification of students"

- *according to this standard, no strengths have been identified.*

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

- *according to this standard, no strengths have been identified.*

According to the "Student Support" standard

- *according to this standard, no strengths have been identified.*

According to the" Resources " standard

- As a strong point, the university has developed a practice of encouraging scientific activities to strengthen the link between education and research, in which the participation of teaching staff in scientific projects, publication activity and the use of scientific and innovative infrastructure contributes to updating the content of the educational program, strengthening its research and practice-oriented orientation**.**

According to the Transparency and Documentation standard

- The high level of satisfaction of students with the quality of implementation of the joint educational program and the educational environment as a whole, including the content of the program, the quality of teaching, the availability of academic support, educational and information resources, confirms the effectiveness of existing mechanisms for student support and the effectiveness of the internal quality assurance system.

According to the "Quality Assurance" standard

- *according to this standard, no strengths have been identified.*

According to the standard "Continuous monitoring and periodic evaluation of a joint educational program"

- *according to this standard, no strengths have been identified.*

According to the standard "Periodic external quality assurance procedures"

- *according to this standard, no strengths have been identified.*

(VIII) REVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

According to the standard "Right to participate. Eligibility"

2. The management of the joint educational program is recommended to expand the target model of training students**,** ensuring its orientation not only to the personnel needs of the National Bank of the Republic of Kazakhstan, but also to the needs of the corporate sector, the banking sector, financial and technological companies and the business environment. The execution period is until 01.09.2026.

According to the "Learning Outcomes" standard

2. The program management should review and strengthen the criteria and tools for evaluating learning outcomes**,** ensuring their higher differentiating ability, objectivity and compliance with the level of master's training in the MBA, including by expanding case-based, project-based, analytical and practice-oriented forms of control. The execution period is **until 01.09.2026.**

According to the "Program Development and Approval" standard

2. The EP management should strengthen documentation of procedures for joint approval, approval and periodic review of the program structure and content by two partner universities, including recording decisions, reasons for changes, and consideration of proposals from external and internal stakeholders. The execution period is until 01.12.2026.

According to the standard "Admission, academic performance, recognition and certification of students"

1. The OP management should develop and implement the practice of annual generation of analytical reports on the implementation of the educational program, including indicators of the contingent, academic performance, completion of training, as well as analysis of the relationship between admission results and subsequent academic success of students. Based on the results of the analysis, provide for the use of the data obtained when adjusting the requirements and approaches to admission to the program. The deadline for execution is 31.12.2026.

2. The EP management should ensure the practical implementation and documentary confirmation of the procedures for recognizing the results of non-formal education and professional certifications, including through the presentation of recognition of learning outcomes, the introduction of accounting for the proportion of students who have passed certification, as well as demonstration of the relationship of certifications and MOOCs with the learning outcomes of the educational program. Due date-until 31.12.2026

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

1. The EP management should develop and implement a transparent and standardized system for evaluating learning outcomes, including clear criteria, descriptors, and evaluation headings (tables) that relate to the declared learning outcomes. The deadline for execution is 01.09.2026.

2. The EP management should ensure consistency of discipline goals, learning outcomes and assessment procedures by revising syllabuses, bringing the formulation of goals and learning outcomes in line with the modular educational program, as well as correlating assessment criteria for all types of training sessions with the declared learning outcomes, including the introduction of measurable indicators and transparent assessment rubrics. The deadline for execution is 01.09.2026.

3. The OP management should organize systematic work to improve the skills of teachers in the field of modern assessment methods, the development of rubricators and tools for competence-based assessment. The deadline for execution is 01.09.2026.

According to the "Student Support" standard

- No recommendations identified.

According to the" Resources " standard

1. The EP management is recommended to determine the list of applied methods and digital tools, implementing mechanisms for monitoring and evaluating the effectiveness of their use. The deadline for execution is 01.09.2026.

2. The University management should ensure gradual expansion of the practice of purchasing and using licensed software applications in the educational process in order to strengthen the practice-oriented training of students in accordance with modern requirements of the professional environment. The deadline for execution is 01.09.2026.

3. The university management is recommended to conduct advanced training of teaching staff in the field of modern educational technologies and ensure the integration of innovative approaches into the educational process on a systematic basis. The deadline for execution is 01.09.2026.

According to the Transparency and Documentation standard

1. Provide the joint educational program management with a more systematic and structured presentation of key information about the program in open access, including goals, learning outcomes, features of the two-degree format, admission requirements and procedures, discipline structure, examination and assessment procedures, academic opportunities and career paths of graduates, as well as systematize the description of the partnership model and the distribution of responsibility between universities-partners in a joint educational program. The deadline for execution is 01.07.2026.

2. The program management, together with the partner university, should consider the possibility of institutionalizing the open KPIs of the program and better reflecting in the public space quantitative indicators of program implementation, including information on the number of students, academic performance, student satisfaction, availability of resources and employment of graduates. The deadline for execution is 01.09.2026.

3. The program management should provide a more complete and user-friendly reflection of information relevant to mobile students, as well as systematize the description of the partnership model and the distribution of responsibility between partner universities within the framework of a joint educational program. The deadline for execution is 01.07.2026.

According to the "Quality Assurance" standard

1. Ensure that the EP management, together with the partner university, coordinates and approves a unified system of key performance indicators of the accredited educational program, with their consolidation in the educational program and development plans of the EP. The deadline for execution is 01.09.2026.

2. Implement a joint quality management cycle based on the PDCA (Plan–Do–Check–Act) model, which provides for planning targets, regular monitoring of achieved results, joint analysis of identified deviations and making corrective decisions with mandatory documentation at the level of partner universities. Due date: until 01.09.2026.

3. The university management, together with the partner university, should consider the possibility of further improving approaches to ensuring the quality of the accredited educational program by formalizing them in internal documents and strengthening the relationship between training, teaching and research activities. The deadline for execution is 01.09.2026.

According to the standard "Continuous monitoring and periodic evaluation of a joint educational program"

1. The EP management should ensure that students, teaching staff, employers and other stakeholders are transparently informed about the results of monitoring, measures taken and changes

made to the educational program through accessible communication channels and internal information resources. Due date: permanent.

According to the standard "Periodic external quality assurance procedures"

- recommendations are not marked

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

According to the" Resources " standard

1. The University management should ensure gradual expansion of the practice of purchasing and using licensed software applications in the educational process in order to strengthen the practice-oriented training of students in accordance with modern requirements of the professional environment. The deadline for execution is 01.09.2026.

2. The university management is recommended to conduct advanced training of teaching staff in the field of modern educational technologies and ensure the integration of innovative approaches into the educational process on a systematic basis. Execution period - until 01.09.2026

According to the "Quality Assurance" standard

1. The university management, together with the partner university, should consider the possibility of further improving approaches to ensuring the quality of the accredited educational program by formalizing them in internal documents and strengthening the relationship between training, teaching and research activities. The deadline for execution is 01.09.2026.

(X) RECOMMENDATION TO THE ACCREDITATION BOARD

The external expert Commission made a unanimous decision to recommend that the Accreditation Council accredit the 7M04121 MBA educational program **"Financial Technology and Digital Business Transformation"**, implemented by AITU together with UIB, **for a period of 5 years**.

Appendix 1

Evaluation table
"PARAMETERS OF A SPECIALIZED PROFILE"

Conclusion of the external expert commission on quality assessment 7M04121 MBA program "FINANCIAL TECHNOLOGY AND DIGITAL TRANSFORMATION OF BUSINESS" Astana IT University and UIB

№	Standards	and criteria for international specialized (program) accreditation of a joint educational program of higher and (or) postgraduate education	The position of the joint educational program			
			is Strong	Satisfactory	and Implies improvement	Unsatisfactoryная
1. Standard " Right to participate. Eligibility"						
1.1 Status						
1	1.1.1	Educational organizations planning to implement a joint educational program must be recognized by the relevant authorities of the country where they are located		+		
2	1.1.2	Participation in the implementation of a joint educational program, awarding a joint academic degree must comply with national regulations		+		
3	1.1.3	The academic degree (s) awarded must comply with the national qualification system countries where public organizations		+		
1 are located.2 Joint development and implementation						
4	1.2.1	A joint educational program should be developed and implemented with the involvement of all partner educational organizations		+		
1.3 Cooperation Agreement						
5	1.3.1	The conditions for developing and implementing a joint educational program should be clearly set out in the cooperation agreement between partner educational organizations	+			

The cooperation document should set out the following:

6	1.3.2	information about the academic degree (qualification, degrees) awarded for the development (completion)of the joint educational program		+		
7	1.3.3	coordination and responsibility of the involved partner educational organizations in relation to management and financial organization (including financing, cost-revenue sharing, etc.)		+		
8	1.3.4	student admission and selection rules		+		
9	1.3.5	Mobility of students and teachers		+P		
10	1.3.6	examination rules, methods for evaluating student achievement, recognition of ECTS credits, and procedures for awarding joint academic degrees		+		
		Total according to the standard	**0**	**10**	**0**	
2. Learning Outcomes Standard						
2.1 Level of education						
11	2.1.1	The co-educational program should be developed in accordance with the established objectives, including the expected learning outcomes		+		
12	2.1.2	The qualifications obtained as a result of the co-educational program should be clearly defined, explained and correspond to a certain level of the national framework of qualifications in higher education and, consequently, the framework of qualifications in the European Higher Education Area educational institutions (FQ-EHEA)		+		
2.2 Subjects						
13	2.2.1	Subjects of the joint educational program should ensure the achievement of planned learning outcomes, including knowledge, skills and competencies of the relevant field (s) of education		+		
2.3 Achievement						
14	2.3.1	The joint educational program should ensure that each student achieves the planned learning outcomes student		+		
2.4 Regulated professions						
15	2.4.1	The co-educational programme, if relevant, should take into account the minimum agreed learning conditions specified in the European Union Directive 2005/36/ EC or the relevant general learning framework established in accordance with the Directive		+		

		Total according to the standard	**0**	**5**	**0**	
3 Standard "Program development and approval"						
3.1 Co-educational program						
16	3.1.1	The structure and content of the co-educational program should be defined and developed on the basis of a student-centered approach to learning to ensure that the planned results are achieved		+		
17	3.1.2	A joint educational program should be developed with the participation of students and other stakeholders		+		
3.2 Loans						
18	3.2.1	The European Credit Transfer System (ECTS) should be applied correctly and the allocation of credits should be clear		+		
3.3 Learning load						
19	3.3.1	A co-educational program covers the required workload. The bachelor's program is at least 180-240 ECTS credits; the joint Master's program is at least 90-120 ECTS credits and must not be less than 60 ECTS credits at the second level of the cycle (credit ranges according to FQ-EHEA); for joint PhD programs range of credit , the credit range		+		
20	3 is not specified.3.2	The joint educational program has mechanisms for monitoring the learning load and the average time to complete the program		+		
		Total according to the standard	**0**	**5**	**0**	
4. Standard "Admission and student performance, recognition and certification"						
4.1. Admission of students						
21	4.1.1	Partner educational organizations should have pre-defined, published and consistently applied admission rules and corresponding requirements for applicants		+		
22	4.1.2	Selection procedures should correspond to the level of the joint educational program, regulate all periods of the" life cycle " of training, i.e. admission, academic performance, recognition and certification		+		
4.2. Recognition						
23	4.2.1	Recognition of qualifications and periods of study (including recognition of prior training) should be applied in accordance with the Lisbon Recognition Convention and supporting documents		+		

		Total according to the standard	**0**	**3**	**0**	
5. Standard "Student-centered learning, teaching and assessment of academic performance "Student-centered learning, teaching and assessment of academic performance"						
5.1 Training and teaching						
24	5.1.1	The co-educational program should be designed in accordance with the planned learning outcomes		+		
25	5.1.2	The teaching and learning approaches used should be adequate to achieve the planned learning outcomes		+		
26	5.1.3	The co-educational program should take into account the diversity of students, respect their needs, including potentially different cultural characteristics of students		+		
5.2 Student assessment						
27	5.2.1	The rules for conducting exams and evaluating the achieved learning outcomes should correspond to the expected learning outcomes		+		
28	5.2.2	Exams and evaluating the results achieved by students should be conducted by partner educational organizations in accordance with established rules		+P		
		Total according to the standard	**0**	**5**	**0**	
6. Standard "Student Support"						
29	6.1.1	Partner educational organizations should ensure the functioning of appropriate student support services		+		
30	6.1.2	Student support services should contribute to the achievement of planned learning outcomes		+		
31	6.1.3	Student support services should take into account possible specific student mobility problems		+		
32	6.1.4	Support services should take into account the needs of students when allocating, planning and providing educational resources different groups of students of students (mobility students, adults, working people, distance learners, as well as students with disabilities) and take into account the principles of a student-centered approach in teaching and learning		+		

		Total for the standard	**0**	**4**	**0**	
7. The Resources Standard						
7.1 Teaching staff						
33	7.1.1	Teaching staff should be sufficient and adequate (qualifications, professional and international experience) to implement a joint educational program		+		
7.2 Conditions						
34	7.2.1	The conditions provided should be sufficient and adequate to reflect the intended learning outcomes		+		
Partner educational organizations are responsible for the quality of their employees and providing favorable conditions for their effective work. There fore educational organizations recognizing the importance of teaching should:						
35	7.2.2	develop clear, transparent and objective criteria for employee recruitment, appointment, promotion, and dismissal and comply with them in their activities		+		
36	7.2.3	provide opportunities for career growth and professional development of teachers		+		
37	7.2.4	encourage scientific activities to strengthen the link between education and research	+			
38	7.2.5	encourage the use of innovative teaching methods and the use of advanced technologies			+	
39	7.2.6	The public organization should strive to ensure that the training equipment and software used to ensure that students achieve the planned results of a joint educational program are similar in their respective industries		+		
		Total according to the standard	**1**	**5**	**1**	
8. Transparency and Documentation Standard						
40	8.1.1	Relevant information about a co-educational program should be documented and published, taking into account the specific mobility needs of students			+	
41	8.1.2	Information about the joint educational program should take into account the admission requirements and procedures, the course/discipline catalog, examination and assessment procedures, etc		.+		

42	8.1.3	Partner educational organizations should have and implement mechanisms for collecting and analyzing information about their activities, about the partner's activities within the joint educational program, and use the information obtained in their work internal quality assurance system		+		
43	8.1.4	The public organization should ensure that students and employees are involved in the collection, analysis of information and planning of follow-up procedures		+		
When collecting information, a public organization should consider the following:						
44	8.1.5	key performance indicators		+		
45	8.1.6	information about the student population		+		
46	8.1.7	academic performance, student achievement and dropout			rate+	
47	8.1.8	Student satisfaction with the quality of implementation of the joint educational program	+			
48	8.1.9	availability of educational resources and student support services		+		
49	8.1.10	employment of graduates		+		
		Total according to the standard	**1**	**7**	**2**	
9. Quality Assurance Standard						
50	9.1.1	Partner educational organizations should have a published quality assurance policy that is part of their strategic management	+			
51	9.1.2	Quality assurance policies are more effective if they reflect the link between learning, teaching, and research, and take into account the national contexts in which partner educational organizations operate			+	
52	9.1.3	Internal stakeholders should develop and implement this policy through appropriate structures and processes involving external stakeholders		+		
53	9.1.4	Partner educational organizations should apply joint internal quality assurance processes in accordance with Part one of the ESG		+		
The Quality Assurance Policy supports						
54	9.1.5	the organization of a quality assurance system that provides for joint internal quality assurance processes of partner educational organizations		+		

55	9.1.6	departments, schools, faculties, institutes and other departments, as well as the management of the educational organization, employees and students who perform duties related to quality assurance responsibilities		+		
56	9.1.7	academic integrity and freedom, as well as intolerance to manifestations of various kinds of academic dishonesty		+		
57	9.1.8	processes that provide intolerance of any kind or discrimination against students and teachers		+		
58	9.1.9	participation of external stakeholders in quality assurance		+		
		Total according to the standard	**0**	**8**	**1**	
10. Standard "Continuous monitoring and periodic evaluation of a joint educational program"						
59	10.1.1	Partner educational organizations should monitor and periodically evaluate the joint educational program in order to achieve their goal and confirm compliance with the needs of students and society		+		
60	10.1.2	The results of these processes should lead the PA to continuous improvement of the joint educational program		+		
61	10.1.3	All stakeholders should be informed of any planned or undertaken actions in relation to the joint educational program		+		
62	10.1.4	The joint educational program should be regularly evaluated and reviewed with the involvement of students and other stakeholders		+		
		Total according to the standard	**0**	**4**	**0**	
11. Standard "Periodic external support procedures quality assurance procedures"						
63	11.1.1	Partner Partner educational organizations should undergo external quality assurance procedures in accordance with European Standards and Recommendations (ESG) on a regular basis		+		
64	11.1.2	The educational organization should strive to ensure that progress made since the last external quality assurance procedure is taken into account in the preparation of the project. go to the next procedure		+		
		Total according to the standard	**0**	**2**	**0**	
		TOTAL	**2**	**58**	**4**	

Appendix 2. PROGRAM OF A VISIT TO AN EDUCATIONAL ORGANIZATION

APPROVED
by the Rector
of "Astana IT University"LLP
" _____ Akhmetov A. A.
"___" _____ 2026 city of

APPROVED
by the General Director of the Independent Accreditation and Rating Agency"
_____ Zhumagulova A. B.
"____" _____ 2026 city of

program
VISIT OF AN EXTERNAL EXPERT COMMISSION
INDEPENDENT ACCREDITATION AND RATING AGENCY (IAAR)
IN TOO "ASTANA IT UNIVERSITY"LLP
SPECIALIZED ACCREDITATION

Date of the visit: March 19-20, 2026

Date and time	HEC work with target groups	Position and Surname, First Name, Patronymic of target group participants	Contact form
March 18, 2026			
15: 00-16: 00	HEC Preliminary Meeting IAAR	*External Experts*	Connect to Zoom conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
According to the schedule during the day	Arrival of members of the External Expert Commission		
18.00	Dinner	*External experts IAAR*	
Day 1: March 19, 2026			
09. 00-09. 15	Distribution of expert responsibilities, organizational issues	*External experts IAAR*	Office / Room No. (HEC office) Anduditoriya # C1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.15-09.45	Interview with the Rector	*Altair Akhmetov-Chairman of the Management Board-Rector*	Afishing rod # C1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 of the University uditoriya no. C 1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.45-10.00	Technical break		
10.00-10.40	Interview with vice-rectors	*Omirbaev Serik Maulenovich-First Vice-rector* *Akybaeva Gulvira Sovetbekovna - Vice-Rector for Academic Affairs* *Ispusinov Aidar Manasovich - Vice-Rector for Digitalization* *Beloshchitsky Andrey Alexandrovich - Vice-Rector for Science and Innovation*	Auditoriya # C1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

		Aryn Abay Mukhtaruly - Vice-Rector for Economics and Finance	
10.40-10.50	Technical break		
10.50-11.30	Interview with the heads of structural divisions of the NGO	*Kabdesov Kenjehan Talgatulov-Head of the Quality Assurance Center (UIB)* *Қамиева Жаңыл Мұратқызы – менеджер-координатор программ MBA (UIB)* *Alem Bolatovna Ibraeva-Director of the Department of Financial and Economic Planning and Analysis (AITU)* *Madina N. Mukalieva – Director of the Academic Department (AITU)* *Saule Zhorabekovna Burbekova-Deputy Director of the Strategy, Quality and Corporate Governance Department (AITU)* *Nuralina MaraL - Director of the Scientific Library (AITU)* *Dias Damirovich Utebaev-General Manager of the Center for Competence and Excellence (AITU)* *Aliya Zhenisovna Koitanova - Head of the Registrar's Office* *Ayan Koshkenovich Amandykov - Director of the Human Resources Management Department* *Kundyz Boranbayevna Mukatayeva - Deputy Director of the International Cooperation Department* *Assel Shamilyevna Imasheva - Head of the Postgraduate Education Department*	Anduditoriya # C1-2-137 Join the Zoom conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.30-11.40	Exchange of views of members of the external expert commission		Anduditoriya # C1-2-137 Connect to the Zoom conference

			https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
11.40-12.20	Interview with deans, heads of departments and OP managers	*Dilara Abzhanova-Director of the Center for Competence and Excellence (AITU)* *Gulnara Shakirova-Director of the Graduate School of Business UIB (UIB)* *Zhanar Sadykova – Director of the Department of Academic Affairs (UIB)*	Anduditoriya # C1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
12.20-13.00	Visual inspection of the OP and the material-technical and educational-laboratory base ***only objects for accredited OP***	***Appendix 5 (****Itinerary****)***	
13.00-14.00	***Lunch***		
14.00-14.15	Work of the VEK		Auditoriya no. C1-2-137 1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
14.15-15.00	Interview with the teaching staff of the OP	***Appendix 1***	Auditoriya no. C1-2-137 1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969 15.00-15.15
15.00-15.15	Technical break		
15.00-	16.00 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 address in person
15.15-16.00	Interview with students OP	***Appendix 3***	Auditoriya no. C1-2-137 1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969

16.00-17.00	Student survey (in parallel)	***Appendix 4***	The link is sent to the student's e-mail in person
16.00-16.30	Interview with graduates of the OP	***Appendix 9***	Auditoriya no. C1-2-137 1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
16.30-16.45			
16.45-17.45	Meeting with stakeholders (representatives of practice bases and employers)	***Appendix 8***	AUdi # C1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
17.45-18.00	Work of the VEC discussion of the results of the first day IAAR	*External experts*	Anduditoriya # C1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
18.00–19.00	Supper	*IAAR External Experts Dinner*	
Day 2-th: March 20, 2026			
09. 00-09. 30	Work	*of the VEC External experts IAAR*	Anduditoriya no. C1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
09.30-11.00	Selective visit to the OP practice bases	*IAAR external experts according to the itinerary* ***Appendix 6***	
11.00-13.00	Work with department documents *(documents must be submitted by the Department). can be uploaded to the cloud in advance, if*	***Appendix 7***	

	necessary, heads of departments will be invited to the online office) and attend teaching staff classes according to the schedule		
13.00-14.00	**Lunch**		
14.00-15.30	Work of the HEC, discussion of profile parameters *(recorded)*	*IAAR external experts*	
15.30-15.45	Technical break		
15.45-17.00	Work of the HEC development and discussion of recommendations *(recorded)*	*IAAR External Experts*	Anduditoriya # C1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
17.00-17.30	Work of the HEC discussion, decision-making by voting (recorded)		Anduditoriya # C1-2-137 Connect to the Zoom conference https://us02web.zoom.us/j/4641732969 Conference ID: 464 173 2969
17.30-18.00	Final meeting of the Higher School of Economics with the university management		Anduditoriya no. C1-2-137 Connect to the Zoom conference 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
VEC-IAAR External Expert Commission
Public organization – educational organization
OP-educational program
Teaching staff – faculty members

Appendix 3. RESULTS OF THE TEACHING STAFF SURVEY

1. Total number of questionnaires: 9 people

2. Position,%

Professor	1 (11.1%)
Associate Professor / Associate Professor	3 (33.3%)
Senior Teacher	1 (11.1%)
Teacher	1 (11.1%)
Head of Department Department	1 (11.1%)
Other	3 (33.3%)

3. Academic degree, academic title

Honored Worker	0 (0%)
Doctor of Science	0 (0%)
PhD	0 (0%)
Master	's degree 1 (11.1%)
PhD	6 (66.7%)
Professor	0 (0%)
Associate Professor / Associate Professor	4 (44.4%)
No	0 (0%)
Other	1 (11.1%)

4. Work experience at this university

Less than 1 year	1 (11.1%)
1 year – 5 years	3 (33.3%)
Over 5 years	5 (55.6%)
Other	0 (0%)

№	Questions	Very good	Good	Relatively bad	Bad	Very bad	Not answered
1	To what extent does the content of the educational program meet your scientific and professional interests and needs?	8 (88,9%)	1 (11,1%)	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 6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
3	How do you assess the opportunities provided by the University for career growth	of 5 teaching staff (55.6%)	4 (44,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
4	How do you assess the degree of academic freedom of teaching	staff 6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	To what extent can teachers use their own						
5	• Learning Strategies	5 (55,6%)	4 (44,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

6	• Teaching methods	4 (44,4%)	5 (55,6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
7	• Educational innovations	6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
8	How do you assess the work on the organization of medical care and disease prevention at the university?	5 (55,6%)	3 (33,3%)	1 (11,1%)	0 (0%)	0 (0%)	0 (0%)
9	What attention is paid by the management of the educational institution to the content of the educational program?	7 (77,8%)	2 (22,2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
10	How do you assess the adequacy and availability of the necessary scientific and educational literature in the library?	4 (44,4%)	4 (44,4%)	1 (11,1%)	0 (0%)	0 (0%)	0 (0%)
11	Evaluate the level of created conditions that take into account the needs of different groups of students?	5 (55,6%)	4 (44,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Evaluate the openness and accessibility of the guide						
to 12	• Students	6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
13	• for teachers	6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
14	Evaluate the involvement of teaching staff in the management and strategic decision-making process	5 (55,6%)	3 (33,3%)	1 (11,1%)	0 (0%)	0 (0%)	0 (0%)
15	How is the innovative activity of teaching staff encouraged?	5 (55,6%)	3 (33,3%)	1 (11,1%)	0 (0%)	0 (0%)	0 (0%)
16	Evaluate the level of feedback between the staff and the management	team 6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
17	What is the level of encouragement and involvement of young professionals in the educational process?	5 (55,6%)	3 (33,3%)	1 (11,1%)	0 (0%)	0 (0%)	0 (0%)
18	Evaluate the opportunities created for professional and personal growth for each teacher and employee	6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
19	Assess the adequacy of the university management's recognition of the potential and abilities of teachers	5 (55,6%)	4 (44,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	How is job						
20	• on academic mobility	delivered? 5 (55,6%)	4 (44,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
21	• On advanced training of teaching	staff 3 (33,3%)	5 (55,6%)	1 (11,1%)	0 (0%)	0 (0%)	0 (0%)

	Rate the support of the university and its management						0 (0%)
22	• Research initiatives of teaching staff	5 (55,6%)	4 (44,4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
23	• Development of new educational programs/disciplines/teaching methods	7 (77,8%)	2 (22,2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Assess the level of teaching staff's ability to combine teaching						
24	• with scientific research	4 (44,4%)	5 (55,6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
25	• with practical activities	4 (44,4%)	2 (22,2%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)
26	Evaluate how well the knowledge of undergraduates obtained at the university corresponds to the realities of the modern labor market requirements	6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (027
27	How does the management and administration of the university perceive criticism in their address?	2 (22,2%)	6 (66,7%)	1 (11,1%)	0 (0%)	0 (0%)	0 (0%)
28	Evaluate how much your training load meets your expectations and capabilities?	4 (44,4%)	4 (44,4%)	1 (11,1%)	0 (0%)	0 (0%)	0 (0%)
29	Evaluate the focus of educational programs/training programs on developing students ' skills and abilities to analyze the situation and make forecasts?	6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
30	Evaluate the extent to which the educational program meets the expectations of the labor market and employers in terms of its content and quality of implementation	6 (66,7%)	1 (11,1%)	2 (22,2%)	0 (0%)	0 (0%)	0 (0%)

Why do you work at this particular university?
- it is important for me to improve as a specialist, acquiring new, including high-tech skills, which our university provides
- Ability to carry out research projects and good development opportunities
- Over the years, I have become a part of the unique academic environment that has developed at our university. I like the university's emphasis on practice orientation and international standards (for example, integration with ACCA). Working here, I see the real results of the department's transformation and can directly influence the quality of training of specialists in the field of finance and accounting.
"I like it: 1. direction to the project model of training 2. supporting team of teaching staff 3. level of academic competition among teaching staff 4.

- opportunity for career growth and work on scientific projects
- Developed infrastructure, responsive management, growth opportunities
- One of the best IT specialists in Kazakhstan
- The best IT university in the country

32. How often are master classes and activities conducted with the participation of practitioners in your course?

very often	often	sometimes	very rarely	never
3 (33,3%)	4 (44,4%)	1 (11,1%)	0 (0%)	1 (11,1%)

33. How often do external teachers (domestic and foreign) participate in the learning process?

very often	often	sometimes	very rarely	never
2 (22,2%)	4 (44,4%)	3 (33,3%)	0 (0%)	0 (0%)

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

Questions	**Are Often**	**Sometimes**	**Never**	**Answered**
Lack of classrooms	0 (0%)	7 (77,8%)	2 (22,2%)	0 (0%)
Unbalanced academic load by semester	0 (0%)	6 (66,7%)	3 (33,3%)	0 (0%)
Unavailability of necessary literature in the library	1 (11,1%)	5 (55,6%)	3 (33,3%)	0 (0%)
Overcrowding of study groups (too many undergraduates in the group)	0 (0%)	3 (33,3%)	6 (66,7%)	0 (0%)
Inconvenient schedule	0 (0%)	6 (66,7%)	3 (33,3%)	0 (0%)
Inappropriate classroom conditions	1 (11,1%)	2 (22,2%)	6 (66,7%)	0 (0%)
Lack of Internet access/weak Internet	connection 0 (0%)	3 (33,3%)	6 (66,7%)	0 (0%)
Lack of interest in learning among undergraduates	1 (11,1%)	1 (11,1%)	7 (77,8%)	0 (0%)
Late receipt of information about events	0 (0%)	3 (33,3%)	6 (66,7%)	0 (0%)
Lack of technical training tools in classrooms	1 (11,1%)	1 (11,1%)	7 (77,8%)	0 (0%)
Other problems	No - No problems, the university offers productive work Everything you need for high-quality teaching is provided			

35. In the life of a university, there are many different aspects and aspects that affect each teacher and employee in one way or another. Rate how satisfied you are with:

Questions	**Fully satisfied (1)**	**Partially satisfied (2)**	**Not satisfied (3)**	**Not sure (4)**
The attitude of the university's management towards you	8 (88,9%)	1 (11,1%)	0 (0%)	0 (0%)
Relationships with direct management	6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)

Relations with colleagues in the department	8 (88,9%)	1 (11,1%)	0 (0%)	0 (0%)
Degree of participation in management decision	-making 5 (55,6%)	3 (33,3%)	0 (0%)	1 (11,1%)
Relations with students	8 (88,9%)	1 (11,1%)	0 (0%)	0 (0%)
Recognition of your success and achievements by the administration	5 (55,6%)	3 (33,3%)	0 (0%)	1 (11,1%)
Support for your suggestions and comments	6 (66,7%)	2 (22,2%)	0 (0%)	1 (11,1%)
Activities of the university administration	5 (55,6%)	4 (44,4%)	0 (0%)	0 (0%)
Payment terms and conditions	6 (66,7%)	2 (22,2%)	1 (11,1%)	0 (0%)
Working conditions, list and quality of services provided at the university	6 (66,7%)	3 (33,3%)	0 (0%)	0 (0%)
Occupational health and safety	6 (66,7%)	2 (22,2%)	0 (0%)	1 (11,1%)
Managing changes in the university	's activities 5 (55,6%)	3 (33,3%)	0 (0%)	1 (11,1%)
Providing a social package: recreation, sanatorium treatment, etc	. 4 (44,4%)	1 (11,1%)	2 (22,2%)	2 (22,2%)
Organization and quality of nutrition at the university	5 (55,6%)	3 (33,3%)	0 (0%)	1 (11,1%)
Organization and quality of medical care	5 (55,6%)	2 (22,2%)	0 (0%)	2 (22,2%)

Appendix 4. RESULTS OF THE STUDENT SURVEY

Application form for undergraduates

Total number of questionnaires: 6 people

Educational program (specialty):

MBA "Financial Technology and Digital transformation of business"	6 (100%)

Gender:

Male	3 (50%)

Female	3 (50%)

Rate how satisfied you are with:

Questions	Fully satisfied	Partially satisfied	Partially	dissatisfied Not satisfied	I can't answer
1. Relations with the dean's office (school, faculty, department)	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2. Level of accessibility of the dean's office (school, faculty, department)	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
3. The level of accessibility and responsiveness of the management (university, school, faculty, department)	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
4. Availability of academic counseling	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
5. Support of educational materials in the learning process	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
6. Availability of personal problem counseling	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
7. Student-teacher relations	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
8. Financial and administrative services of educational institution	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
9. Access to health services	5 (83,3%)	0 (0%)	0 (0%)	0 (0%)	1 (16,7%)
10. Quality of medical care at the university	5 (83,3%)	0 (0%)	0 (0%)	0 (0%)	1 (16,7%)
11. Library resource availability level	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
12. The quality of services provided in libraries and reading rooms	5 (83,3%)	0 (0%)	0 (0%)	0 (0%)	1 (16,7%)
13. Existing educational resources of the university	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
14. Availability	of 6 computer classes (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
15. Availability and quality of Internet resources	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
16. Content and information content of the website of educational organizations in general and faculties (schools) in particular	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
17. Study rooms and auditoriums for large groups	5 (83,3%)	0 (0%)	0 (0%)	0 (0%)	1 (16,7%)
18. Recreation rooms for undergraduates (if available)	5 (83,3%)	1 (16,7%)	0 (0%)	0 (0%)	0 (0%)
19. Clarity of disciplinary action procedures	5 (83,3%)	0 (0%)	0 (0%)	0 (0%)	1 (16,7%)
20. Overall quality of the educational program	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
21. Quality of educational programs in OP	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

22. Training methods in general	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
23. Responsiveness to teachers ' feedback on the learning process	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
24. Overall quality of teaching	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
25. Academic load/requirements for student	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
26. Teaching staff requirements for student	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
27. Information support and explanation of the admission rules and strategy of the educational program (specialty)before entering the university	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
28. Informing the requirements for successfully completing a given educational program (specialty)	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
29. Quality of exam materials (tests and exam questions, etc.)	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
30. Objective assessment of knowledge, skills, and other academic achievements	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
31. Available computer classes	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
32. Existing scientific laboratories	5 (83,3%)	0 (0%)	0 (0%)	0 (0%)	1 (16,7%)
33. Objectivity and fairness of teachers	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
34. Informing undergraduates about courses, educational programs and academic degree	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
35. Providing undergraduates with a hostel	3 (50%)	0 (0%)	0 (0%)	0 (0%)	3 (50%)

Rate how much you agree with:

Statement	**Full consent**	**I agree**	**I partially agree**	**I don't agree**	**Full name disagreement**	**No response**
36. The course program was clearly presented	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
37. The course content is well structured	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
38. Key terms are sufficiently explained	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
39. The material proposed by the teacher is relevant and reflects the latest achievements in science and practice	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
40. The teacher uses effective teaching methods	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
41. The teacher owns the taught material	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
42. The teacher's presentation is clear	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
43. The teacher presents the material in an interesting way	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
44. Objective assessment of knowledge, skills, and other academic achievements	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
45. Timely assessment of academic achievements of undergraduates	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
46. The teacher meets your requirements and expectations for professional and personal development	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

47. The teacher encourages the activity of undergraduates	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
48. The teacher encourages creative thinking of undergraduates	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
49. The appearance and manners of the teacher are adequate	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
50. The teacher shows a positive attitude towards students	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
51. The system of assessment of academic achievements (seminars, tests, questionnaires, etc.) reflects the content of the course	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
52. The assessment criteria used by the teacher are clear and accessible	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
53. The teacher objectively evaluates the achievements of undergraduates	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
54. The teacher speaks a professional language	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
55. The organization of education provides sufficient opportunities for sports and other leisure activities	5 (83,3%)	1 (16,7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
56. Facilities and equipment for undergraduates are safe, comfortable and up-to-date	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
57. The library is well-equipped and has a sufficient fund of scientific, educational and methodical literature	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
58. Equal opportunities for mastering the OP and personal development are provided to all students	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Other concerns about the quality of teaching:

- Preferred offline format of training in UIB disciplines (not critical, but desirable)
- The best MBA program in Kazakhstan and excellent teachers
- The quality of teaching is at a high level!
- Satisfied with everything, strong team