

## **Accreditation Report**

**Turan University**  
**Almaty, Kazakhstan**

**Accounting and Audit (Bachelor/Master), Economics (Bachelor/Master/PhD), Finance (Bachelor/Master/PhD), International Law (Bachelor), International Relations (Bachelor/Master), Jurisprudence (Bachelor/Master/PhD), Management (Bachelor/Master/PhD), Marketing (Bachelor/Master), Psychology (Bachelor/Master/PhD)**

### **I Procedure**

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**Attendance by ACQUIN office:** Dr. Jasmine Rudolph/Nina Soroka

**Accreditation decision:** 31 March 2022

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study programme(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

**Additional remarks on report preparation****Content**

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## **II    Introduction**

The experts would like to thank the representatives of the HEI as well as students for their participation in the discussions and for willingly sharing information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study programme(s), study programme(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g., legal, structural, social etc. aspects) as well as the ESG and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programme(s).

### **1    Short profile of HEI**

Established in 1992, Turan University is one of the first and largest private universities in Kazakhstan and regards itself as an innovative and entrepreneurial university. It is part of Turan educational corporation, which includes a lyceum, 2 colleges, 2 universities – Turan University in Almaty and Turan-Astana University in Nur-Sultan – and Tau-Turan educational and recreational facility.

The main goal of Turan educational corporation is to create a unique integrated environment for the accumulation of knowledge, competencies, and professional skills for the training of sought-after specialists in various fields based on creative potential, facilities, equipment, financial, and organisational resources.

The sources of funding include the provision of paid educational services, financing of the state educational order from the country budget, implementation of research and development work,

charitable assistance and other work, provision of dormitory accommodation services, and borrowed funds from banks. Up to 90% of the income is generated by tuition fees.

Turan University covers the full educational cycle (Bachelor, Master, and PhD). In 2020, there were 73 programmes in the Register of Study Programmes: 31 Bachelor programmes, 33 Master programmes, 3 MBA programmes, 5 PhD programmes, and 1 DBA programme. Currently, there are 27 Bachelor programmes, 27 Master programmes, 2 MBA programmes, 5 PhD programmes, and 1 DBA programme.

The total number of students in 2020-2021 stood at 4621: 4278 undergraduate students, 258 graduate students, and 85 doctoral students. The teaching staff includes 362 people, and the administrative staff is made up of 98 people.

The university has 5 faculties: Faculty of Economics, Faculty of Humanities and Law, Graduate School of Business, Faculty of Digital Technologies and Art, and Foundation. The University has 15 departments and 4 research institutes: Scientific Research Institute of Tourism, Institute of World Economy and International Relations, Scientific Research Institute of Law, and Scientific Research Institute of Informatization of Education. There are 3 dissertation boards.

## 2 General information on the study programmes

### **Finance - Bachelor, 6B04106 (5B050900)**

Location	Almaty, Kazakhstan
Date of introduction	1992
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	100
Number of students currently enrolled	365
Average number of graduates per year	100
Target group(s)	Secondary school graduates
Admission requirements	Certificate of complete general secondary education, and certificate of United National Testing with three compulsory subjects and two profile subjects
Form of study	Full-time
Tuition fee	725000 KZT per year

### **Finance - Master, 7M04104/7M04111 (6M050900)**

Location	Almaty, Kazakhstan
Date of introduction	2007
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	2/4
Number of ECTS credits	60 ECTS/120 ECTS
Number of study places	10
Number of students currently enrolled	12
Average number of graduates per year	10
Target group(s)	Bachelor's degree holders
Admission requirements	Bachelor's degree and entrance examinations
Form of study	Full-time
Tuition fee	800000 KZT/850000 KZT per year



**Finance - PhD, 8D04103 (6D050900)**

Location	Almaty, Kazakhstan
Date of introduction	2015
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	6
Number of ECTS credits	180 ECTS
Number of study places	5
Number of students currently enrolled	12
Average number of graduates per year	2
Target group(s)	Master's degree holders
Admission requirements	Master's degree, 9 month of work experience, international English, German, or French language test
Form of study	Full-time
Tuition fee	1800000 KZT per year

**Management - Bachelor, 6B04101(5B050700)**

Location	Almaty, Kazakhstan
Date of introduction	1992
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	100
Number of students currently enrolled	218
Average number of graduates per year	60
Target group(s)	Secondary school graduates
Admission requirements	Certificate of complete general secondary education, and certificate of United National Testing with three compulsory subjects and two profile subjects
Form of study	Full-time
Tuition fee	725000 KZT per year

**Management - Master, 7M04109/7M04102 (6M050700)**

Location	Almaty, Kazakhstan
Date of introduction	2003
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	2/4
Number of ECTS credits	60 ECTS/120 ECTS
Number of study places	10
Number of students currently enrolled	14
Average number of graduates per year	10
Target group(s)	Bachelor's degree holders
Admission requirements	Bachelor's degree and entrance examinations
Form of study	Full-time
Tuition fee	800000 KZT/850000 KZT per year

**Management - PhD, 8D04102 (6D050700)**

Location	Almaty, Kazakhstan
Date of introduction	2011
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	6
Number of ECTS credits	180 ECTS
Number of study places	5
Number of students currently enrolled	6
Average number of graduates per year	2
Target group(s)	Master's degree holders
Admission requirements	Master's degree, 9 month of work experience, international English, German, or French language test
Form of study	Full-time
Tuition fee	1800000 KZT per year

**Economics - Bachelor, 6B04103 (5B050600)**

Location	Almaty, Kazakhstan
Date of introduction	1992
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	100
Number of students currently enrolled	86
Average number of graduates per year	20
Target group(s)	Secondary school graduates
Admission requirements	Certificate of complete general secondary education, and certificate of United National Testing with three compulsory subjects and two profile subjects
c	Full-time
Tuition fee	725000 KZT per year

**Economics - Master, 7M04101/7M04110 (6M050600)**

Location	Almaty, Kazakhstan
Date of introduction	2003
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	2/4
Number of ECTS credits	60 ECTS/120 ECTS
Number of study places	10
Number of students currently enrolled	30
Average number of graduates per year	10
Target group(s)	Bachelor's degree holders
Admission requirements	Bachelor's degree and entrance examinations
Form of study	Full-time
Tuition fee	800000 KZT/850000 KZT per year

**Economics - PhD, 8D04101 (6D050600)**

Location	Almaty, Kazakhstan
Date of introduction	2008
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	6
Number of ECTS credits	180 ECTS
Number of study places	5
Number of students currently enrolled	23
Average number of graduates per year	5
Target group(s)	Master's degree holders
Admission requirements	Master's degree, 9 month of work experience, international English, German, or French language test
Form of study	Full-time
Tuition fee	1800000 KZT per year

**Accounting and Audit - Bachelor, 6B04105 (5B050800)**

Location	Almaty, Kazakhstan
Date of introduction	1992
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	100
Number of students currently enrolled	180
Average number of graduates per year	80
Target group(s)	Secondary school graduates
Admission requirements	Certificate of complete general secondary education, and certificate of United National Testing with three compulsory subjects and two profile subjects
Form of study	Full-time
Tuition fee	725000 KZT per year

**Accounting and Audit - Master, 7M04103/7M04108 (6M050800)**

Location	Almaty, Kazakhstan
Date of introduction	2007
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	2/4
Number of ECTS credits	60 ECTS/120 ECTS
Number of study places	10
Number of students currently enrolled	7
Average number of graduates per year	10
Target group(s)	Bachelor's degree holders
Admission requirements	Bachelor's degree and entrance examinations
Form of study	Full-time
Tuition fee	800000 KZT/850000 KZT per year

**Marketing - Bachelor, 6B04107 (5B051100)**

Location	Almaty, Kazakhstan
Date of introduction	1998
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	100
Number of students currently enrolled	54
Average number of graduates per year	50
Target group(s)	Secondary school graduates
Admission requirements	Certificate of complete general secondary education, and certificate of United National Testing with three compulsory subjects and two profile subjects
Form of study	Full-time
Tuition fee	725000 KZT per year

**Marketing - Master, 7M04105/7M04112**

Location	Almaty, Kazakhstan
Date of introduction	2000
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	2/4
Number of ECTS credits	60 ECTS/120 ECTS
Number of study places	10
Number of students currently enrolled	5
Average number of graduates per year	8
Target group(s)	Bachelor's degree holders
Admission requirements	Bachelor's degree and entrance examinations
Form of study	Full-time
Tuition fee	800000 KZT/850000 KZT per year

**Psychology - Bachelor, 6B03103 (5B050300)**

Location	Almaty, Kazakhstan
Date of introduction	2001
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	60
Number of students currently enrolled	167
Average number of graduates per year	45
Target group(s)	Secondary school graduates
Admission requirements	Certificate of complete general secondary education, and certificate of United National Testing with three compulsory subjects and two profile subjects
Form of study	Full-time
Tuition fee	725000 KZT per year

**Psychology - Master 7M03102/7M03104 (6M050300)**

Location	Almaty, Kazakhstan
Date of introduction	2009
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	2/4
Number of ECTS credits	60 ECTS/120 ECTS
Number of study places	35
Number of students currently enrolled	29
Average number of graduates per year	10
Target group(s)	Bachelor's degree holders
Admission requirements	Bachelor's degree and entrance examinations
Form of study	Full-time
Tuition fee	800000 KZT/850000 KZT per year

**Psychology - PhD, 8D03101 (6D050300)**

Location	Almaty, Kazakhstan
Date of introduction	2013
Faculty/ department	Faculty of Economics
Standard period of study (semesters)	6
Number of ECTS credits	180 ECTS
Number of study places	15
Number of students currently enrolled	27
Average number of graduates per year	7
Target group(s)	Master's degree holders
Admission requirements	Master's degree, 9 month of work experience, international English, German, or French language test
Form of study	Full-time
Tuition fee	1800000 KZT per year

**Jurisprudence - Bachelor, 6B04201 (5B030100)**

Location	Almaty, Kazakhstan
Date of introduction	1994
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	10 [the HEI is to be contacted to verify it]
Number of students currently enrolled	521
Average number of graduates per year	200
Target group(s)	Secondary school graduates/college graduates or holders of an undergraduate degree
Admission requirements	Certificate of complete general secondary education, and certificate of United National Testing with three compulsory subjects and two profile subjects
Form of study	Full-time
Tuition fee	725000 KZT per year

***Jurisprudence - Master, 7M040201/7M04202 (6M030100)***

Location	Almaty, Kazakhstan
Date of introduction	2003
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	2/4
Number of ECTS credits	60 ECTS/120 ECTS
Number of study places	1 [the HEI is to be contacted to verify it]
Number of students currently enrolled	33
Average number of graduates per year	24
Target group(s)	Bachelor's degree holders
Admission requirements	Bachelor's degree and entrance examinations
Form of study	Full-time
Tuition fee	800000 KZT/850000 KZT per year

***Jurisprudence - PhD, 8D040201 (6D030100)***



Location	Almaty, Kazakhstan
Date of introduction	2014
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	6
Number of ECTS credits	180 ECTS
Number of study places	2 [the HEI is to be contacted to verify it]
Number of students currently enrolled	13
Average number of graduates per year	5
Target group(s)	Master's degree holders
Admission requirements	Master's degree, 9 month of work experience, international English, German, or French language test
Form of study	Full-time
Tuition fee	1800000 KZT per year

***International Relations - Bachelor, 6B03101 (5B020200)***

Location	Almaty, Kazakhstan
Date of introduction	2004
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	60
Number of students currently enrolled	118
Average number of graduates per year	50
Target group(s)	Secondary school graduates
Admission requirements	Certificate of complete general secondary education, and certificate of United National Testing with three compulsory subjects and two profile subjects
Form of study	Full-time
Tuition fee	725000 KZT per year

***International Relations - Master, 7M03101, 7M03105 (6M020200)***

Location	Almaty, Kazakhstan
Date of introduction	2009
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	2/4
Number of ECTS credits	60 ECTS/120 ECTS
Number of study places	8
Number of students currently enrolled	10
Average number of graduates per year	7
Target group(s)	Bachelor's degree holders
Admission requirements	Bachelor's degree and entrance examinations
Form of study	Full-time
Tuition fee	800000 KZT/850000 KZT per year

### ***International Law (Bachelor)***

Location	Almaty, Kazakhstan
Date of introduction	1994
Faculty/ department	Faculty of Humanities and Law
Standard period of study (semesters)	8
Number of ECTS credits	240 ECTS
Number of study places	2 [the HEI is to be contacted to verify it]
Number of students currently enrolled	50
Average number of graduates per year	12
Target group(s)	Secondary school graduates
Admission requirements	Certificate of complete general secondary education, and certificate of United National Testing with three compulsory subjects and two profile subjects
Form of study	Full-time
Tuition fee	725000 KZT per year

### III Implementation and assessment of the criteria

#### 1 ESG Standard 1.1: Policy for quality assurance

**Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.**

##### 1.1 Implementation

At Turan University, the Quality Assurance Policy, along with its Development Strategy for 2021-2024, Academic Policy, Mission and Vision jointly form the framework for long-term planning and strategic management. All of the above-listed documents are made accessible on the website of the university in three languages, Kazakh, Russian, and English.

The current version of the Quality Assurance Policy was adopted in 2018, following the profile conceptual changes aimed at fostering transformation into an innovative and entrepreneurial university, and revised by the Academic Council in 2021. The Policy focuses on the core values of academic honesty and consumer orientation and serves as a basis for Quality Goals of specific indicators and criteria set annually for all activities and units. Requirements for study programmes are defined in the Academic Policy and the quality-related feedback for the implemented programmes is received via such tools as surveys and questionnaires of students and graduates. The elected chairman of the Committee on Youth Affairs is a member of the Academic Council, which ensures students' ability to voice opinions and suggestions as well as to participate in decision-making. The Committee itself and other collegiate bodies where students are represented are tools that prevent intolerance or discrimination of students.

Other stakeholders, internal and external ones, also partake in quality maintenance and improvement through membership in collegiate bodies, evolving partnerships, as well as internal and external audits to ensure, among other things, adherence to state requirements (Law on Education, Law on Languages in the Republic of Kazakhstan, State General Compulsory Education Standard) and constant programmes quality enhancement. The designated Committee for Quality Assurance carries out an analysis of the educational process and makes recommendations for its improvement. Turan University also employs systematic QMS procedures, titled Management of educational programmes, Advanced training of teaching staff, Assessment of learning outcomes, and Educational process quality control, among others. ISO 9001:2015, ESG, and EFQM are taken into consideration on an ongoing basis. The practice of creating working groups for specific purposes on all levels is commonly applied at Turan University. Study programme risk management within the framework of the QMS has been

carried out since 2016, for which a regulated process with mechanisms for identifying and analysing risks was added in 2019.

Admission to the PhD programme is centralized. Applicants need a language test or certificate. 17% of the PhD students are graduates of Turan University, the great majority is from other universities.

PhD students participate in international conferences, participation is organized by Turan University, and the university organizes international conferences.

## **1.2 Assessment**

The development strategy of Turan University for 2021-2024 corresponds to the current legislation of the Republic of Kazakhstan in the field of education and science, strategic and programme documents adopted at the republican level. The formation and management of study programmes undergoing accreditation is carried out based on science-based approaches to planning, methodological support, and training technologies. The implementation of the study programmes complies with the legislation of the Republic of Kazakhstan in the field of education, including the State Educational Standard of the Republic of Kazakhstan.

The university reviews its strategic objectives with regard to changes in external factors and new key areas of the state policy.

The expert group was convinced that the university has developed a quality assurance policy aimed at continuous improvement of the educational process, research activities, and implementation of innovative projects. This policy is based on the mission, vision, and values of the university. The quality policy is reflected in local acts and regulations - internal documents of the university.

The Academic Policy document (approved at the Academic Council Meeting, Minutes No. 11 dated August 28, 2018) reflecting the development strategy and other regulatory documents is available for study in all structural divisions of the university and posted on the university website, which is a guarantee of transparency, openness, accessibility not only for employees and students, but also for employers and other interested parties (<https://turan-edu.kz/>).

The development plans of study programmes undergoing accreditation that have been approved by the university management and the quality assurance policy of the study programmes reflect the relationship between scientific research, teaching and training, thus confirming the existence and functioning of the internal quality assurance system of the study programmes (<https://turan.edu.kz/ru/politika-universiteta/>).

The expert group confirms compliance of the Development Plans of accredited universities with the University Development Strategy and the programme documents adopted at the republican and regional levels.

The expert group confirms the existence of Development Plans for study programmes, which makes it possible to ensure the synchronous development of various study programmes in the context of the university strategy. The experts were convinced of the consistency of the university's strategic goals, the adequacy of the mission, vision, strategy to the available resources: financial, information, material, and technical.

The Turan University pursues a quality management that aims to ensure and guarantee all aspects of quality. The accompanying systematic monitoring from goal setting and goal achievement deals with the statistical evaluation of data in order to integrate new content development into the study programmes, to secure the material equipment of the university and to meet the teaching staff in all didactic requirements.

The implementation of these quality goals consists of the selection of professors and university lecturers in accordance with the Higher Education Act, a structured hiring process for external lecturers, and the comprehensive evaluation of university studies by students and graduates. The evaluation system therefore promotes the continuous improvement of curriculum development, the qualification of teaching staff. Against this background, all modules (lectures, seminars, etc.) are evaluated in different time sequences. A graduate survey has taken place and is also planned for the new degree programmes.

The relationship between lecturers and students is characterized by mutual respect and trust; a basis that enables constructive discussions. From the point of view of the expert group, adequate quality assurance measures have been defined and are planned.

The selected evaluation instruments meet the challenges and educational demands of the study programmes. Overall, the impression is that the quality management system of the university with the mentioned deficits is suitable to ensure and further develop the quality of the study programmes reviewed here.

The Turan University pursues a continuous improvement of the quality management. It should be noted that the university implements clear procedures and responsibilities for quality assurance of teaching. This has a positive effect on the further development of the study programmes, both with regard to the topicality of the teaching as well as the didactic quality of the teaching.

The university could establish an idea management system or company suggestion system. In this system, employees as well as students can give suggestions for the improvement of structures, processes and organization. With this structured approach, the stakeholders are

called upon to engage in a participatory (involving) optimization system with the goal of utilizing the idea potential of all employees and students in an organization.

All stakeholders participate in quality assurance processes and are responsible, within their competence, for the quality of the educational services provided.

The text of the formal policy for quality assurance is published in English under [https://drive.google.com/file/d/1LZv9oYZomLweqdB5ciarEPrw0uh\\_uM2E/view](https://drive.google.com/file/d/1LZv9oYZomLweqdB5ciarEPrw0uh_uM2E/view).

As far as can be seen, the policy for quality assurance covers all relevant areas. In particular, the policy reflects the relationship between learning and teaching. It covers, for instance, the organization of the quality assurance system, the relevant actors, academic integrity, topics such as guarding against intolerance and discrimination, and it involves external stakeholders.

In the report provided by Turan University, it was mentioned that all relevant stakeholders participate in the policy for quality assurance. Practical examples were given, i.e., the Director of the Chamber of Entrepreneurs of Almaty was invited to the meeting of the Scientific Council of 26.11.2020. Furthermore, teaching staff and students are included in the management of the university. This was confirmed during the first meeting with the faculty and study programme managers.

Turan University established a general quality management system, according to ISO 9001. Regarding the study programmes, an in-house quality management scheme was installed in 2011. There is regular training for the university staff, and till 2020 a Quality Coordination Council analysed the quality of lectures and practical exercises. According to the self-report, all requirements regarding implementation, monitoring and revision of the quality management system are fulfilled. This was also the impression given during the online meeting with the university management, teaching staff, and students.

The university should establish an idea management system or company suggestion system. In this system, employees as well as students can give suggestions for the improvement of structures, processes and organization. With this structured approach, the stakeholders are called upon to engage in a participatory (involving) optimization system with the goal of utilizing the idea potential of all employees and students in an organization.

56% of the study body are female. For instance, female students can get an individual study plan during their pregnancy, there is a disciplinary council for complaints. There is also a Students' Code and a Code of cooperate ethics. The university does not have a concept for gender equality and for promoting equal opportunities for students in special circumstances. In the opinion of the expert group, the concept of gender equity and equal opportunity should be sufficiently taken into account at the university. The experts share an opinion that there is a

lived practice here, but there is no written concept on paper agreed upon by committees. A gender and diversity concept should be developed to point out equal opportunities.

The PhD-programmes with 85 doctoral students are part of the individual educational cycles (Bachelor/Master/PhD). There is, for example, a PhD council representing the PhD-students. Admission to the PhD programmes is centralized. Applicants need a language test or certificate. 17 % of the PhD students are graduates of Turan University, the great majority is from other universities. PhD students participate in international conferences, participation is organized by Turan University, and the university organizes international conferences. According to the online meeting with the faculty and study programme managers, approximately 10 students are currently in Poland. Furthermore, 60 professors stayed in Belarus for further training. PhD students are also doing their research internships in Turkey. There are also two internships required in the PhD programmes. The PhD programmes are characterized by clearly defined state requirements regarding the selection process of students, the awarding of credits and, last but not least, the content. Overall, the PhD programmes leaves a positive impression. Particularly noteworthy is the commitment of the teaching staff and the high motivation of the students. The qualification goals and the concepts appear to be coherent overall and are for the most part suitable for achieving the set goals. In addition to opening up good opportunities for the local job market, however, PhD programmes also focuses on the scientific examination of current issues in the discipline.

With reference to the quality assurance and quality management, the points to be special in doctoral education will be considered accordingly.

### 1.3 Conclusion

The criterion is **fulfilled**.

## 2 ESG Standard 1.2: Design and approval of programmes

**Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

### 2.1 Implementation

At Turan University, study programmes are offered at Bachelor, Master, and PhD levels. The development and implementation of programmes are based on the Compulsory standard for higher education, State general compulsory standard of postgraduate education, Management of modular study programme procedures, and National independent agency of accreditation



and rating framework. The purpose and objectives of programmes are defined in accordance with the Mission of the university – Culture, Education, and Science for the Sake of Society – and its strategic goals. National Qualifications Framework, professional standards, Dublin Descriptors, and European Qualifications Framework are taken into account.

The design of study programmes constitutes a multilevel process involving departments, faculties, and the university as a whole. The four purposes of higher education of the Council of Europe are taken into consideration. Upon receiving the approval of the Academic Council, study programmes are examined externally and included in the register of the Ministry of Education and Science of Kazakhstan. The mandatory component is determined by national standards, the elective component is developed by the relevant departments. To create a competitive edge, Turan University added entrepreneurial component (25 ECTS for Bachelor and 5 ECTS for Master programmes) and additional hours of a foreign language (8 ECTS for Bachelor and 4 ECTS for Master programmes) as well as the opportunity to pass SAT, TOEFL, or IELTS in the internationally certified exam centres based in-house.

As for the content of specific disciplines, students, graduates, teaching staff, and employers are active participants in discussions concerning it. Professional and educational internships of various lengths are a compulsory part of all study programmes. Over the course of the implementation of study programmes, collegiate bodies, such as the Board of Trustees, Academic Council, Rector's Office, Academic and Methodological Council, Faculty Council, and Council of Advisors act as overseers. Students, employers, academics, and representatives of voluntary associations and organizations are invited to participate in collegiate management bodies.

The analysis of the external evaluation of study programmes is conducted regularly and is reflected in the reviews, expert opinions, participation in ratings, and feedback from employers and partners. The programmes are improved and revised on an ongoing basis with the participation of stakeholders. Learning outcomes are registered in the module catalogue, the matrix of competencies as well as in syllabi of disciplines. The number of expected learning outcomes varies, 12 for Bachelor, 14 for Master, and 12 for PhD programmes. The modular approach allows for clear structuring units of compulsory and elective components, research, internships, and final examination and division into autumn and spring semesters of 30 ECTS over a 15-week period each, subsequent examination periods of 1 to 2 weeks, and a summer semester for additional studies if needed. The catalogues of educational modules are published on the university website and the website of the unified system of management of higher education of the Ministry of Education and Science of the Republic of Kazakhstan.

The Bachelor programmes are structurally divided into compulsory and elective components, 141 ECTS and 99 ECTS, accordingly. The general education disciplines include 51 ECTS for



the compulsory component and 5 ECTS for the elective component, totalling 56 ECTS. The basic disciplines amount to 112 ECTS, with university and elective components comprising 50/50. The major disciplines entail 60 ECTS, 22 of them are awarded for compulsory component and 38 for elective component. The final certification is the compulsory component, and it makes up 12 ECTS. Graduates of these programmes are awarded 240 ECTS and the academic degree of Bachelor.

The 2-year scientific and pedagogical programme Master programmes are also structurally divided into compulsory and elective components, 95 ECTS and 25 ECTS, accordingly. The basic disciplines amount to 35 ECTS, with 20 ECTS for the university component and 15 ECTS for the elective component. The major disciplines entail 49 ECTS, 39 of them are awarded for university component and 10 for elective component. The Master degree research, including Master thesis is the compulsory component, and it makes up 24 ECTS. The final examination is the compulsory component of 12 ECTS. Graduates of these programmes are awarded 120 ECTS and the academic degree of Master (Scientific and pedagogical).

The 1-year profile programme Master programmes are as well structurally divided into compulsory and elective components, 46 ECTS and 14 ECTS, accordingly. The basic disciplines amount to 10 ECTS, with 6 ECTS for the university component and 4 ECTS for the elective component. The major disciplines entail 25 ECTS, 15 of them are awarded for university component and 10 for elective component. The experimental research of Master student, including the Master project is the compulsory component, and it makes up 12 ECTS. The final examination is the compulsory component of 12 ECTS. Graduates of these programmes are awarded 60 ECTS and the academic degree of Master (Profile).

The PhD programmes consist of 45 ECTS for basic and major disciplines, 15 ECTS for university component, 10 ECTS for elective component, and 20 ECTS for pedagogical and research practice. The scientific research work of a doctoral student entails 123 ECTS, and the final certification is 12 ECTS. Three years and 180 credits after commencing their studies, candidates defend the dissertation and are awarded the degree of Doctor of Philosophy.

### **Finance (Bachelor/Master/PhD)**

Study programmes have been developed in cooperation with professional organizations, employers and partners and received positive expert opinions and reviews. Consistency and continuity in the design and implementation of all three levels is regarded as a strong competitive advantage in the expert opinion by the Association of Financiers of Kazakhstan.

The content revision and expansion for Finance study programmes (Bachelor/Master/PhD) is carried out on an annual basis with participation of external stakeholders, e.g., Association of

Financiers of Kazakhstan, Astana Financial Services Authority, Training Center of the National Bank JSC, etc.

### **Finance (Bachelor)**

The main objective of the Finance study programme (Bachelor) is to foster students' personal and professional development in the finance domain so that their employability and competitiveness on the labour market are ensured. The programme takes 4 years to complete, and students are awarded 240 credits and the academic degree of Bachelor in Finance.

Each year, students take courses worth 60 ECTS. The first year of studies consists of general required modules (34 ECTS), the entrepreneurial module (5 ECTS) with Introduction to the enterprise or Organization of business, mandatory major module (20 ECTS) with Economic theory, Mathematics in Economics, Microeconomics, Macroeconomics, and Academic Writing, as well as Academic internship (1 ECTS). The second year also has some general required modules (17 ECTS) and the entrepreneurial module (10 ECTS) with Marketing analysis or Marketing tools in entrepreneurship and Legal regulation of business activities or Business Legislation. Additionally, sophomores take mandatory major modules (33 ECTS) with Introduction to Finance, Accounting, Money, credit, banks, Financial markets and intermediaries, Professional Kazakh/Russian, Professionally oriented foreign language, and Practical internship. The third year comprises of a general required module (5 ECTS), mandatory major modules (12 ECTS) with Management, Marketing, and Practical internship, and major modules (43 ECTS). The latter includes Banking or Payment systems and technologies, Financial and banking statistics or Econometrics, Tax accounting or Managerial accounting, International banking system or Financial markets in foreign countries, Taxes and taxation or Tax advice and tax audit, Financial risk management or Financial management, Corporate finance or Financial accounting in accordance with IFRS, Banking management and marketing or Financial and crediting of investments, Securities market or Organization of cash settlement of the customer service, as well as Moneycreditation regulation or Financial regulation and supervision. Over the course of the last year, undergraduates have to take entrepreneurial module (10 ECTS) with Business financing or Business insurgence and Business analysis or Business reporting, major module (26 ECTS) with International finance and trade or Fundamentals of Islamic finance, Business planning or Insurance or Financial monitoring company, Currency regulation or Accounting and audit in a bank, Project management basics or Accounting in 1C, as well as Business process management or Office solutions for business. Additionally, students have Practical internship III (4 ECTS), Pregraduation internship (8 ECTS), and Final examination (12 ECTS).

### **Finance (Master, 2-year scientific and pedagogical programme)**

The primary aim of this Master programme is to equip students with practical and analytical competencies and instrumental apparatus of modern finance for the development and implementation of financial business strategies in an innovative economy and global transformation of financial markets. Studies extend over 2 years and students gain 120 credits and the academic degree of Master in Finance.

Each year, students take courses worth 60 ECTS. The first year of studies includes mandatory major modules (37 ECTS) with Science history and philosophy, Foreign language (professional), Psychology of management, Financial instruments and services, Foreign currency transactions, Taxes and the tax system of the Republic of Kazakhstan, and Behavioral finance. The major modules (20 ECTS) with Agile-based project management, Project management based on PMI PMBOK standard, Technology of Master Research or Methods of economic research, and Theory of finance or Islamic finance and banking. It also involves Research practical training I (3 ECTS), Research by Master student including development of thesis I (1 ECTS), and Research by Master student including development of thesis II (4 ECTS). The second year comprises of mandatory major modules (8 ECTS) with Higher school pedagogy and Teaching practice, and major modules (15 ECTS) with English, IFRS and financial audit or Financial management (advanced) and financial analysis, and Corporate finance (advanced) or Strategic financial management. Moreover, students take Research practical training II (6 ECTS), Research by Master student including development of thesis III (1 ECTS), Research by Master student including development of thesis IV (18 ECTS), and Final examination (12 ECTS).

### **Finance (Master, 1-year profile programme)**

The goal of this programme is to train managers and financial analysts with competencies in business management and corporate finance using modern methodology and tools, with practical financial management skills in a modern company based on current analytical and research technologies. Graduates need 1 year to complete the entire course, they receive 60 credits and are awarded the academic degree of Master in Finance.

The first semester of the 1-year programme includes mandatory major module (16 ECTS) with Management, Foreign language (professional), Psychology of management, Technology of Master project, and Financial management (advanced), and major modules (14 ECTS) with Project management based on PMI PMBOK standard, Agile-based project management, World financial markets or Behavioural finance, and Strategic bank management or Islamic finance and banking. The second semester comprises of Practical internship (5 ECTS), Experimental research work of Master Degree Student including the process of writing the project (13 ECTS), and Final examination (12 ECTS).

### **Finance (PhD)**

The purpose of the PhD programme in Finance is to train highly qualified financial and credit specialists, researchers and analysts of the modern financial sector with strong analytical, research qualities and work skills that allow solving the tasks of increasing the competitiveness of the country in the economy of the XXI century. Three years and 180 credits after commencing their studies, candidates defend the dissertation and are awarded the degree of Doctor of Philosophy.

The first year is compiled of Doctoral student research work, including internships and doctoral thesis I (16 ECTS), mandatory major modules (34 ECTS) with Methodology of scientific research, Scientometrics, Foreign experience of management, Mathematical modeling methods in economic research, Research seminar for PhD students I, Research seminar for PhD students II, and Teaching practice, and major modules (10 ECTS) with Modern management concepts or Modern leadership and Financial dealing or Strategic analysis of the company's financial reporting. The second year includes Research practical training (9 ECTS), Teaching practice (6 ECTS), Doctoral student research work, including internships and doctoral thesis II (15 ECTS), and Doctoral student research work, including internships and doctoral thesis III (30 ECTS). The last year is spent on Doctoral student research work, including internships and doctoral thesis IV (30 ECTS), Doctoral student research work, including internships and doctoral thesis V (18 ECTS), and Final examination (12 ECTS).

### **Management (Bachelor/Master/PhD)**

The strategic objective of the plan for the development of the study programmes in Management is to meet the needs of society for fully educated, intellectually developed specialists and professional managers of the modern formation, capable of successfully exercising their professional competencies, knowledge, skills, and abilities.

The content revision and expansion for Management study programmes (Bachelor/Master/PhD) is carried out on an annual basis with participation of external stakeholders, e.g., Atameken National Chamber of Entrepreneurs, Institute of World Economy and International Relations, etc.

### **Management (Bachelor)**

The core objective of the Bachelor programme in Management is to provide graduates with a competitive advantage on the labour market, making them demanded by modern enterprises and market structures and capable of effectively adapting to a dynamic social and professional environment, with a high level of readiness for core professional functions, organizational and managerial skills. The programme takes 4 years to complete, and students are awarded 240 credits and the academic degree of Bachelor in Management.

Each year, students take courses worth 60 ECTS. The first year of studies includes general required modules (34 ECTS), Academic writing (5 ECTS), mandatory major modules (16 ECTS) with Economic theory, Mathematics in Economics, Academic internship, Microeconomics, and Macroeconomics, and the entrepreneurial module (5 ECTS) with Introduction to enterprise or Organization of business. The sophomores take general required modules (17 ECTS), mandatory major modules (33 ECTS) with Professionally oriented foreign language, Professional Kazakh/Russian, Marketing, Management, Personnel management, Strategic management, and Practical Internship I, and entrepreneurial module (10 ECTS) with Business Legislation or Legal regulation of business activities and Business financing or Business insurance. The third year comprises of mandatory major modules (12 ECTS) with Accounting, Finance, and Practical Internship II, general module of choice (5 ECTS) with Leadership, or Business English, or Business ethics, major modules (43 ECTS) with Public and private partnerships, Management of technological modernization, Regional economy and management, Regional planning and forecasting, Communicative management, Corporate social responsibility, Innovative management, International management, Business career management, Time-management, Development of management decisions or Quality management, Change management or Conflict management, E-business management or Digital management, Operational management or Practical management, and Organizational behavior or Digital management. The last year comprises of entrepreneurial module (10 ECTS) with Business analysis or Business reporting, Marketing analysis or Marketing tools in entrepreneurship, major modules (12 ECTS) with Office solutions for business or 1C: Enterprise, Project management basics or Business process management, Anti-crisis management or Management of investment processes, Financial Management or Risk Management, and Business planning or Intracorporate planning, Practical Internship III (4 ECTS), Pregraduation internship (8 ECTS), and Final examination (12 ECTS).

### **Management (Master, 2-year scientific and pedagogical programme)**

The primary goal of this Master programme is to train specialists for formation of knowledge in the field of management in general and in particular in state structures as well as for the higher education system, doctoral studies and research with advanced scientific and pedagogical training. Studies extend over 2 years and students gain 120 credits and the academic degree of Master in Management.

Each year, students take courses worth 60 ECTS. The first year of studies includes mandatory major modules (40 ECTS) with Science history and philosophy, Foreign language (professional), Psychology of management, Strategic management (advanced), Leadership and teambuilding, HR-management, Corporate management, and Research practical training I. The major modules (20 ECTS) with Agile-based project management, Project management

based on PMI PMBOK standard, Technology of Master Research or Methods of economic research, and Managerial Accounting or Financial management (certified). It also has Research by Master student including development of thesis I (1 ECTS) and Research by Master student including development of thesis II (4 ECTS). The second year comprises of mandatory major modules (19 ECTS) with Higher school pedagogy, Teaching practice, Business modeling and development of the organization, and Research practical training II, and major modules (10 ECTS) with Business planning of innovation projects or Management of innovative entrepreneurship, and Digital business transformation or Business competitiveness management. Moreover, students take Research by Master student including development of thesis III (1 ECTS), Research by Master student including development of thesis IV (18 ECTS), and Final examination (12 ECTS).

### **Management (Master, 1-year profile programme)**

The principal aim of this Master programme is to provide training of highly qualified specialists for economy, business, state structures with advanced theoretical and practical training, capable of effectively adapting to a dynamic social and professional market environment with organizational and managerial skills. Graduates need 1 year to complete the entire course, they receive 60 credits and are awarded the academic degree of Master in Management.

The first semester of the 1-year programme includes mandatory major module (16 ECTS) with Management, Foreign language (professional), Psychology of management, Technology of Master project, and Strategic management (advanced), and major modules (14 ECTS) with Project management based on PMI PMBOK standard or Agile-based project management, HR-management or Corporate management, Business modeling and development of the organization or Business competitiveness management. The second semester comprises of Practical internship (5 ECTS), Experimental research work of Master degree student including the process of writing the research paper (13 ECTS), and Final examination (12 ECTS).

### **Management (PhD)**

The purpose of the PhD programme in Management is to train highly qualified scientific and scientific specialists, researchers for Kazakh and international universities and business schools, Commercial companies and consulting firms, as well as government institutions in Kazakhstan and abroad, with a high level of general and professional culture, capable of self-development and social adaptation.

The Doctoral Education Programme (PhD) provides basic education, methodological and research training and advanced management studies. The 180-credit programme takes three years to complete, then candidates defend the dissertation and are awarded the degree of Doctor of Philosophy.



The first year is compiled of Doctoral student research work, including internships and doctoral thesis I (16 ECTS), mandatory major modules (34 ECTS) with Methodology of scientific research, Scientometrics, Foreign experience of management, Mathematical modeling methods in economic research, Research seminar for PhD students I, Research seminar for PhD students II, and Teaching practice, and major modules (10 ECTS) with Modern management concepts or Modern leadership, and Management in digital entrepreneurship or Technological modernization and its role in adjustment of economy. The second year has research practical training (9 ECTS), Doctoral student research work, including internships and doctoral thesis II (21 ECTS), and Doctoral student research work, including internships and doctoral thesis III (30 ECTS). The last year is spent on Doctoral student research work, including internships and doctoral thesis IV (30 ECTS), Doctoral student research work, including internships and doctoral thesis V (18 ECTS), and Design and defense of doctoral dissertation (12 ECTS).

### **Economics (Bachelor/Master/PhD)**

Study programmes at all levels of training are regularly subject to external expertise and peer review. Revision and expansion for study programmes in Economics (Bachelor/Master/PhD) is carried out on an annual basis with participation of external stakeholders, e.g., Institute of World Economy and International Relations, Institute of Economics of the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan, etc.

### **Economics (Bachelor)**

The main objective of the study programme in Economics is to train highly qualified specialists in the field of economics of industries, regions and entrepreneurship with fundamental knowledge, applied skills, creative thinking and analytical qualities for leading Kazakhstani and foreign companies, government authorities, research centers and universities. The programme takes 4 years to complete, and students are awarded 240 credits and the academic degree of Bachelor in Economics.

Each year, students take courses worth 60 ECTS. The first year of studies includes general required modules (34 ECTS), Academic writing (5 ECTS), mandatory major modules (16 ECTS) with Economic theory, Mathematics in Economics, Academic internship, Microeconomics, and Macroeconomics, and the entrepreneurial module (5 ECTS) with Introduction to enterprise or Organization of business. The sophomores take general required modules (17 ECTS), mandatory major modules (33 ECTS) with Professionally oriented foreign language, Professional Kazakh/Russian, Marketing, Management, International economics, Economics of enterprise, and Practical Internship I, and entrepreneurial module (10 ECTS) with Business Legislation or Legal regulation of business activities and Business English or Negotiating Technique. The third year comprises of mandatory major modules (12 ECTS) with Accounting, Fi-

nance, and Practical Internship II, general module of choice (5 ECTS) with Leadership or Business ethics, major modules (43 ECTS) with Statistics or Econometrics, Business analytics or Economic-mathematical methods and models, Public and private partnership or Management of technological modernization, Competitiveness of the company or Foreign economic activity of the enterprise, Government regulation of economy or Market Infrastructure, Regional economy or Economy of modern Kazakhstan, International Business or Free economic zones, Prices and Pricing or Tenders and organization of public procurement, Strategic management or Organizational behavior, and Business career management or Time management. The last year comprises of entrepreneurial module (10 ECTS) with Business financing or Business insurance, Marketing analysis or Marketing tools in entrepreneurship, major modules (12 ECTS) with Office solutions for business or 1C: Enterprise, Project management basics or Business process management, Innovative development of the company or Investment activity of the enterprise, Innovative economy or Investment policy of the Republic of Kazakhstan, and Business planning or Intracorporate Planning, Practical Internship III (4 ECTS), Pregraduation internship (8 ECTS), and Final examination (12 ECTS).

### **Economics (Master, 2-year scientific and pedagogical programme)**

The primary aim of this Master programme is train highly qualified personnel with competitive advantages on the labour market for professional activities in the field of material production, Research and training on macro- and micro-economic processes and systems in the context of globalization and the transition to an innovative economy. Studies extend over 2 years and students gain 120 credits and the academic degree of Master in Economics.

Each year, students take courses worth 60 ECTS. The first year of studies includes mandatory major modules (40 ECTS) with Science history and philosophy, Foreign language (professional), Psychology of management, Micro-macroeconomics (advanced), Economic safety of the firm, Behavioral economics, Research scientist seminar for master's students I, and Research practical training I. The major modules (15 ECTS) with Agile-based project management or Project management based on PMI PMBOK standard, Technology of Master Research or Methods of economic research, and Public choice theory or Institutional economics theory. It also has Research by Master student including development of thesis I (1 ECTS) and Research by Master student including development of thesis II (4 ECTS). The second year comprises of mandatory major modules (19 ECTS) with Higher school pedagogy, Teaching practice, Research scientist seminar for master's students II, and Research practical training II, and major modules (10 ECTS) with Business planning of innovation projects or World integration processes and Innovative entrepreneurship or International business (advanced). Moreover, students take Research by Master student including development of thesis III (1



ECTS), Research by Master student including development of thesis IV (18 ECTS), and Final examination (12 ECTS).

### **Economics (Master, 1-year profile programme)**

The principal aim of this Master programme is an applied study and provides postgraduate training for various branches of the economy and business, In-depth training of economists and managers for various economic activities. Graduates need 1 year to complete the entire course, they receive 60 credits and are awarded the academic degree of Master in Economics.

The first semester of the 1-year programme includes mandatory major module (16 ECTS) with Management, Foreign language (professional), Psychology of management, Technology of Master project, and Micro-macroeconomics (advanced), and major modules (14 ECTS) with Project management based on PMI PMBOK standard or Agile-based project management, Economic safety of the firm or International business (advanced), and World integration processes or Behavioral economics. The second semester comprises of Practical internship (5 ECTS), Experimental research work of Master degree student including the process of writing the research paper (13 ECTS), and Final examination (12 ECTS).

### **Economics (PhD)**

The purpose of the PhD programme in Economics is the preparation of graduates with PhD at international level for scientific and pedagogical work in the development of theoretical and methodological provisions for the analysis of economic processes and systems, as well as professional activities, related to the application and improvement of methods of modelling and forecasting economic and production processes in an innovative economy. The 180-credit programme takes three years to complete, then candidates defend the dissertation and are awarded the degree of Doctor of Philosophy.

The first year is compiled of Doctoral student research work, including internships and doctoral thesis I (16 ECTS), mandatory major modules (34 ECTS) with Methodology of scientific research, Scientometrics, Foreign experience of management, Mathematical modeling methods in economic research, Research seminar for PhD students I, Research seminar for PhD students II, and Teaching practice, and major modules (10 ECTS) with Modern management concepts or Modern leadership, and Modernization of economic development of modern Kazakhstan or Digital economic. The second year has research practical training (9 ECTS), Doctoral student research work, including internships and doctoral thesis II (21 ECTS), and Doctoral student research work, including internships and doctoral thesis III (30 ECTS). The last year is spent on Doctoral student research work, including internships and doctoral thesis IV (30 ECTS), Doctoral student research work, including internships and doctoral thesis V (18 ECTS), and Design and defense of doctoral dissertation (12 ECTS).

**Accounting and Audit (Bachelor/Master)**

The uniqueness of the Accounting and Audit programme lies in the training of accounting workers highly demanded by the market, who are able to successfully implement their professional competencies and analytical skills in terms of carrying out accounting work in managerial, entrepreneurial, commercial activities in organizations of various forms of ownership and various fields of activity of subjects.

The advantage of the programmes is the opportunity for students to participate in scientific events, trainings, internships, skill shops, including those organized by professional organizations. Within the framework of such events, competencies are developed that allow graduates to distinguish themselves favorably in a competitive environment.

Students have the opportunity to access the information system and to have up-to-date information on changes in the regulatory framework on accounting, taxation and other legal acts. Additionally, in 1C: Accounting, students have access to a cloud-based digital accounting platform with a unique set of study briefcases.

Professional experience is gained by doing internships in leading specialised organizations: Chamber of Auditors of the Republic of Kazakhstan, Tsentraudit Kazakhstan, Azhur Audit company, Academy of Business and Financial Sector LLP (professional organisation for certification of accountants).

The content revision and expansion for study programmes in Accounting and Audit (Bachelor/Master/PhD) is carried out on an annual basis with participation of external stakeholders, e.g., Public Joint Stock Company Chamber of Auditors of the Republic of Kazakhstan, etc.

**Accounting and Audit (Bachelor)**

The core objective of this Bachelor programme is training of highly educated, competitive, competent professional personnel in the field of accounting and audit, capable of becoming leaders in the chosen field of professional activity and competitive in the labour market, which corresponds to the mission of the university and formation of a specialist capable of solving organizational, managerial, production and technological, accounting project, analytical and accounting challenges, audit, analysis and taxation in the modern economy. The programme takes 4 years to complete, and students are awarded 240 credits and the academic degree of Bachelor in Accounting and Audit.

Each year, students take courses worth 60 ECTS. The first year of studies includes general required modules (24 ECTS), Academic writing (5 ECTS), Academic internship (1 ECTS), mandatory major modules (16 ECTS) with Economic theory, Mathematics in Economics, Microeconomics, and Macroeconomics, and the entrepreneurial module (5 ECTS) with Introduction to enterprise or Organization of business. The sophomores take general required modules

(17 ECTS), mandatory major modules (33 ECTS) with Professionally oriented foreign language, Professional Kazakh/Russian, entrepreneurial module (10 ECTS) with Business legislation or Legal regulation of business activities and Business financing or Business insurance, Practical Internship I (4 ECTS), as well as mandatory major modules (19 ECTS) with Accounting basic, Introduction to finance, Financial accounting I, and Managerial Accounting I. The third year comprises of mandatory major modules (8 ECTS) with Marketing and Management, major modules (45 ECTS) with International standards of audit or Practical audit, Evaluation of production costs or Comprehensive economic analysis, Statistics or Taxes and taxation, Budgeting or Financial analysis, Economics of enterprise or Tax planning in the organization, Accounting in state organizations or Accounting of foreign economic activity, Financial reporting or Production accounting, Tax accounting and reporting or International standard in financial report, Financial Accounting II or Managerial Accounting II, entrepreneurial module (5 ECTS) with Leadership or Business ethics, and Practical Internship II (4 ECTS). The last year comprises of entrepreneurial module (10 ECTS) with Business analysis or Business reporting, Marketing analysis or Marketing tools in entrepreneurship, major modules (12 ECTS) with Office solutions for business or Accounting in 1C, Project management basics or Business process management, Analysis of cash flows or Financial management, Accounting in building industry or Accounting in the organization of financial sector, Analysis of flow of money or Corporate finance, Practical Internship III (4 ECTS), Pregraduation internship (8 ECTS), and Final examination (12 ECTS).

### **Accounting and Audit (Master, 2-year scientific and pedagogical programme)**

The primary goal of this Master programme is to develop a new generation of highly qualified, competitive accountants, auditors and analysts with in-depth knowledge educational and practical knowledge, research, analysis and practice, aimed at improving the methodology of accounting, analysis and audit in the face of uncertainty; personal development, A culture of thinking that maximizes its professional and personal potential in the global and national economy. Studies extend over 2 years and students gain 120 credits and the academic degree of Master in Accounting and Audit.

Each year, students take courses worth 60 ECTS. The first year of studies includes mandatory major modules (43 ECTS) with Science history and philosophy, Foreign language (professional), Psychology of management, Financial accounting (advanced), Advanced financial accounting, Tax accounting and reporting (advanced), Audit and IAS, and Research practical training I. The major modules (15 ECTS) with Agile-based project management or Project management based on PMI PMBOK standard, Technology of Master Research or Methods of economic research, and Tax Administration in Republic of Kazakhstan or Financial management (certified). It also has Research by Master student including development of thesis I (1

ECTS) and Research by Master student including development of thesis II (4 ECTS). The second year comprises of mandatory major modules (13 ECTS) with Higher school pedagogy, Teaching practice, and Controlling, and major modules (10 ECTS) with Tax audit (advanced) or Economic analysis (advanced) and External and internal audit or Modern approaches to the analysis of financial statements. Moreover, students take Research practical training II (6 ECTS), Research by Master student including development of thesis III (1 ECTS), Research by Master student including development of thesis IV (18 ECTS), and Final examination (12 ECTS).

### **Accounting and Audit (Master, 1-year profile programme)**

The principal aim of this Master programme is to develop a new generation of highly qualified, competitive accountants, auditors and analysts with in-depth knowledge educational and practical knowledge, research, analysis and practice, aimed at improving the methodology of accounting, analysis and audit in the face of uncertainty; personal development, A culture of thinking that maximizes its professional and personal potential in the global and national economy. Graduates need 1 year to complete the entire course, they receive 60 credits and are awarded the academic degree of Master in Accounting and Audit.

The first semester of the 1-year programme includes mandatory major module (16 ECTS) with Management, Foreign language (professional), Psychology of management, Technology of Master's project, Financial accounting (advanced), and In-depth management accounting, and major modules (14 ECTS) with Project management based on PMI PMBOK standard or Agile-based project management, Tax audit (advanced) or Economic analysis (advanced), and External and internal audit or Modern approaches to the analysis of financial statements. The second semester comprises of Practical internship (5 ECTS), Experimental research work of Master's Degree Student including the process of writing the research paper (13 ECTS), and Final examination (12 ECTS).

### **Marketing (Bachelor/Master)**

The requirements of the users of education services were taken into account as the main reference in the development of the study programmes. Features of the university study programmes include: the involvement of students in research work, a wide choice of elective modules, the possibility of formation of key competences of the required specialist. For example, on the basis of the results of benchmarking and taking into account the recommendations of employers, the 5B051100 Marketing programme (Bachelor) now includes such new courses as Trade marketing, Internetwork marketing, and Digital Marketing. Based on the recommendation of employers, the 6M051100 Marketing (Master) now includes such disciplines as Neuro-marketing, Social marketing. An integrated approach, i.e., a modular approach, was

followed to achieve more effective learning outcomes. Modular learning provides the necessary degree of flexibility and freedom in selecting and assembling the specific learning material required.

In order to improve the quality of implementation of educational content of the educational programme Marketing unique educational grounds (specialized offices and laboratories) have been opened: ERP-systemsLab and AppleDigitalLab, Kazakhstan Marketing Association, The National Certification Centre (NCC) of Logicians in Kazakhstan, which is part of the European Logistics Association (ELA).

The Kazakhstan Marketing Association laboratory is equipped with a package of specialized programs for carrying out works in the field of Digital marketing. In Marketing study programme, there is also a link between marketing and logistics, so that in learners of this study programme can pass the exam at the interested level and get a certificate. Certification was carried out on the following levels: 1C: Professional in Trade Management for Kazakhstan, 1C: Professional on platform 1C:Enterprise 8.3, Support planning, Rules and documents circulation of procurement, Warehouse management, Interface mechanisms.

The content revision and expansion for study programmes Marketing (Bachelor/Master) is carried out on an annual basis with participation of external stakeholders, e.g., European Logistics Association, LLP Leroy Merlin Kazakhstan, Kazakhstan Marketing Association, etc.

### **Marketing (Bachelor)**

The main objective of the study programme in Marketing is preparation of competitive study programmes in the field of marketing, possessing fundamental knowledge, capable of improving the market position of the enterprise, its competitiveness. and value in the constantly changing market structure of Kazakhstan, EAEU and Central Asia. The programme takes 4 years to complete, and students are awarded 240 credits and the academic degree of Bachelor in Marketing.

Each year, students take courses worth 60 ECTS. Over the course of their studies they take major disciplines, e.g., Economic Theory, Mathematics in economics, Microeconomics, Macroeconomics, Professionally oriented Foreign Language, Professional Kazakh/Russian, Marketing, Management, Marketing Research, Consumer behaviour, Finance, and Accounting. The elective disciplines include Theory and practice of PR, Marketing logistics, Advertising management and PR, Goods movement in the marketing system, Marketing communications, Technologies of Promotion of Goods and Services, Merchandising, Marketing sales, Internet Marketing, Country Marketing, Digital Marketing, International Marketing, Relationship Marketing, Marketing in Noncommercial Organizations, Marketing Management, Marketing management of competitiveness, Brand Management, Marketing in sectors and areas of activity,

Trademarks Management, Marketing of services, Strategic Marketing, Industrial Marketing, Practical Marketing, Marketing B2B, Controlling in marketing, and Planning of marketing.

### **Marketing (Master, 2-year scientific and pedagogical programme)**

The primary goal of this Master programme is training of masters with practical and analytical competences and innovative marketing approaches, research skills capable of improving the market position of the enterprise, its competitiveness and cost in the constantly changing market structure of Kazakhstan, the EAEU and the Central Asian countries. Studies extend over 2 years and students gain 120 credits and the academic degree of Master in Marketing.

Each year, students take courses worth 60 ECTS. Over the course of their studies they take major disciplines, e.g., Marketing management, Neuromarketing, Sales management, Deep Strategic Marketing, electives, e.g. Social Marketing, Social Responsibility of Business, Marketing in financial institutions, Insurance Marketing, general required modules consisting of, e.g. Science history and philosophy, Foreign language (professional), Psychology of management, and Higher School Pedagogy, as well as such disciplines as, e.g. Technology of Master Research, Methods of economic research, Project management, and Agile project management.

### **Marketing (Master, 1-year profile programme)**

The principal aim of this Master programme is training of masters with practical and analytical competences and innovative marketing approaches, research skills capable of improving the market position of the enterprise, its competitiveness and cost in the constantly changing market structure of Kazakhstan, the EAEU and the Central Asian countries. Graduates need 1 year to complete the entire course, they receive 60 credits and are awarded the academic degree of Master in Marketing.

Over the course of their studies they take major disciplines, e.g., Marketing management and Technology of Master Research, electives, e.g., Modern Marketing Research Technologies, Integrated Marketing Communications, Social Marketing, and Innovative Marketing, and general required module, e.g., Foreign language (professional), Psychology of management, Management, as well as entrepreneurial module, e.g., Project management and Agile project management.

### **Psychology (Bachelor/Master/PhD)**

At 7 and 8 levels of education (Master and PhD levels), part of the disciplines is taught in English: at Master level, these courses include Leadership and coaching (5 ECTS), Staff selection (5 ECTS), and Modern statistics in psychology (5 ECTS); at PhD level, those are Current problems of modern experimental psychology (8 ECTS), Psychoanalytic theory (7 ECTS), Modern problems of analytic psychology (5 ECTS).



The uniqueness of programme development plans is ensured by the orientation to international trends, a complete educational cycle (Bachelor – Master - PhD), the use of interactive teaching methods, advanced English studies; involvement of practitioners and foreign specialists, wide possibility of practice both within the university and in external specialized scientific and practical organizations.

All study programmes levels are subject to compulsory external review and review annually. The adjustment of the elective component is determined by the needs and demands of students and employers. Every year the department organizes meetings with employers to discuss the structure and content of the elective component of the study programmes. The representatives of the professional Association of Psychologists of Kazakhstan and other subjects of practical psychology, taking into account the needs of the market, after studying and discussing the catalogue, introduce their additions and changes. Thus, for example, following the recommendations of employers, the following disciplines were introduced: Diagnosis and correction of autism spectrum disorders and Psychological support of inclusive education, Group and individual psychotherapy (Bachelor); Existential psychotherapy and Selection of staff (Master); Modern statistics in social psychology and Modern problems of analytical psychology (PhD).

### **Psychology (Bachelor)**

The modular study programme of 6B03103 (5B050300) Psychology (Bachelor) is aimed at training psychologists specializing in the field of social, organizational, and practical psychology.

The study programme is developed on the basis of State Educational Standard of Republic of Kazakhstan 3.08.307-2006. Training in undergraduate study programmes is carried out in accordance with the Model Rules for the Activities of Higher Education Organizations (Decree of the Government of the Republic of Kazakhstan No. 499 dated 05.17.2013) and State Compulsory Standards of Higher Education (Decree of the Government of the Republic of Kazakhstan No. 1080 dated 08.23.2012).

The undergraduate programme provides for 2 academic specializations: Practical Psychology and Child and Adolescent Psychology.

The Practical Psychology specialization involves the formation of knowledge and skills in the field of professional counseling, diagnosis, training and development of the individual and their potentials.

The Child and adolescent psychology specialization involves the training of specialists who carry out their professional activities in the field of psychology of the family, children and ado-

lescents, diagnosing pathologies and deviations in childhood and adolescence, and counseling children and adolescents in the family system. The educational process in the specialty is organized according to the following forms of training: full-time takes 4 years; shortened on the basis of secondary vocational education (full-time) takes 3 years; based on higher professional education using distance learning technologies takes 2 years.

A feature of the study programme is a practice-oriented approach in the learning process. To implement the programme's practical orientation, training psychologists from various fields have been involved in the training process: neuropsychological diagnosis and correction of children with various mental disorders, HR management, transaction analysis, coaching, existential analysis, Jungian analysis, neuro-linguistic programming, Erickson hypnosis, systemic family psychotherapy. The teaching of individual disciplines by practicing psychologists allows not only obtain theoretical knowledge, but also to form practical skills in the learning process, which is a solid foundation for preparing for professional activities.

The department of Psychology works in close collaboration with various practice-oriented organizations and communities: Professional Central Asian Gestalt Community (PSAGS), Almaty Association of Transactional Analysis, The Society for the Development of Analytical Psychologists, the Center for Academic and Practical Psychology. The department has its own base of practices, where students can take various types of practices: educational, professional, pedagogical and undergraduate. Among the practice bases there are: the Center of Balama LLP, Prima Distribution LLP. The department collaborates with many schools, colleges, kindergartens and development centers. Since 2018, the Laboratory on the study and correction of psychoemotional states using the Biofeedback apparatus has been working at the Department of psychology.

The national goal of education in 6B03103 (5B050300) Psychology study programme is to provide conditions for full, high-quality professional education in the field of psychology as an integral part of comprehensive scientific knowledge about a person.

The mission of the university is culture, education and science for the benefit of society. The mission of the Bachelor study programmes is the development of students' personal qualities and the formation of competencies in accordance with the State Educational Standards and the needs of the labor market, which corresponds to the mission of the university. Professional psychological activities of a psychologist are implemented in the following areas: research psychological support of research programs related to the human factor; psychological support for human resources management and personnel certification, career guidance and professional selection, production activities and business; psychological study and support of the processes of training and education in pre-school, school, secondary and higher educational institutions; psychological support for the activities of sports organizations; psychological prevention and



psychological correction; law enforcement agencies: psychological support of operational investigative and investigative activities, legal proceedings, legal prevention and penitentiary activities; participation in the mediation process on family issues and the rights of the child, preparation of expert opinions on the state of health and legal capacity; conducting private practice in the form of psychological consultations, trainings in the format of a certain specialization in the chosen specialization. In accordance with certain areas, a specialist psychologist can carry out professional activities in the following positions: psychologist in educational institutions: pre-school (kindergartens, centers for early or child development), schools, grammar schools, lyceums), secondary schools (colleges); psychologist in vocational guidance and vocational training centers, city and republican employment centers; psychologist at the centers for the study of public opinion and political technology; psychologist at manufacturing enterprises (HR manager); psychologist in sports organizations; psychologist in medical organizations and medical institutions; a psychologist in law enforcement and penitentiary institutions, in rehabilitation and social adaptation centers; business coach in a commercial organization, etc.

Requirements for applicants to the study programmes are based on regulatory legal acts regulating educational activities in the Republic of Kazakhstan, in particular, the Model Rules for admission to study at educational institutions implementing educational programs of higher education No. 111 dated 19.01.2012, as well as accordance with the academic policy of Turan University.

The expected learning outcomes are specified in terms of competences. For example, LO1 Capable of multilingual and multicultural communication for solving problems of interpersonal and professional interaction, demonstrating knowledge of the culture of written and spoken language, able to state its argument reasonably. Study programmes is aimed at development of the following competences: universal (general) competencies: general cultural, general scientific, instrumental, social and personal. Social and personal competencies are expressed in the ability to adhere to legal and ethical standards in professional activity; to conscious goal-setting, professional and personal development; to sociocultural interaction, to cooperation and conflict resolution; maintain a general level of physical activity and health for active social and professional activities; understand and analyze worldview, socially and personally significant problems and processes occurring in society; make socially responsible decisions in non-standard situations of professional activity; flexibly adapt to various professional situations, show creativity, initiative and perseverance in achieving the goals of professional activity and personal; navigate the system of universal values and values of world culture, understand the importance of humanistic values for the preservation and development, etc.

Among subject-specialized (professional) competencies there are: general professional, profile and special “to be able to operate with basic constructs and conceptual concepts of general psychology, critically evaluate various approaches to the analysis of mental reality” etc.

At the design stage, teaching staff and heads of departments study the specified normative documents to identify the main requirements for the content of disciplines/modules and the competencies being formed, taking into account the National Qualification Framework (NQF), the European Qualifications Framework (EQF), professional and/or industry standards and the labor market, and employers' requirements.

The department develops the initial version of the study programme, which is considered and approved at the meeting of the department.

Training is based on general secondary education. Form of study: full-time. Duration of study programme is 8 semesters (240 ECTS).

The content of the Bachelor programme includes general required modules. General required module subjects include disciplines such as The modern history of Kazakhstan, Kazakh/Russian, Foreign language, Physical training, Information and communication technology.

Socio-political knowledge module includes Sociology, Political science, Cultural studies, Psychology, and Academic writing.

Mandatory major module includes General Psychology, Cognitive psychology, Academic internship, Professional Kazakh/Russian, Professionally-oriented foreign language, Developmental psychology and personality formation, History of psychology, Social psychology, Fundamentals of Psychodiagnostics, Experimental psychology, Psychology of personality, Practical internship, Medicopsychology, Psychological counselling, etc.

General elective module includes Creative thinking, Public process management, etc.

Entrepreneurial module includes Introduction to the enterprise, Organization of business, Marketing analysis, Marketing tools in entrepreneurship, Business legislation, Legal regulation of business activities.

Major module includes The art of public speaking, Pediatric Neuropsychology, The psychology of decision making, etc.

The study programme is integrated into the mission of Turan University, firstly, by inclusion of practical psychologists in the educational process, who constitute 35 % of the department's staff, secondly, by an entrepreneurial module.

The study programme is based on interactive teaching methods, in-depth study of English, involvement of practitioners and foreign specialists, a wide opportunity for students to practice

both at the university and in external specialized scientific-practical organizations, as well as on the Laboratory on the study and correction of psycho-emotional states at the department. It makes formation of professional self-awareness and competence in psychology students more efficient.

External stakeholders and students are involved in the design of the study programme. In 2020-2021 academic year, the content of study programmes was updated according to the recommendations of stakeholders: Psychological support of inclusive education and Psychotechnology for the development of stress resistance and productivity were added. Every year the Department organizes meetings with employers to discuss the structure and content of the elective component of the study programmes. The representatives of the professional Association of Psychologists of Kazakhstan and other subjects of practical psychology, taking into account the needs of the market, after studying and discussing the catalogue, introduce their additions and changes. Thus, for example, following the recommendations of employers, the study programmes introduced the disciplines of Diagnosis and correction of autism spectrum disorders, Psychological support of inclusive education, and Group and individual psychotherapy.

The main objectives and learning outcomes reflect adequately the requirements from the professional field. The purpose of 6B03103 (5B050300) Psychology programme (Bachelor) is training of specialists in the field of psychological science and practice, formation of knowledge and skills in the field of psychological diagnosis and professional counseling. Psychological diagnosis and professional counseling are two main domains of practical psychology in Kazakhstan, so objectives of the study programme seem to reflect adequately the requirements from the professional field. As reflected in the competences matrix, expected learning outcomes are defined so that they contribute to the meeting the defined objectives.

Career opportunities for bachelor graduates have been defined mostly in psychological counseling and diagnostics areas. To fit the requirements from professional field different types of internships are implemented.

The study programme includes following types of mandatory internships: academic internship (2nd semester, 1 ECTS), practical internship 1 (4th semester, 4 ECTS), practical internship 2 (3rd semester, 4 ECTS), practical internship 3 (8th semester, 4 ECTS), pre-graduation internship (8th semester, 8 ECTS). Reports of students are required. Internship is well structured and supported by the university and department of Psychology.

The expected student workload seems to be sufficiently defined and transparent (30 ECTS per semester). When forming the study programme, Turan University strictly adheres to the Provisions on the study program. All types of work related to the procedure and technology of study

programme development are supervised by the department. At the first stage of the study programme development, the goals and objectives and the results of the training of the study programme are determined. When formulating the goals and objectives, the main provisions of the regulatory legal framework in the field of higher and postgraduate education of Kazakhstan are taken into account.

In order to implement a study programme, Turan University annually develop academic calendar, catalog of elective disciplines, working curriculum, learning and teaching support kit of the discipline.

Draft study programmes are approved by the Academic Council together with employers and students. The content of existing courses/modules is improved due to participation of employers, representatives of professional community who help to identify required competences for elective disciplines. Students take part in this process offering information on new desirable learning outcomes/competences. The rector of the university approves the study programme on the basis of a positive decision of the Academic Council. As a result, the study programmes are presented in the university database.

The revision of the study programmes is considered by the Academic Affairs Department. The meetings are attended mutually by employers, students, and external experts.

Bachelor study programme sufficiently reflects the four purposes of higher education of the Council of Europe. The content of the disciplines is based on broad advanced knowledge and fits labor market requirements, so graduates seem to be prepared for sustainable employment. Defence of diploma work at the final stage of study reflects their personal goals and interest, it shows the level of their personal development. Numerous activities initiated by the Department of Psychology and the University itself, students are involved in, during all 4 years of study make graduates well prepared for active citizenship.

### **Psychology (Master, 2-year scientific and pedagogical programme)**

The primary goal of this Master programme is to prepare highly qualified and in-demand specialists with in-depth scientific and pedagogical knowledge and skills in the field of scientific and practical psychology capable of carrying out scientific scientific-practical psychology, professional and pedagogical activities in modern conditions. Studies extend over 2 years and students gain 120 credits and the academic degree of Master in Psychology.

Each year, students take courses worth 60 ECTS. The first year of studies includes mandatory general modules (12 ECTS) with Science history and philosophy, Foreign language (professional), and Psychology of management, mandatory major modules (28 ECTS) with Modern problems of gender psychology, Modern problems of ethnopsychology, Modern statistics in psychology, Psychology of self-regulation, Psychology of consciousness of personality, Family

psychology and family counselling, and Research practical training I. The major modules (10 ECTS) with Technology of Master research or Orientation and control functions of attention in cognitive activity and Theoretical and methodological basis of psychology or Cross-cultural studies in psychology, general module of choice (5 ECTS) with Project management based on PMI PMBOK standard or Agile-based project management. It also has Research by Master student including development of thesis I (1 ECTS) and Research by Master student including development of thesis II (4 ECTS). The second year comprises of mandatory major modules (19 ECTS) with Higher school pedagogy, Teaching practice, Research practical training II, and Leadership and coaching, and major modules (10 ECTS) with Existential psychotherapy or Psychoanalysis and Modern social and psychological technologies in management of human capital or Personnel selection. Moreover, students take Research by Master student including development of thesis III (1 ECTS), Research by Master student including development of thesis IV (18 ECTS), and Final examination (12 ECTS).

### **Psychology (Master, 1-year profile programme)**

The principal aim of this Master programme is to prepare highly qualified and demanded specialists with advanced professional knowledge and skills in the field of modern scientific and practical psychology, capable of practicing a profession in modern conditions. Graduates need 1 year to complete the entire course, they receive 60 credits and are awarded the academic degree of Master in Psychology.

The first semester of the 1-year programme includes general required module (6 ECTS) with Management, Foreign language (professional), Psychology of management, mandatory major module (10 ECTS) with Technology of Master's project and Theoretical and methodological basis of psychology, and general module of choice (4 ECTS) with Project management based on PMI PMBOK standard or Agile-based project management, major modules (10 ECTS) with Existential psychotherapy or Psychoanalysis and Personnel selection or Modern social and psychological technologies in management of human capital. The second semester comprises of Practical internship (5 ECTS), Experimental research work of Master Degree Student including the process of writing the research paper (13 ECTS), and Final examination (12 ECTS).

### **Psychology (PhD)**

The purpose of 8D03101 (6D050300) Psychology is formation of scientific thinking of a modern scientist capable to solve scientific-theoretical and scientific-practical problems, use new psychological knowledge in the service of Kazakhstani society.

The study programme is developed on the basis of State Educational Standard of Republic of Kazakhstan (7.10.014-2009) on main directions of the content and level of training of PhD students.

Training in study programmes is carried out in accordance with the Model Rules for the Activities of Higher and Postgraduate Education Organizations (Decree of the Government of the Republic of Kazakhstan No. 499 dated 05.17.2013) and State Compulsory Standards for Postgraduate Education (Decree of the Government of the Republic of Kazakhstan No. 604 dated 31.10.2018).

The study programme has a scientific and pedagogical focus and involves fundamental educational, methodological and research training and in-depth study of the psychological disciplines for the system of higher and postgraduate education and the scientific field.

The language of instruction is Kazakh, Russian, and English. Graduates are awarded a degree of Doctor of Philosophy (PhD) in Psychology.

The study programme governs the goals, expected results, content, conditions and technologies for implementing the educational process, assessing the quality of graduate training. It includes: a standard and working curriculum, academic calendar, a catalog of elective disciplines and other materials ensuring the quality of training for students, as well as programmes of scientific and pedagogical practice.

The academic part of the training of disciplines is focused on the current state of world scientific knowledge of psychological science. Study programme includes such disciplines as Actual problems of general psychology: comparative analysis of foreign and domestic studies, Modern problems of experimental psychology, Mathematical and statistical methods in psychological research, Problems of psychological health, Modern problems of analytical psychology (represented by an individual member of the International Association of Analytical Psychologists A. Khananyan). Modern statistics in social psychology and Modern problems of analytical psychology were added due to recommendations of employers.

Such a combination of scientific and practical disciplines allows doctoral students to be in demand not only in the field of scientific achievements, but also in the field of modern practical psychology and psychotherapy.

Since 2018, the Laboratory for the study and correction of psycho-emotional states has been using a biological feedback apparatus with the goal of creating conditions and opportunities for doctoral students to carry out PhD research with significant applied value.

Foreign experts are invited to the process of training PhD students in the Psychology study programme annually (in 2016, Doctor of Psychological Sciences, Professor T.V. Chernikova (Volgograd, Russia), in 2017, Doctor of Psychological Sciences, Professor V.A. Yanchuk (Minsk, Belarus), in 2018, Ph.D. Psychol. N. Rikvart-Korotkova (France).

The structure of 8D03101 (6D050300) Psychology (PhD) is formed from various types of educational and scientific work that determine the content of education. Accounting of the complexity of the educational work is carried out according to the volume of material mastered and is measured in loans. At the same time, there is a funded credit system that takes into account loans disbursed at previous levels of education.

The academic year consists of academic periods (semesters) with a total duration of 30 weeks, a period of intermediate certification/final control, practices, final certification and vacations. Doctoral studies are carried out only in full-time. Theoretical training consists of a compulsory component and elective component. The list of elective disciplines and the corresponding minimum loan volumes are set by the university in accordance with the requests of employers and the needs of the labor market. The content of the study programme of doctoral studies is determined depending on the direction of preparation.

To be able to fit requirements of doctoral research the study programme includes the subjects as follows: Advances Issues of Experimental Psychology, Mathematical and statistical methods in psychological research, Modern statistics in social psychology, and Psychoanalytic theory.

The adjustment of the elective component is determined by the needs and demands of students and employers. Every year the Department organizes meetings with employers to discuss the structure and content of the elective component of the study programmes. The representatives of the professional Association of Psychologists of Kazakhstan and other subjects of practical psychology, taking into account the needs of the market, after studying and discussing the catalogue, introduce their additions and changes. Thus, for example, following the recommendations of employers, the study programmes introduced the disciplines of Diagnosis and correction of autism spectrum disorders, Psychological support of inclusive education, Group and individual psychotherapy; the study programmes Master programme includes: Existential psychotherapy, Selection of staff; according to the recommendations of stakeholders the discipline Psychological and pedagogical support for the development of the student's personality was added.

The PhD programme differs from the first cycle study programme in the purpose itself (formation of scientific thinking of a modern scientist vs. training of specialist competitive in the field of practical psychology). So, PhD programme has additional types of training with regard to scientific and research work, writing the research paper (16 ECTS).

The PhD programme differs from second cycle study programmes by being more research focused.



Research environment is assured by: 1. laboratory of the Department of Psychology; 2. double research supervision (local and foreign supervisors); 3. internship in the foreign universities: Istanbul University (Istanbul, Turkey) - 9 doctoral students, State University library studies and information technologies (Sofia, Bulgaria) - 5 doctoral students, Moscow State Psycho-Pedagogical University (Moscow, Russian Federation) - 1 doctoral student.

Doctoral students are led to become early-stage researchers in numerous ways: due to mentorship by their local and foreign supervisors, independent search of modern psychological literature, participating at practical research work, including all stages: designing of the theme, research questions, research plan, preparing publications for local and foreign journals etc. A great part of doctoral programme consists of research, development and other creative work.

The results are being made public in international peer-reviewed research journals both local and foreign. This is obligatory requirement for any doctoral student. To meet this requirement the doctoral student must finish the empirical part of their research in advance to secure time enough for publication. Another problem is to find out the proper journal in terms of their accessibility for students having limited research background. Another difficulty consists of the fact that the list of Kazakhstani psychological journals suitable for doctoral students is limited and these journals do not accept more than one article per year.

Completion of the study programme requires participation of the doctoral students in conferences organized by Turan University, it is strongly recommended for any doctoral student. Turan students have many opportunities to participate at the conferences in other Kazakhstani and foreign universities. Relating other professional activities, the doctoral students are involved in creative research work at Laboratory organized by the Department of Psychology. Ability to create own research ideas is among professional competences in the model of doctoral study programmes graduate. In Psychology, vast majority of research resources are in English, so a good command of English is a required, even being a crucial skill. Currently only 3 courses are conducted in English: Current problems of modern experimental psychology (8 ECTS), Psychoanalytic theory (7 ECTS), and Modern problems of analytic psychology (5 ECTS). Some students may leave department of psychology for any other specialty in their search for more updated (English-based) teaching.

Students acquire professional knowledge by reading literature, preparing their own publications, communicating with their foreign supervisors and learning English at the university. They acquire leadership skills preparing group projects in the class and participating in numerous student activities organized by the university. The university supports the achievement of the defined learning outcomes providing opportunities to ensure the quality of research via in-depth teaching of English, organizing conferences and internships abroad (mobility experi-



ences), providing participation of foreign supervisors and following research strategy. In general, existing credit system supports a stimulating research environment. Doctorate candidates are supported in achieving their individual goals, they actively participate in designing of their research themes, showing individual interest and motivation.

### **Jurisprudence (Bachelor/Master/PhD)**

A graduate of study programmes in Jurisprudence must be prepared to perform the following functions in professional activity: law enforcement, human rights protection, organizational and managerial, pedagogical, construction in the Republic of Kazakhstan of a legal, secular and democratic state, implementing law enforcement activities based on the principles of strict compliance with the law, equality of natural and legal persons before the law, identification of problems in law enforcement and improvement of national legislation.

The content revision and expansion for study programmes in Jurisprudence (Bachelor/Master/PhD) is carried out on an annual basis with participation of external stakeholders, e.g., Department of Internal Affairs of Almaty, City Prosecutor's Office of Almaty, Specialized Inter-district Administrative Court, Regional Chamber of Private Bailiffs of Almaty, etc.

Educational activity in teaching for the Master's degree of 7M040201, 7M04202 (6M030100) Jurisprudence has been carried out since 2003, the first graduation took place in 2005. Areas of teaching: scientific and pedagogical (2 years) and specialized (1 year). The studies are carried out in person. The languages of study are Kazakh and Russian. Graduates are awarded an academic degree of Master of Law in the 7M040201, 7M04202 (6M030100) Jurisprudence study programme.

### **Jurisprudence (Bachelor)**

Educational activity in teaching for the Bachelor's degree of 6B04201 (5B030100) Jurisprudence has been carried out since 1992, the first graduation took place in 1995. The 6B04201 (5B030100) Jurisprudence study programme is a system of documents developed and approved taking into account the needs of the labor market and relevant industry requirements based on the State Mandatory Standard for Higher Education, a standard curriculum, as well as taking into account the recommendations of the Republican Educational and Methodological Board on the study programmes. The languages of study are Kazakh and Russian. Graduates are awarded an academic degree of Bachelor of Law in the 6B04201 (5B030100) Jurisprudence study programme. The main objective of the study programme in Jurisprudence (Bachelor) is to train qualified specialists with theoretical and practical knowledge who could independently and responsibly protect and guarantee respect for the legitimate rights and interests of the state and natural and juridical persons arising in the legal sphere, prevent offences, foster civic and patriotic values and respect for state symbols, Intolerance of unconstitutional and anti-social manifestations, strengthening of the rule of law and the rule of law, and

formation and development of a high level of legal awareness and legal culture among the population. The programme takes 4 years to complete, and students are awarded 240 credits and the academic degree of Bachelor in Jurisprudence.

Each year, students take courses worth 60 ECTS. Over the course of their studies, students take mandatory modules which include Theory of state and law, Constitutional law of the Republic of Kazakhstan, Professional Kazakh/Russian, Civil law of the Republic of Kazakhstan (General part), Criminal law of the Republic of Kazakhstan (General part), Civil law of the Republic of Kazakhstan (Special part), Criminal law of the Republic of Kazakhstan (Special part), Professional foreign language, Civil procedural law of the Republic of Kazakhstan, Criminal procedural law of the Republic of Kazakhstan, and electives comprising of Forms of judicial documents, Judicial rhetoric, Basics of conflictology, Directorate of public prosecutions, Migration law, Fundamentals of ecology and life safety, Fundamentals of anti-corruption culture, Legal support of economic activity, Legal psychology, Victimology, Competition Law and Merger, Forensic psychology, Legal regulation of markets and trades, Investment law, Corporate law, Arbitral procedure, Administrative law of the Republic of Kazakhstan, Notary work, Advocacy, Criminology, Business law, Labor law of the Republic of Kazakhstan, Family law of the Republic of Kazakhstan, Prosecutor supervision in the Republic of Kazakhstan, Migration law, Theory of forensic evidences, Separate types of crimes investigation features, Criminalistics, Forensic expertology, Forensic psychiatrics, Forensic medicine, Professional foreign language, English language (Certified course), Financial law of the Republic of Kazakhstan, Banking law of the Republic of Kazakhstan, Criminal executive law, Combating corruption, Current problems of theory of state and law of the Republic of Kazakhstan, Constitutional basics of human rights protection, Criminal justice, Environmental law, Agrarian law, and Land law, as well as entrepreneurial disciplines of Business Legislation, Legal regulation of business activities, and Business Financing.

### **Jurisprudence (Master, 2-year scientific and pedagogical programme)**

The primary goal of this Master programme is to train to the highest academic standards in a competitive but stimulating educational environment attractive to the very best students from Kazakhstan and elsewhere, also graduates should acquire in-depth knowledge in all areas of law and be able to critically analyse the state of contemporary academic research. Studies extend over 2 years and students gain 120 credits and the academic degree of Master in Jurisprudence.

Each year, students take courses worth 60 ECTS. Over their studies, students take such courses as Since history and philosophy, Foreign Language (professional), Psychology of management, The methodology of legal analyses, Technology of Master Research, History of law, Theory and practice of applying family law, Theory and practice of applications of the labor

legislation, Actual problems of human rights protection, Comparative jurisprudence, History of legal thought in Kazakhstan, Research practical training, Actual problems of international law, Project management,

Higher School Pedagogy, Teaching practice, Actual problems of theory of law, Research practical training, Actual problems of application of civil and civil procedure legislation, Actual problems of criminal and criminal procedure legislation in law enforcement practise.

### **Jurisprudence (Master, 1-year profile programme)**

The primary goal of this Master programme is to train to the highest academic standards in a competitive but stimulating educational environment attractive to the very best students from Kazakhstan and elsewhere, also graduates should acquire in-depth knowledge in all areas of law and be able to critically analyze the state of contemporary academic research. Graduates need 1 year to complete the entire course, they receive 60 credits and are awarded the academic degree of Master in Jurisprudence.

Over their studies, students take such courses as Foreign Language (professional), Psychology of management, Management, Technology of Master's Project, The methodology of legal analysis, Project management based on PMI PMBOK standard, Agile based project management, Legal regulation of information security, Problems of improving the legal regulation of civil service, Actual problems of the judiciary in the Republic of Kazakhstan, The mechanisms of legal regulation public administration at the present stage, and Practical internship.

### **Jurisprudence (PhD)**

Educational activity in teaching for the Doctor of Philosophy (PhD) degree study programme has been carried out since 2014, the first graduation took place in 2017. The languages of study are Kazakh and Russian. Graduates are awarded the degree of Doctor of Philosophy PhD in the Jurisprudence study programme.

The purpose of the PhD programme in Jurisprudence is to train to the highest academic standards in a competitive but stimulating educational environment attractive to the very best students from Kazakhstan and elsewhere, graduates must also acquire in-depth knowledge in all areas of law and be able to critically analyse the state of current academic research. The Doctoral Education Programme (PhD) provides basic education, methodological and research training and advanced management studies. The 180-credit programme takes three years to complete, then candidates defend the dissertation and are awarded the degree of Doctor of Philosophy.

Over their studies, students take such courses as The philosophy of law, Theoretical and methodological problems of the development of insurance law, Private forensic theory and doctrine

as a methodological basis for the fight against crime, Actual problems of intellectual property rights, Modern trends in the study of the condition and the level of crime, Theoretical and methodological problems of the development of modern civil procedural law, and Theoretical and methodological problems of the development of modern criminal and criminal procedure law.

### **International Relations (Bachelor/Master)**

Development planning of study programmes is carried out by the department of Regional Studies and International Relations. Regular internal and external analysis of the implementation of the plan is adjusted to market needs with the active participation of stakeholders, teaching staff, employers of students, e.g., Kazakhstan Centre for Humanitarian and Political Conjunction, Institute of Philosophy, Political Science and Religious Studies Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan, etc.

### **International Relations (Bachelor)**

The core objective of the Bachelor programme in International Relations to train highly qualified specialists, who possess basic knowledge of the evaluation of modern global processes in political, Economic and diplomatic aspects; capable of understanding the main directions of foreign states' foreign policy, the peculiarities of their diplomacy and their relations with Kazakhstan; being guided by the current dynamics and prospects for the development of the system of international relations; Implement diplomatic etiquette and protocol; demonstrate knowledge in business organization by analysing competitiveness in the labour market; and use professional foreign languages in intercultural communication. The programme takes 4 years to complete, and students are awarded 240 credits and the academic degree of Bachelor in International Relations.

Each year, students take courses worth 60 ECTS. The first year of studies includes general required modules (42 ECTS), Academic internship (1 ECTS), major modules (8 ECTS) with Introduction to international relations and Diplomatic and consular service, Chinese/Turkish language I (4 ECTS), and the entrepreneurial module (5 ECTS) with Introduction to enterprise or Organization of business. The sophomores take general required modules (9 ECTS), mandatory major modules (37 ECTS) with Professionally oriented foreign language, Professional Kazakh/Russian, Academic writing, The history of international relations in modern times, The history of international relations in contemporary times, Technique of conducting diplomatic negotiations, Theory of international relations, Chinese/Turkish language II, and Chinese/Turkish language III, entrepreneurial module (10 ECTS) with Business Legislation or Legal regulation of business activities and Marketing analysis or Marketing tools in entrepreneurship, as well as Practical Internship I (4 ECTS). The third year comprises of mandatory major modules (12 ECTS) with Logic and critical thinking or Public process management, Second foreign lan-

guage I or Chinese/Turkish IV, Second foreign language II or Chinese/Turkish V, major modules (44 ECTS) with Modern system of International Relations, Actual problems of world policy, Diplomatic documentation, Foreign policy of the Republic Kazakhstan, Multilateral diplomacy, Issues of religious extremism in contemporary international relations or Modern conflicts and methods of their settlement, Globalization and geopolitics or Continental and country specificities of the globalization process, Main stages of European integration or Western diplomacy in Central Asia in the 20th century, and International public law or International Law and Terrorism, as well as Practical Internship II (4 ECTS). The last year comprises of major modules (30 ECTS) with Modern problems of international relations, National security and international relations or USA and international security, Great Game in Central Asia in XX century or Central Asia in system of regional relations, Influence of world powers on Central Asia or Chinese diplomacy in Central Asia, Second foreign language III or Chinese/Turkish VI, Business correspondence in the eastern language or Ethics of business relations in the eastern language, and International Business or World economy and regions. Additionally, students take either Academic writing in English or Research methodology and methods (6 ECTS), Practical Internship III (4 ECTS), Pregraduation internship (8 ECTS), and Final examination (12 ECTS).

### **International Relations (Master, 2-year scientific and pedagogical programme)**

The principal aim of this Master programme is to train highly qualified specialists (holders a Master's degree) in the field of international relations and world politics, fluent in foreign languages and able to analyse and critically assess foreign policy developments of a peaceful and military nature from the point of view of the conceptual and balanced multidimensional policy of Kazakhstan, highly qualified in the field of economic, cultural and legal relations in international organizations, with the knowledge to carry out scientific tasks on their own. Studies extend over 2 years and students gain 120 credits and the academic degree of Master in International Relations.

Each year, students take courses worth 60 ECTS. The first year of studies includes mandatory major modules (12 ECTS) with History and philosophy of science, Foreign language (professional), and Psychology of management. The major modules (16 ECTS) with Theory of international relations, Theory of postcolonialism or Actual problems of international relations, Modern political system of China/Turkey or Evolution of political system of China/Turkey, and electives (15 ECTS) with Specificity of scientific research in International Relations or Research Methodology and Methods, Teaching methodology in the higher education or Technology of Master research, and Chinese/Turkish or Agile-based project management. It also has Research by Research practice I (3 ECTS), Scientific and research work of Master degree student including the process of writing the research paper I (1 ECTS) and Scientific and research work of Master degree student including the process of writing the research paper II (4 ECTS).

The second year comprises of mandatory major modules (8 ECTS) with Higher school pedagogy and Teaching practice, and major modules (10 ECTS) with China/Turkey foreign policy priority strategy, Eastern language (Chinese/Turkish) in diplomacy and Political vocabulary of Chinese/Turkish, or Chinese/Turkish for special purposes. Moreover, students Research practice II (6 ECTS) and Scientific and research work of Master degree student including the process of writing the research paper III (1 ECTS), Scientific and research work of Master degree student including the process of writing the research paper IV (18 ECTS), and Final examination (12 ECTS).

### **International Relations (Master, 1-year profile programme)**

The principal aim of this Master programme is to train highly qualified specialists (holders a Master's degree) in the field of international relations and world politics, fluent in foreign languages and able to analyse and critically assess foreign policy developments of a peaceful and military nature from the point of view of the conceptual and balanced multidimensional policy of Kazakhstan, highly qualified in the field of economic, cultural and legal relations in international organizations, with the knowledge to carry out scientific tasks on their own. Graduates need 1 year to complete the entire course; they receive 60 credits and are awarded the academic degree of Master of Business and Management in Management.

The first semester of the 1-year programme includes mandatory major module (11 ECTS) with Management, Foreign language (professional), Psychology of management, and Technology of Master project, and major modules (19 ECTS) with Theory of international relations, Chinese/Turkish, Strategy of foreign policy priorities of PRC or Strategy of foreign policy priorities of Turkey, and China in the system of modern geopolitics or Turkey in the system of modern geopolitics. The second semester comprises of Practical internship (5 ECTS), Experimental research work of Master degree student including the process of writing the project (13 ECTS), and Final examination (12 ECTS).

### **International Law (Bachelor)**

The programme is practical-oriented and is taught in the Kazakh, Russian, and English languages. Turan University has developed mechanisms for the formation and regular revision of the development plan of the study programme and the monitoring of its implementation.

These mechanisms are aimed at directing the management of the study programme and the training of specialists to the users of educational services, which are the state and organizational bodies, law enforcement agencies and the judiciary, enterprise.

The following methods are used in the formation of the modular educational programme and the working study plans of the International Law: interviews with employers, engagement of practitioners to give lectures to students within the framework of the student circle, organization



of the round table on the design of the study programme, questionnaires for graduates, analysis of the labour market, analysis of the state of educational services, etc.

The study programme focuses on the training of a new generation of lawyers who know the techniques and methods of legal support for efficient business development on the domestic market. The core objective of the Bachelor programme in International Law is to train a qualified professional who, through their theoretical and practical knowledge, could independently and responsibly protect and guarantee respect for the legitimate rights and interests of states and natural and juridical persons arising in the legal sphere, and to have a correct and objective understanding of the relationship between international law and domestic law, as well as the ability to analyse and interpret normative material, both national and international. The programme takes 4 years to complete, and students are awarded 240 credits and the academic degree of Bachelor in International Law.

Each year, students take courses worth 60 ECTS. Over the course of their studies, students take mandatory modules which include Theory of state and law, Constitutional law of the Republic of Kazakhstan, Professional Kazakh/Russian, Civil law of the Republic of Kazakhstan (General part), Criminal law of the Republic of Kazakhstan (General part), Civil law of the Republic of Kazakhstan (Special part), Criminal law of the Republic of Kazakhstan (Special part), Professional foreign language, International public law, and Private international law. Their studies also comprise of the following electives: Administrative law of the Republic of Kazakhstan and foreign countries, History of the state and law of the Republic of Kazakhstan, Municipal law of the Republic of Kazakhstan and foreign countries, European law, Law of international organizations, International commercial law, International contract law, The system of law enforcement agencies of Kazakhstan and foreign countries, The legal status of law enforcement officers of the Republic of Kazakhstan and foreign countries, International air and maritime law, International space law, Labor law of the Republic of Kazakhstan and foreign countries, Family law of Kazakhstan and foreign countries, Diplomatic and consular law, Organization and activities of international bodies for the protection of human rights, Legal precedents in the Republic of Kazakhstan, Legal precedents in foreign countries, Modern problems of the theory of state and law of the Republic of Kazakhstan, Constitutional framework for the protection of human rights, Institute of advocacy in the Republic of Kazakhstan and foreign countries, Criminal procedural law of the Republic of Kazakhstan and foreign countries, Civil procedural law of the Republic of Kazakhstan and foreign countries, Criminal executive law of the Republic of Kazakhstan and foreign countries, Criminology, Business law, Intellectual property law, System of principles of international public law, System of principles of private international law, Customs Law in the Republic of Kazakhstan and foreign countries, International

financial law, Forensics, Forensic expertise, International banking law, International tax law, and English (certified course).

## **2.2 Assessment**

### **Cross-curricular assessment**

Designing of study programmes at Turan University comply with the National Qualification Framework and professional standards, which are well consistent with the Dublin descriptors and the European Qualification Framework. The Bachelor, Master, and PhD study programmes comply with the requirements of the State Compulsory Standard of Higher and Postgraduate Education while working out, it subject to regulation of the intra-university procedure within the framework of the QMS Modular Educational Programme Management and pursue a mission of the university.

Prior to approval study programmes, go through preliminary discussion within the university, which classified into several stages.

The university Board of Studies holds the meeting in order to approve the study programmes. Following approval at the Board of Studies, study programmes complete procedure of introduction to the register of the Ministry of Education and Science of the Republic of Kazakhstan (MES RK). As part of this procedure, all study programmes undergo an independent examination.

For the purpose of the study programme, learning outcomes, aimed at the formation of universal and professional skills of students are collected. Under formation of the curriculum, the modular approach is provided for. The university has developed Guidelines to design the modular educational programme.

The curriculum adheres the principle of continuity of disciplines and includes general education, basic and major disciplines. The study programme of the Bachelor's degree includes theoretical training, professional practice and final certification.

Master's study programmes include theoretical training, scientific-research work (experimental), research (industrial), practices and end-of-course assessment.

Under working out the elective component, the principle of academic freedom exhibits. Assisted by the advisors, undergraduate students determine the educational path for the entire period of study and form an individual curriculum. Undergraduates and doctoral students compose their individual plan under the guidance of scientific supervisors. The volume of the organized educational activity cycle for all undergraduate programs is 56 ECTS. General educational subjects include such disciplines as modern history of Kazakhstan, philosophy, Kazakh/Russian language, foreign language, information and communication technologies (in



English), social and political knowledge (political science, sociology, cultural studies, psychology) and physical fitness.

Instruction for Bachelor and Master degree programmes takes place in Russian and Kazakh languages.

The course of Bachelor study programme lasts 8 semesters (in total 240 ECTS).

The structure of the programme includes three cycles of disciplines: general education disciplines (56 ECTS), basic disciplines (112 ECTS), vocation-related subjects (60 ECTS), and final state attestation (12 ECTS).

The university Master programmes are offered in two directions: educational research and vocation-related.

The study programme of the Master's degree in educational research lasts 4 semesters (with a total volume of 120 ECTS).

The structure of the programme includes three cycles of disciplines: basic disciplines (35 ECTS), vocation-related disciplines (49 ECTS), Master Student Scientific Research (24 ECTS), final state certification (12 ECTS).

The Master's study programme in the vocation-related direction lasts 2 semesters (in total 60 ECTS).

The expert group noticed in the discussions that there is still potential for improvement in interdisciplinary communication. The university should therefore improve interdisciplinary cooperation between the departments and the degree programmes offered in the future.

When looking at the conception of content on the degree programmes, the Studium Generale should take more reference, e.g. through elective modules through the respective contents of the degree programmes.

Against this background, the entrepreneurial part of the curricula should also be more strongly oriented towards the individual degree programmes.

The university should also increase the proportion of English-language modules in the courses. Increasing the language competence of teachers and students should therefore be promoted by introducing English as the language of instruction. The proportion of original English-language textbooks and reference books should likewise be continuously increased and standard economics literature as well as international specialist literature should be included in the curricula. In order to be competitive in international QA rankings, there should therefore be more continuing education programmes for teachers and students in English, so that lectures can be offered in English and the use of English-language literature is gradually expanded.

Likewise, academic mobility should be further promoted in all study programmes in order to achieve alignment with international standards.

Students should also be encouraged to further improve their ability to critically reflect on the content of their studies. There should be access to worldwide databases. Furthermore, the students wish general introductory courses in the Master and PhD programmes.

An additional recommendation intends an improvement of the information collection, analysis and management system based on modern information and communication technologies and software, in particular improving the functioning of AIS Platonus 5.1 by updating the version or selecting another effective AIS.

### **Study specific assessment**

#### **Finance (Bachelor/Master/PhD)**

All training programmes have been developed in cooperation with professional organisations of employers and partners. These include: Association of Financiers of Kazakhstan AFK, Astana Financial Services Authority (AFSA) (AIFC Committee on Regulation of Financial Services), JSC National Bank Training Centre, Freedom Finance Global PLC, JSC Araltuz, Subsidiary Bank Joint-Stock Company Home Credit and Finance Bank, Branch of JSC ForteBank in Almaty, Saint-Petersburg University of Technologies of Management and Economics (SPUTME).

Care should therefore be taken to ensure that each module has a similar module size according to the workload of the students, so as to guarantee good studyability.

#### **Finance (Bachelor)**

The purpose Bachelor's degree in Finance is the formation and development of students' general cultural and personal qualities, professional competencies of economists-financiers of a new formation, allowing graduates to successfully work in the financial sector and the real sector of the economy, in the field of public and private finance, to be socially mobile and competitive in the labor market. Graduates are awarded the academic degree of Bachelor of Business and Management in Finance. The programme was introduced in 1992, comprises 8 semesters of 30 ECTS, in total 240 ECTS in 4 years.

The programme consists of general required modules (e.g., Information and Communication Technology, Foreign Language), mandatory modules (e.g., Micro-Macro-Economics, Basics of Finance and Accounting,) with 4-6 ECTS and elective modules (e.g., Financial and banking regulation, Professional certification preparation module (CFA level I)) with 3-6 ECTS. Internships are mandatory in the year 1, 2 and 3.

The learning outcomes of the Bachelor's programme are (LO 1-L15) are all validly formulated and are fully achieved through the curricular concept of the programme. For example, students are able to communicate multilingually and multiculturally, analyse the market and business processes and apply modern management methods to achieve business goals. Graduates have the ability to work in teams, acquire cross-industry communication and leadership skills and the ability to communicate without conflict. They are very good at making independent, autonomous decisions and have the competence to carry out project activities under leadership and in a team to solve cultural and socio-economic problems. They can analyse socio-economic problems of regional development and develop concept solutions.

Graduates are appropriately able to apply appropriate digital technologies, tools, basic methods and theories to solve professional tasks and programmes and analyse financial information to make management decisions.

The acquisition of basic skills and knowledge in finance for professional development and the development of management decisions is also given.

Students are able to analyse financial situations and problems from different perspectives and demonstrate teamwork with other colleagues and market participants. They can take action to mitigate risk and assess the effectiveness of using financial resources to minimise financial losses. Make sound financial and investment decisions in accordance with applicable regulations. Students are also very good at developing modern financial and credit products and services. Finally, they will be able to organise and effectively carry out independent entrepreneurial activity in the real and financial sectors of the economy.

Assessment of learning outcomes will be carried out appropriately at the beginning, mid-term and end of the module. A functioning point system is used in the organisation of the academic process to assess student performance. Monitoring of students' academic performance and assessment of their knowledge in academic disciplines or modules is adequately organised by the Student Secretariat.

The final state certification of graduates includes the defence of a thesis or a diploma project and the passing of the final state comprehensive examination in the subject area. The diploma thesis or bachelor's project adequately reflects knowledge, skills and abilities in organisational and management, research and project activities in the organisations of finance and credit (financial and monetary system, financial services market) and reflects the modelling of financial processes and systems, the calculation of their properties and the development of management solutions.

### **Finance (Master)**

The convincing goal of the two Master's programmes is to train masters with very good practical and analytical skills. The Master's programmes aim to train managers and financial analysts with very good competences in the fields of corporate management and corporate finance using modern methods and tools and with practical skills in financial management to operate in a modern company based on current analytical and research technologies.

Graduates are equipped with an appropriate set of tools to cope with modern finance and the development and implementation of financial business strategies in an innovative economy and the global transformation of financial markets. The degree level is in line with the contents of the curricula.

The learning outcomes are very well taught and achieved, analogous to the Bachelor's programme. Graduates are adequately able to conduct their own scientific research to create innovative products based on the synthesis and integration of scientific knowledge and methods, and to carry out project activities in the context of the latest scientific achievements in the professional field. They possess the ability to work scientifically and have the creativity and initiative in evaluating the financial environment for the globalisation and internationalisation of financial processes to develop good possible solutions.

The education languages in all programmes are Russian and Kazakh, in addition in the Bachelor programme and the PhD programme English is used. The Master programmes are only offered in Russian and Kazakh, without English. This should be improved.

### **Finance (PhD)**

The compelling goal of the Doctoral Programme's educational programme is to train highly qualified finance and credit specialists, researchers and analysts of the modern financial sector with strong analytical, research qualities and working skills to effectively and sustainably solve the tasks of increasing the country's competitiveness in the economy. The study programme succeeds in this very well. The learning outcomes of the study programme are well thought out and are very well implemented and achieved. For example, the ability to conduct independent scientific research, characterised by academic integrity, is very well achieved. Graduates are awarded the degree of Doctor of Philosophy (PhD) after successfully defending their dissertation.

The assessment of the PhD students' learning outcomes is carried out through different and sufficiently variant forms of control and certification: The current certification of the PhD students is a test on the mastery of the course material, which is carried out regularly during the semester. Interim certification is conducted at the end of the semester and may conclude the study of a single discipline and its section. The main form of interim certification is by examination.

The final certification of a doctoral student is conducted in the form of a comprehensive examination and the defence of a dissertation.

### **Management (Bachelor/Master/PhD)**

#### **Management (Bachelor/Master)**

The learning objectives for the Bachelor and Master programmes are closely oriented toward the labour market and current trends in the business and societal environment. The learning outcomes of the PhD programme focus on developing scientific expertise and skills to be applied in academia and the governmental and business field.

The programs' structure meets the defined objectives, emphasizing developing entrepreneurial skills in the Bachelor and Master programmes. At the Bachelor level, many credit points are attributed to general topics, such as philosophy, history or physical training, that are not directly related to the field of management. These credit points are missing to offer in-depth courses specific to management. Nevertheless, the general topics support personal development. Also, courses like Anti-Crisis Management and Corporate Social Responsibility in the Bachelor Programme and Psychology of Management and Digital Business Transformation in the Master programme reflect the four purposes of higher education of the Council of Europe.

The formal institutional approval process of the study programmes is well-structured. External stakeholders have been integrated into the course development of all Management study programmes. New courses were added to the study programmes based on their feedback and recommendations.

After graduating from the Bachelor or Master programme, students are well equipped to work in various industries, organizational types, departments and on various hierarchical levels in management. However, due to the lack of modules offered in English, they might have difficulties working in global organizations. This difficulty is further amplified since HEI identified poor international mobility of students and teaching staff and an insufficient number of internships abroad as one of their weaknesses in the development plan of the Management study programmes.

The development plan also identifies the following weakness: Low amount of teaching staff who speak a foreign language. This weakness is particularly challenging as the programmes promote that students may study the Management study programmes in Kazakh, Russian, and English.

#### **Management (PhD)**

The PhD programme focuses on developing scientific knowledge and skills, such as scientific methods, while at the same time advancing knowledge in chosen management fields, such as entrepreneurship and leadership. The second, third, and fourth semesters are attributed to

doctoral students' research work and internships, thus supporting the development of independent research experience early in their programme. The doctoral programme structure meets the given objectives for the programme and thus sets a clear research focus compared to the Bachelor and Master programmes. The students need to present their work regularly at national and international conferences. When talking to the doctoral students, it became apparent that they publish their work more in the university and local journals but less in international English-language peer-reviewed research journals. Language courses for scientific English and additional paper development workshops might support students in developing their research further and increasing the chance to publish in international English-language top journals for international visibility and access to the English-speaking scientific community.

The mandatory internship is clearly structured and supported. The students have international supervisors, e.g., from Germany, and they conduct scientific internships in the research facility of their international supervisor. The students develop their teaching skills by teaching courses themselves. They can choose the language of conduct and decide based on their proficiency level or the course content.

### **Economics (Bachelor/Master/PhD)**

#### **Economics (Bachelor)**

The structure of the bachelor study program according to the documents provided by the university (self-documentation including curriculum, module descriptions, information of teaching staff) is generally suitable to achieve the qualification goals. From the expert's point of view, the expert group concludes that the bachelor's degree in economics is well integrated into the strategy of the university. The course objectives and the qualifications of the study program are clearly defined and competencies are in line with the goal of the study program. Bachelor graduates are likely to be employed in the labour market according to their skills.

Keeping in mind that most of the structure and the contents—i.e. general education courses—are essentially determined by the ministry and that courses are entirely offered either in Russian or Kazakh, the study program should be improved by adjusting courses. In particular, more specified and consecutive courses in the field of economics should be included and based on the (international) standard literature of economics. Moreover, a portfolio of elective courses should be offered to the students (independent of their choice within the entrepreneurial module). Some data-related and quantitative methods courses should be offered (at least at the end of the study program) to enable students to do some empirical analysis as part of their bachelor thesis.

The internationality of the study program should be improved. The proportion of originally English-language textbooks and specialist books should be increased continuously and some courses – at least in economics – should be offered in English. According to the conversations

with students, students are very satisfied with the study program. They performed well and their dropout rate is low. Worthwhile to mention is the high motivation of both students and teachers, and the good support of the faculty regarding students concerns.

The bachelor's degree in economics is rated positive and the program complies with the country-specific guidelines and requirements. The objectives and the conception of the courses are conclusive. Bachelor graduates are competent and are likely to be employed in the regional and national labour market according to their skills.

In summary, the following aspects should be improved:

English courses (at least some specialized courses in the field of economics and/or business administration) should be included in the curriculum.

English skills of teachers and students should be improved. The proportion of originally English-language textbooks and specialist books should be increased continuously. Standard literature in economics (such as "International Economics - Theory & Policy" (Krugman/Obstfeld), "Macroeconomics" (Mankiw), "Advanced Macroeconomics" (Romer), should be included in the curriculum.

More subject-specific courses in economics (compulsory and/or elective) should be offered and more consecutive courses (e.g. Macro Economics: Introduction, Intermediate, Advanced) should be offered in the first two years of the study programme.

The portfolio of the compulsory courses should be equally available for both sections of the entrepreneurial module.

The inclusion of a lecture series by managers, stakeholders and/or policy makers should be integrated into the curriculum.

### **Economics (Master)**

The Master's programme is intended to offer a theoretical in-depth study of subject content at a higher scientific level than the Bachelor's programme. From an expert point of view, the study programme only partially enables students to achieve the qualification goals of the modules and the overall goal of the study programme. The lack of consecutive courses in "economics", "econometrics" and "data-related" courses (at an advanced level) is likely to have a negative impact on the students' economic and technical competences - especially when related to comparable international Master's programmes in economics (with a scientific qualification as the main objective). Here, too (as already discussed for the Bachelor's programme and against the background that the programme is offered entirely in Russian or Kazakh), the internationality of the programme should be improved (in this case, however, to a much greater extent



than for the Bachelor's programme) and original English-language textbooks and reference books should be used at least in the economics courses.

Furthermore, course and module descriptions should be revised more carefully (e.g. content of the course "World Integration Processes": use of "student" instead of "undergraduate").

Since the shorter duration of studies in the Master's programme (compared to the Bachelor's programme) leads to a stronger focus on the Master's thesis, the presentation of (pre-)theses by Master's students in the doctoral programme (and vice versa) should be obligatory.

The personal development of students (e.g. ability to work in a team, organisational skills, presentation skills, time management, critical thinking) is well integrated by the study programme and personal key qualifications are sufficiently taught. The requirements of professional practice are also taken into account. The student workload is appropriate and the ability to study is given.

If the described action points were taken into account, the learning level and thus the quality of the study programmes could be improved even further and students could achieve even better labour market qualifications.

In summary, the following aspects should be improved: More advanced level consecutive courses in economics and more econometric and data-related courses should be offered. The portfolio of electives should be expanded to include at least two specialisations in economics and/or econometrics. Master students should compulsorily present presentations of their (preliminary) research to PhD students. Students should be encouraged to participate in (inter)national research conferences.

### **Economics (PhD)**

The priority of the PhD study program in economics is to teach and train students to obtain a scientific doctoral degree judged by the quality and defense of their PhD thesis. Courses in methodology and mathematical modeling are included in the study program and offered in the first semester and are combined by module specialties. Consecutive appointments for their research work (including internships and seminars) are arranged in the curriculum ensuring continuous support and supervision by the faculty. Monitoring by external institutions and researchers should be encouraged. PhD students' (preliminary) research work should be presented at (inter)national conferences and submitted to (leading) peer-reviewed journals. Guest lectures from research institutions/universities should be included in the curriculum.

According to the conversations with PhD-students, students are very satisfied with the doctoral program. Both students and teachers show a high motivation and students perform well regarding submission of their research work to journals.



Keeping in mind that the study program is entirely offered either in Russian or Kazakh, more English course must be included to ensure international comparability. From the expert's point of view, the PhD program is well defined and ensures that students achieve the qualification goals of the study program (i.e. the submission and defense of a scientific doctoral thesis) and doctorates are highly skilled for the labour market or the scientific job market.

PhD students should compulsorily present their presentations of (preliminary) research to Master students.

### **Accounting and Audit (Bachelor/Master)**

The regulatory requirements of the Ministry of Education and Science of the Republic of Kazakhstan, the National Qualifications Framework, professional standards, ESG standards, as well as the needs of the labor market and other stakeholders have been considered for designing and approving study programmes. The list of subjects on offer is constantly being updated based on feedback from employers and students, graduates and other stakeholders. Analysis of the external evaluation of the study programme is carried out on a regular basis, which is confirmed by reviews and expert assessments from employers and partners. A procedure for discussing the study programme can take a favorable view. All interested participants such as students, teaching staff, employers, and representatives of business communities, public associations and organizations as well as graduates actively participate in discussion of modular study programmes in the educational process.

There several stages of educational programs discussion are distinguished: At the level of department: educational and methodological section of the department involving employers, students, academic teaching staff of the department as well as the level of the university: at the Educational and Methodological Council of the university.

In the opinion of the experts, the instruments of study programmes that exist at Turan University enable to demonstrate transparency, accessibility, openness and participation of all interested parties in the implementation of these study programmes.

It should be noted that professional organizations in the field of accounting, audit companies: members of the professional association PJSC Chamber of Auditors of the Republic of Kazakhstan, such as Accounting.kz LLP and POB Accounting take part in working out Accounting and Audit study programmes.

The Bachelor study programme has 12 learning outcomes; the Master programme has 14 learning outcomes. The learning outcomes reflect the qualification level and competencies of the graduate, presented by the qualification model “6V04105 Accounting and Audit”, “7M04108 Accounting and Audit”. This document provides information concerning skills and knowledge

that students shall acquire, graduate's qualifications, the field of activity and professional prospects that the curriculum is intended for.

A plan for the study programme development is compiled for four years with content out of an analysis of the external and internal environment, a SWOT analysis, as well as an action plan for development of the study programmes, indicating responsible persons and deadlines for implementation. The study programmes development plan involves work in several areas, such as monitoring the external and internal environment, advanced training of academic teaching staff, scientific research work, material and technical resources, and analysis of the results of the survey.

Educational and methodological documentation has been developed in full: an academic calendar, curricula, modular educational programs, a catalog of modules, and an educational and methodological complex of the discipline.

### **Accounting and Audit (Bachelor)**

The purpose of the educational programme is training highly qualified specialists who own modern methods and techniques for collecting, processing and presenting information on the financial and economic activities of companies of various organizational and legal forms and sectors of the economy.

In general, the structure and content of the study programme corresponds to the goal and qualification characteristics of the graduate. The competencies correspond to the objectives of the undergraduate level.

It can be noted that the study programme of the Bachelor's degree "Accounting and audit" is clearly modularized and is logically divided into required modules and elective modules.

The curriculum document appropriately displays the basic set of knowledge on Accounting and Audit and contains additional modules that provide an opportunity to deepen in the specialty. So, in the curriculum of the modular study programme presents:

- general mandatory modules that comply with the state standard of the Ministry of Education and Science of the Republic of Kazakhstan for undergraduate studies;
- a general elective module, which presents general educational disciplines;
- compulsory modules in the specialty, which represent the university component;
- modules in the specialty, including the disciplines of the elective component.

In the opinion of the experts, the proposed modules meet the requirements of the labour market, practical orientation and modern trends in the field of Accounting and Audit.

Optional elective disciplines include Introduction to Entrepreneurship, Business Organization, Financial Support for Business, Business Insurance, Legal Support for Business, Legal Regulation of Entrepreneurship, corresponding to the vision of the university as an innovative and entrepreneurial university that trains specialists with entrepreneurial mindset and skills form entrepreneurial module for the Bachelor study programme.

The Bachelor study programme involves traineeship of several types of practices (educational, industrial and pre-graduation internship), with a total volume of 21 ECTS credits. A sufficient number of 12 ECTS credits have been allocated for industrial practice, which are evenly distributed throughout the entire period of study.

There is a sufficient base of practices of companies and organizations of the Republic of Kazakhstan for traineeships.

For the purpose of improvement, the curriculum was introduced amendments during the accreditation period. Thus, the disciplines Practical audit and Accounting in 1C: Accounting introduced clearly show that the curriculum while developing takes into account modern requirements of both digitalization and practice orientation. In experts' opinion, the digital technologies in the curriculum shall be widely used further. According to the catalog of educational modules provided, currently Information and Communication Technologies is a single discipline with instruction in English, exclusive of language disciplines. Some more disciplines in English shall result to grow of internationalization of the study programme and increase external academic mobility. Judging by the materials from the university, the specialized classrooms, software and highly qualified teaching staff are provided for in study programmes, which show a high quality of teaching, proved by the results of a student questionnaire.

However, the analysis of educational literature reveals that there are disciplines that offer literature published more than 10 years ago. For example, the disciplines Reporting of business entities and Financial reporting involves the use of literature published in 2005, 2007 with the reference to the catalog of educational modules.

### **Accounting and Audit (Master)**

The objective of Accounting and Audit Master programme is to training highly qualified, competitive specialists of a new generation in the field of accounting, auditing and analysis. They shall be taught in educational research and practical knowledge in order to carry out research, analytical and practical activities aimed at improving the methodology of accounting, analysis and audit in conditions of uncertainty, at the development of a person who owns a culture of thinking capable of maximize their professional and personal potential in the global and national economy.

This Master programme enables undergraduate students to continue their education and enhance their professional skills in the field of Accounting and Audit.

In general, the structure and content of the study programme corresponds to the goal and learning outcomes. Competences correspond to the objectives of the master's level.

The curriculum of the modular study programme includes:

- mandatory vocation related modules that correspond to the state standard of the Ministry of Education and Science of the Republic of Kazakhstan for the Master's degree;
- vocation related modules, including the disciplines of the elective component.

The expert group considers as positive the continuity of the levels of education, which presence in the Master's programme of profound and advanced courses of disciplines, which basic knowledge and skills obtained in the Bachelor's degree. For example, disciplines Tax accounting and reporting (advanced course), Advanced management accounting, Financial accounting (advanced) have had logical continuation and broaden knowledge of the disciplines offered at the undergraduate level.

The disciplines History and Philosophy of Science, Technology of Master's Research, Methods of Economic Research, the research work of the undergraduate are designed to acquiring the skills of conducting scientific research projects.

However, the expert group believes that this competence could have risen by the use of software enabling to process large amounts of data, such as Excel, SPSS, etc.

The curriculum includes a certified course, which undoubtedly, can be seen as a competitive advantage for this programme. However, this certification course is focused on the professional activities of financiers, although interest of students studying in this programme are not excluded. If the certified course were closer to the professional activities of an accountant or auditor, this Master programme would have sound competitive.

An analysis of availability of educational and methodological literature has revealed that students are provided with relevant sources in full.

### **Marketing (Bachelor/Master)**

The degrees are consistent with the programme content and titles. The university's proclaimed approach to modern marketing can be confirmed. The study programmes include specialised disciplines with a focus on marketing analytics and digital marketing. In this context, students experience a solid education and acquire basic practical as well as analytical skills to make confident marketing decisions. Graduates are therefore able to analyse product markets and derive marketing strategies for them. The practical part of the study programmes is sufficient.

The professional perspective of domestic and foreign company representatives, who are regularly integrated into the teaching, provide up-to-date insights into the labour market. The sub-area of marketing research and consulting is trained just as well, and students can practise their skills, e.g. by preparing obligatory business plans. In the module "Project Management", students are confronted with a real problem of a company and can demonstrate their problem-solving skills here.

The Bachelor's programme imparts basic important marketing knowledge and is a good prerequisite for deepening the acquired knowledge in the Master's programme. The students' involvement in research work can be described as very good. In both study programmes, students acquire elementary key competences to be able to act successfully as marketing specialists on the labour market. The focus of the university education is on the market structure of Kazakhstan, the EAEU and Central Asia. The languages of teaching of the marketing studies programmes are therefore in Kazakh and Russian. In order to advance the internationalisation strategy, English courses should therefore also be offered and the language of teaching should be extended to English. More emphasis is needed so for courses taught in English to increase internationalisation in teaching and research. Therefore more teaching staff using English textbooks and international papers who are giving lectures in English is needed. Also publication strategies and successful publications in international top journals in English should play a larger role in recruitment processes. This would lead to more English proficiency in research and teaching.

The equipment is at a good standard and offers good study conditions for the students. The students get intensive support by their teachers and administrative staff. The technical equipment is on a good level and offers many opportunities for the students. The university can offer online teaching support due to their good technical standards in equipment and support.

The marketing programs use various teaching forms. Due to COVID restrictions, synchronous and asynchronous teaching methods were established. The university is planning to continue a mix of teaching methods even though teaching on campus will become possible again. The marketing program offers traditional lectures as well as case analyses and group work. The teaching staff can decide which teaching methods seems to be the appropriate one for their course. Students are informed by the teaching staff.

Feedback to courses can be given via online questionnaires after the lectures. Discussions about the results of the evaluation is in the responsibility of the teaching staff. As results are not always available during the courses, a shift in the evaluation time could be taken into account.

In many courses, students have to pass one to two mid-term exams as well as a final exam. Mid-term exams can take place as e.g., a written examination, a presentation or an essay. Final exams are usually in a written form. Teaching staff has the freedom to decide which method is appropriate to achieve the learning goals of the course. All regulations are communicated to the students at the beginning of a course.

For all courses the same examination structure is given in the module catalogs (mid-term 1, mid-term 2 and exam with the weights 30%, 30% and 40%). Some more variations could fit better to the expected learning outcomes and should be considered.

### **Psychology (Bachelor/Master/PhD)**

#### **Psychology (Bachelor)**

External stakeholders and students are involved in the design of the Bachelor study programme in Psychology. In the 2020-2021 academic year, the content of study programme was updated according to the recommendations of stakeholders: Psychological support of inclusive education and Psychotechnology for the development of stress resistance and productivity were added. Every year the Department organizes meetings with employers to discuss the structure and content of the elective component of the study programmes. The representatives of the professional Association of Psychologists of Kazakhstan and other subjects of practical psychology introduce their additions and changes taking into account the needs of the market and after studying and discussing the catalogue. Thus, for example, following the recommendations of employers, the study programme now includes the following disciplines: Diagnosis and correction of autism spectrum disorders and Group and individual psychotherapy. The adjustment of the elective component is determined by the needs and demands of students and employers, the following disciplines have been added to the Master programme: Existential psychotherapy and Selection of staff. According to the recommendations of stakeholders the discipline of Psychological and pedagogical support for the development of the student's personality was added.

Bachelor study programme sufficiently reflects the four purposes of higher education of the Council of Europe. It is designed and conducted according to the national standards. The strength of the Bachelor study programme is practical orientation, which is supported by the teaching staff practical experience, collaboration with psychological centers and laboratory at the department of Psychology. The weakness of the study programme is absence of English as a language of instruction.

It is recommended to exclude the notion 'Medicopsychology' in official study programme documents and use only 'Medical psychology' as a notion of more psychological nature while 'Medicopsychology' is more typical for medical literature.

With regard to the mission of Turan University, it is recommended to develop organizational psychology as a specialization along with existing specializations for Bachelor students, so that graduates would be able to be employed in HR positions in private and state companies being more equipped.

Huge amount of literature on practical psychology along with practical psychological tools exists in world literature. To have access to these resources English language competence is of crucial significance for teachers. It is recommended to improve language skills and present study programme in English, as well.

### **Psychology (Master)**

The study programmes sufficiently reflect the four purposes of higher education of the Council of Europe. They are designed and conducted according to the national standards. The strength of the study programmes is practical orientation, which is supported by the teaching staff practical experience, collaboration with psychological centers and laboratory at the department of Psychology. The strength of study programme is practical orientation supported by teachers' practical experience, collaboration with centers of practical psychology, laboratory at the department. The weakness of study programmes is absence of English as a language of instruction. It is therefore recommended to further improve English language skills of teachers and students. Another recommendation is to further support inclusion of newest research outcomes into the teaching objectives.

### **Psychology (PhD)**

The doctoral study programme sufficiently reflects the four purposes of higher education of the Council of Europe. It is designed and conducted according to the national standards. The strength of the PhD study programme is close relation with university mission (about 50% of doctoral thesis themes cover business, entrepreneurship and social-economic aspects of psychology (#416.28.12.2020), which fits university mission and research strategy).

The PhD programme (Psychology) should be more updated in terms of English language teaching compared to the Bachelor's and Master's programmes. It is therefore recommended to improve the university's support in providing opportunities for students and teachers: By this is meant improving the mastery of academic English, access to global databases in the field of psychology, and encouraging membership of international psychological associations such as the British Psychological Society and the American Psychological Association.

In summary, there should be access to worldwide databases in the field of psychology for all study programmes. There should be promotion of membership in international psychological associations such as the British Psychological Society and the American Psychological Association too.



**International Law (Bachelor)**

The International Law study programme is a modular study programme implemented in accordance with the state educational standard of higher professional education. The advantages of the International Law study programme are international cooperation in the field of training with leading foreign universities: Nizhny Novgorod State University named after N.I. Lobachevsky (Russia), Grodno State University named after I. Kupala (Belarus); the presence of a double-degree programme in the International Law of Businessperson study programme with Nizhny Novgorod State University named after N.I. Lobachevsky; the presence of a joint Legal Regulation of Foreign Economic Activity study programme with Grodno State University named after I. Kupala. The purpose is to train highly qualified international lawyers with knowledge of two foreign languages. In order to expand and deepen professional knowledge, new elective modules were developed: International Humanitarian Law, International Air Law, International Trade Law, Land Law of the Republic of Kazakhstan and Foreign Countries, etc.

The study programme is developed in accordance with scientific, theoretical and practice-oriented requirements for professional and social competencies. The development and management of educational institutions are carried out on the basis of the State Educational Standard of the Republic of Kazakhstan (Basic Provisions), Dublin Descriptors, Rules for the organization of the educational process on credit technology of studies. All relevant subjects of the university are involved in the development of the study programmes: teaching staff, departments, faculties, offices, employers, etc. The implementation mechanisms are open and transparent, decision-making is collegiate. The scientific level and goals of the study programmes meet the established requirements, are consistent with the mission of the university and meet the needs of potential consumers.

The need to change the content of the study programmes is determined by the departments based on the analysis of changes in state standards applicable to the study programmes, the results of a survey/questionnaire of employers; the results of a survey of students as to satisfaction with acquired competencies, the results of final assessment, and demanded competencies in the labor market.

The expert group received evidence that employers are involved in the formation of the study programmes: proposals are made for the introduction of new practice-oriented elective modules, the content of training courses is supplemented, facts of the participation of employers-practitioners in the teaching of individual courses and modules.

The list of new elective modules introduced into the content of the study programmes is given in the Management of the study programme standard. The processes of development, approval, introduction and implementation of the study programmes are regulated by internal documents (<https://lib.turan-edu.kz/ru/>).



Study programmes undergoing accreditation regulate the goals, expected results, content, conditions and technologies for the implementation of the educational process, assessment of the quality of graduate training in specific areas of training. The goals of the study programmes are consistent with the mission of the University, the National Qualification System, and, in general, meet the needs of potential consumers, provide opportunities for international exchange of students and correspond to the current state of science.

According to the Jurisprudence and International Law study programme, the department, together with employers, annually carries out procedures for coordinating and approving educational directions for the choice of students taking into account the requirements of employers and the needs of the region, as well as the wishes of students.

The members of the expert commission have been provided with a model of graduates of accredited educational institutions describing learning outcomes and personal qualities ([https://turan.edu.kz/ru/obuchayushimsya/uchebniy\\_process/](https://turan.edu.kz/ru/obuchayushimsya/uchebniy_process/)).

The process of planning, organizing and monitoring the internship of students is regulated by the Regulations on the passage of professional internship and schedules of the types of internships for different levels and forms of training ([https://turan.edu.kz/ru/obuchayushimsya/uchebniy\\_process/bakalavriat/practice/](https://turan.edu.kz/ru/obuchayushimsya/uchebniy_process/bakalavriat/practice/); [https://turan.edu.kz/ru/obuchayushimsya/uchebniy\\_process/magistratura/praktika/](https://turan.edu.kz/ru/obuchayushimsya/uchebniy_process/magistratura/praktika/)).

The planning of internships is carried out based on working curricula of specialties, methodological guidelines, internship programmes, and with regard to results of previous internships. The internship programmes have been developed for each course. Each programme contains goals and objectives, content of each type of internship, general provisions on internship planning, requirements for interns, duties of the head of internship from the department, duties of the head of internship from the organization, types and duration of internship, requirements for preparation of the internship report.

The bases of professional internship include such institutions as district departments of internal affairs, courts, commercial and non-profit organizations, international law companies (Raymbek&partners, Center for Mediation and Peacemaking Alternative LLP, Bado Legal Advisors, DEV EXPO GROUP LLP, Ansagan Petroleum JSC, Henkel Central Asia & Caucasus LLP, Ada Oil LLP, Global cars LLP, NefteKhimExport LLP, Asia Invest plus LLP, and others).

The labour intensity of the study programmes is clearly defined in Kazakhstan credits and ECTS. Information support and control over the compilation of students' individual education plans are carried out by advisors from the departments. At the present stage, the teaching of specialists in the field of legal services is becoming practice-oriented. Graduates who have

completed training in study programmes should be well-balanced and widely educated specialists capable of independently and responsibly navigating the international and domestic sphere of legal services, actively applying their knowledge in the field of human rights protection, providing highly qualified legal assistance, drafting legal documents of various kinds, using knowledge in law enforcement and law enforcement activities in the Republic of Kazakhstan and abroad.

With regard to the legal programmes, one must consider that the content is to a certain extent regulated by state authorities, reducing the leeway for the university to develop totally individual programmes. However, as told by the responsible programme managers in the online assessment, in the past there were 30 mandatory courses which were later reduced to 6 courses. This gave Turan University the freedom to take the labour market into account when designing the legal programmes.

What is still missing is a Master course in International Law. Currently, two degree partner programmes with a university in Russia exist but this is considered a temporarily solution. The review panel received a very good impression of the study programme and its stringent study concept.

Based on the advice of professional assessment in the English language component, the modules “International contract law”, “Competition law and merger” (Goldberg& Gilmore Law Firm), were improved.

During the online session, the level of provision of the modules at the department, together with educational and methodological materials, were put under scrutiny. In order to determine the relevance of content in the educational materials of study programmes, teaching kits of the departments, in particular, lecturers, were reviewed:

In the course of the review, it was found that the modules of the programmes to be accredited are equipped with teaching kits, which are summarised in teaching materials. However, the content analysis of the teaching materials showed that the form of the teaching materials introduced at the HEI also has some disadvantages that could affect the quality of the provision of pedagogical and methodological materials to the students. In particular, there is no general rule for the content structure of the teaching materials, so most of the teaching materials do not contain a general list of recommended reading for students in the subject area. The absence of these structural elements in the teaching materials may prevent objective assessment of students' knowledge and could be reconsidered.

The policy to ensure the quality of teaching in accredited educational institutions is supported to a certain extent by the academic activity of the teaching staff. Within the framework of the

teaching modules accredited by the faculty members of the departments, the teachers publish in various professional journals and collections of materials from international conferences.

The planning of the educational process is represented by a number of interconnected documents (curricula, modular educational programmes, catalogues of educational modules, individual curricula of students) and a number of different types of educational and methodological documentation. In order to implement a study programme, the corresponding catalogues of educational modules are developed, which contain descriptions of the selective sub-modules, indicating a brief content and pre- and post-conditions.

### **Jurisprudence (Bachelor/Master/PhD)**

The Jurisprudence and International Law Department has a system for monitoring the implementation of development plans of study programmes undergoing accreditation, analysis of the results of external periodic evaluation of Jurisprudence and International Law study programmes. The results of the discussion on the implementation of the university development plans are then considered at the university Educational and Methodological Council Meeting (Minutes: No. 4 dated October 11, 2021, and No. 5 dated October 25, 2021).

The university monitors employers' satisfaction with university graduates. The department has employer reviews containing external assessments of accredited educational programs at each level and recommendations for improving their content, in particular, on the inclusion of relevant elective courses.

The use of distance learning technology was declared as an innovative teaching method. The form of control and the deadlines for delivery of student's individual work is regulated by the schedule for the implementation and delivery of tasks for the student's individual work contained in the structure of the teaching materials. The experts found that the necessary educational and methodological materials for accredited study programmes undergoing accreditation are available, but they require partial updating, since the educational and research capabilities of the study programmes are not cleared up (the university should improve the form of teaching materials).

Based on the considered documents for, it was established that the directions of scientific research had been formulated clearly enough and remained under development.

Online interviews with Master students and teachers of study programmes undergoing accreditation, as well as the study of submitted documentation, indicated that methodological guidelines and requirements for the implementation and design of Master theses (content, schedule, scope of scientific work, etc.) were present and available. In order to identify the degree of information cited in Master thesis without referencing to the original source, the university applies the antiplagiarism system.

The management of the study programmes presented measures to ensure the revision of their content and structure, taking into account changes in the labor market, requirements of employers, and social demands. However, the procedure for informing stakeholders about any planned or undertaken actions in relation to the study programmes could be more effective.

Considering modern professional requirements, the needs of the labor market and the proposals of employers, the content of the study programmes is revised, from time to time, but the university should do this process more regularly. The conditions for the organization and conduct of professional internship have been demonstrated, but the professional internship programmes do could develop criteria for assessing competencies of students.

Analysis of the list of internship bases for study programmes undergoing accreditation and contracts concluded with them showed that all organizations are suitable for use as internship bases for study programmes, since they have their own specifics.

The study programmes are peculiar for the directions of training leading to practice-oriented, in-depth study of procedural activity in all the variety of legal relations and in the field of legal psychology.

The expert commission received evidence that the structure and logic of work curricula comply with the established state standards and that employers participate in the formation of study programmes. The organization of student's individual work is covered in the teaching materials (syllabi of modules, methodological guidelines for the study of modules and the performance of tasks under students' individual work) that are available to students and teaching staff in AIS Platonus. At the same time, the stated competence-based approach to training in study programmes undergoing accreditation is not fully implemented, since the assessment of students' academic achievements in modules is carried out without defining evaluation criteria.

The internship programmes also do not establish a connection between the content (tasks for practice) of professional internship with competencies as learning outcomes and criteria for assessing their formation, including with employers. The internship programmes contain tasks in their most general form, which is not enough to provide for various types of activities in order to form competencies. This could be improved.

The university ensures that the procedures for assessing the students' level of knowledge are in line with the planned learning achievements and the objectives of the study programme according to certain criteria and assessment methods. This process is regulated in the university's internal documents.

The following valid and appropriate forms are used to organise the ongoing control of students' knowledge of the study programmes: a) oral hearing colloquium, a form of control carried out after the completion of part of the module content, i.e. one or more topics (sections) of the

module, in the form of answers to questions, situation discussions, etc. b) written control (module test or laboratory work), a form of control that involves working on questions, solving problems, analysing situations and performing practical tasks on individual topics (sections) of the module; c) a combined quiz, a form of control that involves simultaneous application of oral and written forms of knowledge assessment on one or more topics; d) homework defence and presentation to generalise studied materials and present them publicly, as well as to determine the logical connection between topics of the module. Furthermore, there are discussions, training sessions or round tables. These allow for the demonstration of independent thinking skills and the ability to make decisions. Tests are also used, where a series of tasks of a certain form (open, closed, combined) are given to the students, allowing an objective and qualitative assessment of the students' academic performance. For transparency reasons, it is therefore advised that the criteria and methods for assessing planned learning outcomes are regularly published on the university's website. Any problems regarding student admission etc. were reported for the legal courses in Jurisprudence and International Law. In Jurisprudence, a relatively high number of grants was provided. The results of the legal courses were in line with the average results of all courses. Students and alumni reported that they enjoyed the programmes, especially the teaching methods were appreciated. Students reflected that it was easy finding a job after graduation. Job fairs provided by the university and intensive contacts to companies were also appreciated.

For all study programmes, no specific problems regarding information management were reported.

The mechanism of involving employers in the design, revision and review of curricula and programmes, as well as financial relations with internship supervisors at internship sites are not regulated by local laws/regulatory documents of the university.

In summary the expert group give the following development hints:

There should be an expansion of the list of internship places and the conclusion of contracts for professional internships and other internships of students, taking into account the specifics of the study programmes.

The development of criteria for the assessment of students' competences in the context of professional internships should be advanced.

Cooperation with foreign educational organisations in the development and implementation of joint educational programmes should be intensified.

There should be harmonisation of the content of study programmes with similar educational institutions of leading foreign educational organisations.

It is recommended to give employers a better opportunity to participate in the development, content revision and review of study programmes accredited on the university's website.

Teaching materials form, including updating the lists of references in the educational and methodological documentation should be improved.

With regard to the further development of the study programmes, the introduction of dual education is recommended.

Furthermore, the development a system of double-degree education should be considered. The results of studying the documentation and online interviewing showed that the implementation of joint/double-degree education is poorly conducted. So far, it is being implemented only at the Master programme.

### **International Relations (Bachelor/Master)**

The International Relations BA study programme as well as the International Relations MA study programme (in both variants) have clearly defined goals that are also clearly reflected in the respective curricula. Generally, the content of the curricula reflects all relevant areas of studies in International Relations.

The qualification resulting from the programmes (BA as well as MA) is clearly specified, profiles of alumni are developed plausibly based on the content of the respective curricula. The expected student workload is transparent and plausible. It would make sense to offer even more guest lectures from professional practice for students. With approximately 45 partnership agreements with foreign universities, good exchange opportunities for students is provided. Every year, about 5-10 students of the International Relations (BA) programme take advantage of the opportunity to study at a partner university. Different types of internships are part of the study programmes and contribute to a programme design that clearly links content to practice in relevant professional areas. The process of revising the curricula was presented transparently. External stakeholders are also involved in curriculum development.

The strengths of both programmes are the very good focus on languages (English, Russian, Kazakh, Chinese, Turkish) as well as the meaningful focus on applied aspects of diplomacy and a clear orientation towards professional standards in diplomacy.

In general, the content of the curriculum reflects all major areas of study in International Relations. The convincing regional focus on Central Asia (including the establishment of the two centres of Kazakh-Turkish friendship and Kazakh-Chinese friendship as well as the inclusion of region-specific content in several modules) is very welcome.

The module descriptions of the study programmes are easily accessible on the TURAN University website.

However, the qualifications of the English language skills of the teachers involved in the implementation of the English modules should always be improved through further training opportunities.

### **International Relations (Bachelor)**

In the BA study programme, there is a strong focus on applied aspects of diplomacy and a clear orientation towards professional standards in diplomacy. The regional focus on Central Asia is plausible and convincing and is also reflected in the institutionalization of the two centres of Kazakh-Turkish Friendship and of Kazakh-Chinese Friendship. Region-specific content is also included in several modules. The modules that are strongly focused on the subject area of 'entrepreneurship' could be linked even more closely to the content of the degree programme. However, the curriculum of all International Relations programmes (BA and MA) is highly fragmented, with a large variety of different module sizes. The size of modules varies between 1 ECTS and 6 ECTS. This may lead to a very high number of examinations for students and a lack of interdisciplinary approaches especially within the smaller modules. It would be of benefit for the respective study programmes to more clearly and transparently communicate the rationale behind this fragmented structure of the curriculum.

## **2.3 Conclusion**

The criterion is **fulfilled**.

## **3 ESG Standard 1.3: Student-centred learning, teaching, and assessment**

**Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach**

### **3.1 Implementation**

Turan University makes no distinction of students based on their protected characteristics unless it is a case of positive discrimination and certain accommodations are necessary to provide equal opportunities and foster inclusive education, e.g. due to special educational needs or requirement of a barrier-free access to premises. For those wanting to deepen their studies or falling behind, there is an optional summer semester.

Within the framework of Academic Policy and internal regulations, arrangements for flexible learning pathways are possible based on modular curricula, blended learning, choice of form, and language of the final examination. When making studies-related decisions, students are supported by appointed advisors, and all of the relevant information is available to them online. Processes of academic mobility and academic achievements recognition are established, with



the list of partner institutions being gradually expanded. Extracurricular activities are supported on all levels, with clubs functioning and funding provided to promising startups and business incubator projects.

Applied teaching methods and technologies vary based on subject and unit content. Lectures, creative tasks, work in small groups, collaborative learning, brainstorming, business games, role-playing, case studies, master classes, discussions, etc. The teaching staff is encouraged to carry out research and implement findings in their classes. Student research, publication, and participation in conferences and academic competitions are regarded as vital for the development of their professional competencies. The quality of teaching is maintained via the efforts of teaching and methodological sections of the departments and the Quality Assurance Committee of Turan University. The syllabi are reviewed and approved both internally and externally.

Students can communicate with teaching staff during office hours and via electronic means. Feedback on the level of student satisfaction is gathered systematically through regular questionnaires, often online. Interaction and personalised approach are the guiding principles of the work of staff with students. The latter also have the option of contacting heads of departments, deans, and the rector via the rector's blog, social networks, etc.

To implement a democratic approach in interactions between students, employees, and administration of the university, Academic policy, Code of Corporate Ethics, Code of the Student of Turan University have been adopted, a Disciplinary Council as well as rules on strengthening academic honesty, detection, and prevention of scientific plagiarism have been established. Students are represented in the collegiate bodies, and it is regarded as an important indicator of openness, transparency, trust, and respect for their rights and freedoms. Students are encouraged to voice their opinions.

The evaluation is carried out in various forms depending on what is deemed appropriate for a specific discipline. Assessment is carried out throughout the semester, during midterms, end-of-semester exams, and finals. The evaluation process sometimes includes external examiners and reviewers. Information on requirements and criteria is transparent, reflected in the syllabi, and available in advance. Assessment results and the current academic standing of students are accessible to them online. In some cases, consideration of mitigating circumstances is made. Remote learning mode provides proctoring as part of the academic integrity of teaching staff and students. An Appeals Commission is set up to ensure that requirements are uniform and disputes are resolved.

Monitoring of students' satisfaction with the professional internship is carried out by means of a questionnaire, based on which changes and additions are made to the Regulations on the

organization and conduct of professional internship. The departments and the Center for Career Development and Leadership (<https://turan-edu.kz/career/>) organize and conduct professional internships. The satisfaction of employers with the level of training of students is assessed through questionnaires, interviews, meetings, feedback from employers based on the results of internship (Minutes of the Meeting of the Educational and Methodological Council of the Humanities and Law Department No. 15 dated May 3, 2021).

Institutional employers engage students of the 2-3 year for internship, participation in competitions and projects, which contributes to the acquisition by students of not only practical and professional skills, but also the ability to work in a team, make decisions. The information obtained as a result of a survey of employers makes it possible to form a more complete picture of the employment and personnel situation of organizations in the labor market. The results of the survey are analyzed and brought to the attention of the university management in order to work on elimination of shortcomings and improvement of the quality of education (for example, Minutes of the Meeting of Jurisprudence and International Law Department No. 1 dated August 25, 2021).

Meetings with the management of the study programmes are held annually to discuss students' satisfaction with the educational process and to make appropriate decisions. The Rector's blog ([https://turan-edu.kz/rector's blog/](https://turan-edu.kz/rector's%20blog/)) has been opened on the university website making it possible for any student to raise issues of interest and receive feedback thereto.

The monitoring of students' progress pursuant to the educational direction begins with the monitoring of learning achievements. The university is guided by the Rules of credit technology of education, which requires the following mandatory types of control in the learning process: current control, midterm control 1 and 2, intermediate assessment (final control), final assessment (passing a comprehensive exam, writing and defending a thesis). The achievements of students are regularly discussed at faculty meetings based on the information provided by advisors, then the results are submitted for a discussion at the meetings of the university's Educational and Methodological Council (Minutes No. 14 dated April 19, 2021).

The monitoring of progress in the study programmes is carried out through the students' implementation of the individual education plan. The registrar's office keeps records of the results of students' educational achievements in the context of all types of control (midterm control, intermediate assessment, final assessment in the form of defence of the graduation paper/project).

The university uses such databases as the AIS Platonus, ASU Turan, Canvas systems, which provide accounting and registration of educational achievements of students, registration for the elective modules, and the use of educational materials in modules. The points received by

the student based on the results of each type of control (current, midterm, intermediate and final assessment) are reflected, collected and accumulated in the AIS Platonus database, which allows retrieval of information for any period of student's studies in terms of periods of study, modules studied and the number of allocated credits, learning achievement (grades), and GPA. Students who do not agree with the scores of an exam have the right to address the appeal commission, which, by order of the rector of the university, is formed from among teachers whose qualifications correspond to the specifics of a module (Academic policy of the university - [https://turan-edu.kz/wp-content/uploads/2017/12/acad\\_pol\\_turan-1.pdf](https://turan-edu.kz/wp-content/uploads/2017/12/acad_pol_turan-1.pdf)).

The system for assessing the knowledge of students on credit technology is based on a point-rating system and provides for the separation of the learning process from the process of assessing knowledge. The knowledge rating system makes it possible to implement mechanisms for ensuring quality and evaluating learning achievements, to intensify the educational work of students who have incentives to manage their academic performance.

### **3.2 Assessment**

The university provides equal opportunities for students at all levels, regardless of gender, race and religion. To this end, the university provides opportunities for building a flexible individual learning path for each student, choosing the language of instruction, implementing academic mobility and a double degree.

The university provides all students with access to corporate e-mail, educational platforms, library funds, electronic databases, software, which contributes to an effective learning process and personal development of students.

The desire of the university to develop a system of democratic relations between students, staff, and administration finds reflection in such documents as the Academic Policy of the university, the Code of Corporate Ethics, the University Student Code, rules for populating academic honesty, etc.

Implementation of a study programme is based on the interaction of the teacher and the student, with individual approach to everyone focusing on personal capabilities and personalities, social status, taking into account analysis findings from training and monitoring carried out by an adviser.

An adviser takes charge of all categories of students and represents a nominee appointed from academic teaching staff of the graduating department. An adviser mentors around 50 students assigned, carrying out advisory and educational work with students.

With the help of advice from an adviser, a student builds an individual educational trajectory. If necessary, the student has the opportunity to correct it.

In the course of learning process, various innovative forms and technologies, such as a problem lecture, a multimedia lecture, role-playing and business games, case studies, master classes are exercised in addition to traditional forms of teaching. These forms and methods are tested in open classes, educational and methodological seminars and classes for academic teaching staff.

The university has developed student's knowledge evaluation tool, which includes various forms of supervision and certification - current and boundary supervision, intermediate and final certification.

The transparency of the knowledge assessment procedure is ensured by the placement of current grades in the journal on the educational portal, the presence of representatives of the Department of Academic Affairs, the Department of Master and Doctoral Studies at the exams.

Applied methods and evaluation criteria find reflection in syllabi and are published in advance. Thus, students have a clear understanding of the assessment criteria and their content.

In order to ensure compliance with uniform requirements and to resolve disputes during examinations, there is an appeals procedure.

The student has the opportunity to take additional disciplines or close academic debt, taking opportunity of a summer semester.

Annually, online students' questionnaires take place upon various areas: teacher through the eyes of students, whether students satisfied the study programmes, whether the student satisfied the quality of educational services, degree of satisfaction of participants in the educational process with socio-cultural conditions for students.

The Centre for Career and Leadership operates at the university, promoting the organization of professional practice, development of career and leadership skills of students and employment of graduates as well.

Students take an active part in the work of collegiate university governing board as well as in the further development of curricula. For example, students can submit proposals for improving the educational process at the faculty and department meetings. There are procedures for responding to complaints and work based on comments.

Various pedagogical, psychological, didactic tools and methods are used. Interactive teaching methods encourage students to take an active role in the learning process. A variety of types of lectures are used in the study of disciplines, such as problem lecture, multimedia lecture, lectures with planned errors, and lecture-discussion. Different approaches, methods, technologies, techniques and types of practical exercises are applied: creative tasks, work in small groups, collaborative learning, role and business games, case stage, master classes, situation

analysis, and discussions. The following active and innovative teaching methods have been introduced: a method of analyzing specific situations, a method of discussion, a lecture-talk, a lecture-visualization, a brainstorming session, and a project method. The following methods are planned: problem and game technologies, technologies of collective and group activity, simulation methods of active learning, creative learning, workshops, and lecture-press-conferences.

Students are assigned a certain load for an independent work. The types of such work include mandatory elements (preparation for all types of classes, independent study of individual topics of the programme, preparation for control events), which provide for the performance of various tasks (essays, presentation reports, scientific reports, creating videos, etc.), the list of which is determined by the tasks and content of the discipline.

To assess the educational achievements of students, the following types and forms of assessment are provided: current control, midterm control, and final control. The level of the intra-university system for assessing the quality of students training is determined based on the system of internal monitoring of the quality of students' knowledge (internal control). This is based on the system of rating assessment of students' knowledge in the context of two midterm controls within the semester and the final semester exam, reflected in the examination sheets. The forms of control of knowledge of students are established and approved at the beginning of the academic year. For the organization of examination sessions, the teaching staff develop examination tasks, tests, or written assignments, which are approved at a meeting of the department.

The assessment of learning outcomes is carried out in accordance with the Dublin Descriptors, which describe five main results: knowledge and understanding, application of knowledge and understanding, formation of judgments, communication skills, learning skills or learning ability, which fully reflect the organization of student-centered learning.

The student has the right to appeal the results of intermediate and final control. In case of disagreement with the result of the final control, the student submits an appeal as well. An application for an appeal is submitted to the name of the dean of the faculty on the day of the exam or the announcement of the grade in the academic discipline. The application must state the specific reason for the appeal. The applicant submits students' applications for appeal personally. In the course of consideration of the appeal, only the correctness of the assessment of the results of passing the exam is checked.

Teachers take use of a variety of pedagogical methods. Students are also actively involved in this process and their needs are taken into consideration. The methods of learning and teaching are clearly tailored towards achieving the defined learning outcomes. During the pandemic

situation, the faculty has rapidly adjusted to the new circumstances and to the online learning. The university management has also offered a support to the teaching staff in the development of new teaching technologies considering the pandemic situation.

The use and development of innovative teaching technologies of teaching staff is monitored through the programme Rating of teaching staff, departments, faculties, and in the future by visiting classes by independent experts. For students at the university, an open access is provided, where information about the activities of the university and for applicants is posted.

Master and PhD students seem to be actively involved in the research and laboratory work of the teaching staff.

Assessment methods are clearly communicated to the students in advance. The examination methods are mostly written and oral exams, which is also typical for the country. Assessment methods seem to be appropriate but could be more varied. Students receive continuous support from the teachers in preparing for exams. Regulations concerning the examinations are transparent.

All documents relevant to the study programme (curricula, catalogues of elective disciplines, learning and teaching support kits of disciplines, syllabi) are available on the university information system. The information is available to students and to the teaching staff. Each participant has a personal account with a login and password for authorization.

All information on study programmes is complete and transparent. Interactive teaching methods encourage students to take an active role in the learning process. The study programmes provide a variety of synchronous and asynchronous teaching methods, ranging from traditional lectures to discussion rounds, case analyses, business simulations and collaborative learning. Blended learning formats are also applied in these study programmes, and the teachers have the freedom to design and choose the teaching and learning methods.

Students receive annual online questionnaires to evaluate their courses and the overall learning experience. Discussing the feedback of those surveys with the students might be an additional valuable tool in the student-centered quality process. Students can use office hours and various means of electronic communication to place complaints or suggestions for improvement, e. g., 'box of ideas' or email. Similarly, when placing an appeal concerning their assessment, students have various outlets at their hands, e. g., directly contacting the rector on the website. Also: The application for appeal is submitted to the Chairman of the Appeal Commission within one day after the announcement of the results of the exam. Students were very satisfied with the level of support and emphasized the excellent care and accessibility of the teaching staff.

The students are assessed using various methods, e.g., written and oral exams, presentations, written assignments. The assessment matches the intended learning outcomes. The assessment procedure and regulations are clear to the students and are published at the beginning of each course.

The doctoral students feel well supported and highlight the accessibility of their supervisors. They attributed the given support to the successful completion of the programme, and they were very proud of the publications that they have achieved in such a short amount of time. Paper development workshops and English courses might be beneficial to advance their research further and facilitate participation in the international English-speaking scientific community.

The quality control of the preparation of undergraduates is carried out throughout the entire period of study and consists of various control activities: current and midterm control, semester intermediate certification of undergraduates, exams, activities of the final state certification (state examinations, defence of a Master thesis). Various forms of monitoring the progress of students are determined: oral questioning, written control, combined control, presentation of homework, discussions, trainings, round tables, case studies, tests, etc. The account of the results of the current control of progress is carried out by the teacher in accordance with the syllabus as students complete and pass certain types of classes. In order to increase the motivation of students to study at the university, there is a point-rating system for assessing their progress. Prior to midterm control, the undergraduate must gain a certain number of points for participating in lectures and seminars, completing self-study assignments, attendance, etc.

Professional practice is organized at enterprises of the industrial and financial-banking spheres, state organizations and structures, companies and firms of various forms of ownership. There are contracts for the internship of students, concluded with companies of the financial sector of the economy and enterprises of the real sector.

The university provides equal opportunities for students in all fields of study and at all levels (Bachelor, Master, PhD) regardless of gender, nationality, race, religion and social status, language and form of instruction; as well as taking into account the special educational needs and individual possibilities for forming an individual educational programme aimed at developing professional competence and cognitive activity of the student.

It should be noted that the university implements the institute of advising, develops procedures and regulations in effective manner. Thus, the university has introduced the Regulations on the adviser. The Board of advisers functions at the faculties, which, together with deans, deputy deans, and heads of departments carry out supervision of advisers activities and arrange



assistance in solving current issues. Advisors provide consultation for students concerning choice of a learning path and creation of an individual curriculum.

For the entire period of study at the university, each student receives a student identification card, and university electronic access system recognizes such card as a part of its internal security system.

Teachers have academic freedom in choosing the form of current and progress check, as well as the form of interim assessment (exams).

According to the Academic Policy, conduction of current and progress check shall have various forms of tests, examinations, colloquia, abstracts, solving situational problems, etc. An interview with students and teachers has shown up that information regarding current and progress check forms finds reflection in the syllabus for the discipline and brought to the attention of students at the first class.

Within the framework of the student-centered approach to teaching, there is a tool for appeals, exams re-sit, and to repeat courses during the summer semester as well.

The documents and materials provided by the university afford to state that the university has developed an effective knowledge check system.

All documents related to the educational process for student's needs (curricula, catalog of modules, learning and teaching support kits of disciplines, syllabi) are uploaded to the information system of the university. Information is available to students, teachers and employees of departments. Each participant has a personal account with a login and password for authorization.

From the interview of the students, it became clear that in case of controversial or problematic issues, they could contact the advisor or the dean by writing to corporate mail or contact directly. Additionally, there the rector's blog in place as official feedback channels with the university administration. Pursuing student's personal fulfilment, creation of specialists' new generation, teachers actively use teaching methods in the forms of discussions, brainstorming, and case studies.

The university has a wide system of grants, for example, grants of the rector, grants to holders of Altyn belgi and many other types of grants and discounts, including benefits for orphans, disabled person of group I-III and members of multi-child families.

Thus, we can conclude that the university applies the principle of student-centered learning, aimed at the personal growth of the student and ensures equal opportunities for all groups of students.

### 3.3 Conclusion

The criterion is **fulfilled**.

## 4 ESG Standard 1.4: Student admission, progression, recognition, and certification

**Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.**

### 4.1 Implementation

The student admission requirements are determined by the Model Admission Rules for Study in Educational Organisations of the Republic of Kazakhstan and Admission Rules for Studying at Turan University, which are revised annually. This is one of the approaches to maintain transparency and the straightforwardness of the matriculation process.

Turan University outreach initiatives are carried out to inform potential students in a variety of ways, including promotional materials, booklets, exhibitions, competitions, etc. Students have an opportunity to receive state grants, rector’s grants, discounts; otherwise, they pay full tuition fees. Foreign nationals are admitted on a fee-paying basis, with exceptions made within the framework of international agreements.

Prerequisites for Bachelor studies differ for those with secondary school, technical and vocational, post-secondary, and higher education. Upon completing school, pupils take the standardised national test. Admission and scholarship allocation depend on the result of the test. College graduates have to pass internal written exams and sit for an interview. In cases where students have some post-school training, an accelerated study track might be an option. Some programmes require entrance exams of creative nature. Master/PhD studies prerequisites include a completed undergraduate/postgraduate programme and comprehensive testing or entrance examinations.

After enrolling at the university, a Freshman day is held for first-year students. They get acquainted with the university and members of departments at this event. Appointed advisers support and oversee students over the course of their entire studies. Average scores are monitored and discussed at Faculty Council and Educational and Methodological Council. Attendance is compulsory and is subject to monitoring. Once the study programme is completed, students have to pass the final state examination/defend their thesis to receive their diploma and diploma supplement.

Transfer and re-matriculation are regulated by the Academic Policy. The Lisbon convention is intended to facilitate the recognition of qualifications awarded elsewhere. The recognition of previous results of education and qualifications is carried out based on the Standard of State

Service on the Recognition and Nostrification of Certificates of Education. According to Bologna Process, the academic mobility of teaching staff and students supports the integration of the university into the international educational space. Regulations on academic mobility and Formation of the contingent address recalculation of credits into ECTS and vice versa.

In order to provide students with places for various types of internships, the dedicated databases are updated annually by the appropriate departments. It is aimed at creating employment opportunities for graduates.

Recruitment of applicants for all study programmes is carried out on the basis of the Model Rules for Admission to Education in the Educational Organization of the Republic of Kazakhstan developed by the Ministry of Education and Science of the Republic of Kazakhstan and Rules for Admission to Study at the Turan University developed by the university.

In accordance with the Model Rules for Admission to Educational Programs of Higher Education, Turan University sets threshold requirements for applicants, determining the minimum number of scores.

Thus, admission to undergraduate programs, applicants must pass the Unified National Test and gain at least 50 (fifty) scores, including at least 5 (five) scores per the history of Kazakhstan, mathematical literacy, reading literacy for the language of instruction, and at least 5 scores per each profile subject. National Testing Center of the Ministry of Education and Science of the Republic of Kazakhstan arranges and conducts the Unified national testing.

Applicants going to the Master course undergo comprehensive testing, which includes testing in foreign language, a test in major subjects, depending on the chosen programme of study. National Testing Center of the Ministry of Education and Science of the Republic of Kazakhstan conducts comprehensive testing for applicants.

Admission of persons to Master course takes place taking into account the results of complex testing or as for foreign persons pass of entrance exams, who have mastered Bachelor programmes.

Admission of applicants takes place by means of placing a state order and on a tuition fee basis.

Every year, the university carries out work on informational support about the university, admission rules and study programmes among potential applicants. As part of the campaign of admission to attract gifted students such activities as annual competitions for the best scientific work are carried out, Turan Junior for schoolchildren and Turan Umiti for college student.

The university has a system of internal educational grants and discounts for various categories of applicants, including benefits for orphans, disabled person of group I-III, and members of multi-child families.

Formation of the student body takes place by means of admission to study at all levels, including transfer and readmission.

During the entire period of study, the university provides the student and other interested parties with information about the level of knowledge and capabilities, the level of understanding of study materials and the scope of practical skills acquired.

Knowledge, skills, capabilities and competencies of students in all types of check (current check, interim assessment, and end-of-course assessment) are evaluated on a 100-score scale. A grade-rating letter system is used at the university in order to assess the educational achievements of students with the transfer into the traditional grade scale.

## **4.2 Assessment**

The recruitment of applicants for Bachelor, Master, and PhD study programmes is carried out on the basis of the Model Admission Rules for Study in Educational Organization of Kazakhstan and Admission Rules for Study at Turan University, which are revised annually.

The admission of persons entering Turan University to undertake the study programmes of higher education is effected through the allocation of an educational grant for higher education from the national budget or the local budget, as well as tuition fees from the students' own resources and from other sources. The University provides internal educational grants and discounts, which are awarded for the purpose of identifying and supporting gifted school and college graduates, as well as general school graduates with the Altyn Belgi medal free education for the entire period. Upon admission of applicants based on the results of internal competitions, the university provides Rector's grants (from 1 year to 4 years of study), discounts (Grand Project, etc.), as well as a grant from the Rector of Turan University based on UNT results, to owners of the Altyn Belgi medal.

Admission of persons entering Turan University for postgraduate education (Master or PhD) is carried out by placing a state educational order for training of personnel in science-teaching and specialized areas, as well as tuition fees paid from the students' own resources and from other sources.

Foreign nationals are admitted on a fee-paying basis to Bachelor, Master and PhD programmes.

The granting of free education to foreigners on a competitive basis, in accordance with a State educational order, Bachelor, Master and PhD programmes, is determined by international

agreements to which Kazakhstan is a party; with the exception of the Master's Fellowship Program.

The admission of college graduates to higher education for two and three years in fee-paying study programmes is based on an internal written examination. In accordance with the Model Regulations for admission to higher education programmes, Turan University sets the threshold requirements for admission, defining the minimum number of points. Persons with secondary, technical, vocational or post-secondary education, with the exception of persons with a relative background in higher education, are granted shorter periods of study; a minimum of 50 points, including at least five points, is required for students who have passed the Centre and who wish to compete for a higher education grant from the national budget or the local budget and/or for tuition fees.

In order to organize and conduct creative examinations by the decision of the rector of Turan University, the examination board is created for the period of examination.

Admission to Master and PhD studies, including targeted training, is on a competitive basis, on the basis of comprehensive testing or entrance examinations. Persons who have completed higher education programmes are admitted to the Master programme.

The number of students at the University is formed by admission on the results of the Unified National Test or Comprehensive Testing, as well as transfer and rematriculation according to the documented procedure of the QMS Formation of the Contingent and relevant regulations. Students who have completed the education process in accordance with the requirements of the working curriculum, working study programmes and the individual curriculum of the student are admitted to the State final certificate; on the basis of the results of which the issue of a document (diploma) for higher vocational education is decided. Also, graduates are given updated Appendices to the diploma (Diploma Supplement) as a fact of compatibility of qualifications of Kazakh higher education with European ones.

The management of study programmes undergoing accreditation regularly monitors and continuously evaluates the study programmes. An advisor oversees the learners throughout their training.

The submission of application and necessary documents, as well as the issue of certificates of recognition/identification of documents is carried out through: RSE (Regional State Enterprise) Centre of Bologna Process and academic mobility of the Ministry of Education and Science; State Corporation Government for citizens (PSC - Public Service Centre).

The admission requirements and the admission process are clearly and comprehensibly defined. No major deficiencies were noted in the appropriate administrative resources for monitoring study progress or other relevant administrative processes.

The procedure of applicants' admission complies with the requirements of the Ministry of Education and Science of the Republic of Kazakhstan, the procedures and requirements for admission to Bachelor and Master programmes are clearly defined and presented in the admission rules.

Information on the rules of registration and admission to study programmes at all levels is available on the university website the Applicants section in Russian, Kazakh, and English. Applicants can request for admission and submit documents remotely through the Electronic Government of the Republic of Kazakhstan portal.

Persons with secondary, technical and/or vocational education can enrol in Bachelor programmes. College graduates enter reduced two or three-year programmes based on a pass internal written examination. There are also discounts for college graduates.

Worthy of praise is the Foundation programme representing pre-university courses focused on training of applicants who wish to continue their studies at Turan University.

At the stage of submitting documents, the applicant can choose the language of study from Russian, Kazakh, English. However, only few offered study programmes are taught in English.

When forming academic mixed groups, the principle of a sufficient number of students enrolled in a given discipline and for a given teacher, and maintaining a sufficient level of their profitability, is applied. Over the past year, the decrease of total training load from 2526 to 1932 was observed presumably due to conditions of the coronavirus pandemic. Nevertheless, it can be stated that the university has a certain policy concerning formation of the student body from admission to graduation.

Throughout the entire period of study, the progress of students is monitored by advisers together with the Student Service Centre. Transfer from course to course is carried out on the basis of the minimum value of the transfer score, which is independently set by the university.

If students fail gaining the minimum pass score, they are required to retake the course of study.

In the view of submitted documents, the average score of students' progress is stable and equals a scores of 3.34 for Bachelor students, a score of 3.4 for Master students, and a score of 3.6 for PhD students.

According to the study programme of the Accounting and Audit, the average score for 1-year profile Master programme is 3.4, and the average score for 2-year research-pedagogical Master programme is 3.5 scores. It corresponds to a grade B+.

The university has academic mobility programmes, and some study programmes have double degrees. It should be noted that international academic mobility must be developed for all study programmes.

The Regulations on Academic Mobility of the Turan University regulates transfer of credits. The transfer is carried out on the basis of a transcript, an academic certificate, a protocol on the transfer of credits in academic disciplines.

A student who has fully completed the educational process following an individual curriculum is allowed to end-of-course assessment in the form of defending a thesis/project for a Bachelor's degree, a Master's thesis/project for a Master's degree.

In order to write the final project students shall have appointed research advisors. The Academic Council of the university approves topic for thesis and appoints research advisor for a graduate.

After the successful defence of the final project, a graduate is awarded a degree and diploma of higher or postgraduate education. The graduate receives diploma issued by the university. In addition, graduates are issued Diploma Supplement, as a comparability of qualifications of Kazakhstani higher education with European ones.

The policy of forming a student body involves admission of people, who are best prepared for studying in the university and have consciously chosen a specialty, subject to gaining the required number of points according to the results of the Unified National Test or Comprehensive Testing, as well graduates for obtaining a second higher education based on an interview.

At the university, the process of managing the movement of student body includes enrolment of students on the basis of the approved Rules for admission to the university, formation of student groups on the basis of orders and by heads of departments, unification of groups into classes, formation of student groups in the AIS Platonus, issue of the students enrolment order, transfer of students' personal files to the student department of the university.

The management of study programmes undergoing accreditation is guided by standards and principles in the policy of forming a student body (Rules for admission to study at Turan University dated May 22, 2020).

There is a flexible system of discounts and scholarships (for active participation in the public life of the university; for excellent studies, for simultaneous studies by several children from the same family at the university, for disabled people and students from low-income families). The amount of tuition discounts and the conditions for their provision are approved by the Academic Council of the university. In the event that students have financial difficulties, the study programmes management provides the possibility of deferred payment upon application.

Bachelor, Master and PhD students are the main consumers of the study programmes, and their interests are at the heart of the implementation of these programmes. The educational



environment models the following characteristics of students: individuality, desire for greater freedom, integrity process, personal and professional growth, independence, and self-respect.

The model of formation of student body operating at the university complies with the requirements of the laws of the Republic of Kazakhstan and is based on the principle of providing prospective students a choice of higher educational institutions and study programmes. To increase the number of applications for admission from prospective students, the department conducts active professional orientation work with graduates of secondary schools and colleges, organizes work with parents and teachers to explain timelines. Meetings with potential students are held by members of the admission committee and the university teachers responsible for career guidance and reputational work of the department. Alumni are also actively involved in popularization of study programmes undergoing accreditation by holding open days, meetings, round tables, etc.

There is a dynamic increase in the student body of Bachelor, Master and PhD programmes undergoing the accreditation procedure over the past three years.

The monitoring of graduates' employment is carried out on a regular basis.

To help students in adaptation, an induction week is organized and held in order to familiarize students with the rules of credit technology of education, knowledge assessment system, rules for transfer and calculation of GPA, rules of conduct and charter of the university, rules for living in dormitories, clubs, societies and student self-government organizations operating at the university and the department, mode of operation of the library, instructions for users of reading rooms and subscription terms, electronic information retrieval system.

Monitoring of academic achievements of students is carried out during the academic period at the level of departments, as well as by the department for academic affairs. Based on the results of midterm controls and intermediate assessment, reports are generated, and the number of students who attended an examination session, academic performance, quality of knowledge across forms and languages of studies, and proportion of excellent students are identified. The reports are first discussed at meetings of the departments and the Department Council, then are submitted for consideration by the administration (the results of midterm controls) and the Academic Council of the university (the results of the sessions) to make the necessary decisions on problematic issues. Based on the monitoring results, certain students are assigned with discounts and benefits.

The university provides aid to gifted and socially vulnerable students by granting discounts on tuition fees.

Forms of examinations are considered at meetings of the departments. The decisions taken thereon are recorded in the minutes and approved by the Academic Council of the university.

The schedule of exams and consultations is approved by the vice-rector for academic and educational work, then brought to the attention of teachers and students no later than two weeks before the start of the examination session.

The results of the current assessment are brought to the attention of students and discussed at meetings of the departments. Based on their results, measures are taken to improve the quality of classes and individual student work, and the methodological and informational support. If there are academic arrears, the procedure for closing the academic debts is carried out on a paid basis during the summer semester according to the approved academic calendar. Students who failed to pass an examination session on time due to illness or other valid and properly documented reasons, are given the opportunity to extend the session and set the deadlines for its passing.

Students of specialties are provided with a dormitory. The dormitory has computer classes, study and reading rooms, recreation rooms, showers, laundries, and buffets. There is a student council in the dormitory, which includes housing, sanitary, cultural, mass, sports sectors, and an editorial board. Students from low-income families and orphans are prioritized for accommodation in the dormitory.

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The admission requirements and process are clearly defined and transparent for each student and are based on the process provided by the ministry of education.

Students' progression is constantly monitored at the Faculty Council and the EMC of the university, the advisory council. Examination results and the reports from the teaching staff are the basis for the discussion.

### 4.3 Conclusion

The criterion is **fulfilled**.

## 5 ESG Standard 1.5: Teaching staff

**Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff**

### 5.1 Implementation

Recognizing the importance of teaching, the university has developed and implemented an effective and transparent personnel policy that clearly sets out the criteria for access to leadership, incentives for teaching staff, skills development and self-improvement of teaching staff, free access of teaching staff to university resources. The university personnel policy is geared towards preserving academic traditions and fostering innovation.

Competitive selection of candidates to fill vacancies is conducted in accordance with the Labour Code, the Law of the Republic of Kazakhstan on Education, and the Law of the Republic of Kazakhstan on Science. Recruitment is based on an analysis of the needs of study programmes and is conducted by the members of the Competition Commission appointed by order of the rector. Applicants' documents are reviewed for qualification and a subsequent interview is held to determine eligibility level based on qualification requirements, education, experience, and publications. The heads of the university structural units are appointed from among qualified invited or full-time employees with academic degrees and titles, and an age balance is taken into consideration. Selected candidates are offered contracts lasting 1 year and 3 years.

All procedures related to recruitment, promotion, encouragement, termination, informing on rights and obligations are carried out by the personnel administration in accordance with the legislative acts of the Republic of Kazakhstan and internal normative documents, e.g., procedures of QMS on Personnel Management, Organizational Documents, Archive, Records, Internal and external normative documentation, Service documentation, and Professional Development of Teaching Staff.

The rights and duties of the staff and the requirements for the competence of the teaching staff are determined by job descriptions, which are drawn up on the basis of the Standard Qualifications for Teaching Positions and periodically updated in accordance with the requirements. Teaching staff is assessed on a regular basis in terms of their competences in the field of educational, methodological, research, and other activities. Guest lectures with representatives of practice are conducted, on average, 30% of teaching staff are practitioners.

Bachelor classes are taught by teaching staff with Master degrees (40%), PhDs (8%), as well as by Candidates of Sciences (40%) and Professors (13%). Master programmes include teaching staff with Master degrees (18%), PhDs (12%), as well as Candidate of Sciences (41%) and Professors (29%). Doctoral studies are conducted by those with PhDs (33%), Candidate of Sciences (27%), and Professors (40%).

The teaching staff ranking tool enables teaching staff to be motivated to improve their performance, as well as to analyse the extent to which they are included in the implementation of strategic plans, which include the following sections: personal achievements (literacy and awards), educational activities, research, innovation and scientific research work (publication activity, index of citation in international databases, introduction of research (patents, copyright), projects (grant funding), academic mobility and other indicators).

The staff development plans are based on the formal evaluation and feedback from teaching staff and students. Further training of teaching staff and employees is organized by various structures of the university (Institute of Continuing Education, Department of Marketing and Reception Campaign, Department of Educational and Methodological Work, Department of QMS, Departments) in various Kazakh and foreign universities and organizations. Further training of teaching staff is managed by heads of departments. The Vice-Chancellor for Training and Methodological Work coordinates this process. The documents confirming the training (certificates) are submitted to the Department, to the Personnel Management Office and are simultaneously entered into the Platonus system. Various forms and methods of further training are used: courses, seminars, workshops, conferences, training, corporate schools, mentoring, distance learning, webinars, internships, etc. On average, the university holds more than 20 thematic seminars and training sessions per year.

Considerable attention is paid by the management to retraining and internships in foreign educational and scientific organizations. Within the framework of the recommendations to increase the level of international academic mobility of students and teaching staff, cooperation agreements are concluded, visiting professors from abroad are invited, and over 100 teachers of Turan University have undergone internships and studies in foreign universities.

Research support is an important policy area. The involvement of teaching staff in the scientific research work in 2020 is 94%, and in most departments, it amounts to 100%. Studies are being conducted on the 42 topics registered with the National Center for Independent Examination, for which the University is the lead organization, without additional funding. The incorporation of the results of the scientific research of teachers into the teaching process takes place through: 1) the preparation of the topics of independent work of students, course papers, and diploma papers within the framework of scientific research of teachers, and 2) Introduction of research results into the courses offered.

Despite some progress in personnel policy, the university management believes that the improvement of educational activities requires the continuous improvement of teaching staff. This is reflected in the Development Strategy of 2021-2024, which provides for the development of teaching staff through in-house training and the strengthening of the skills of existing staff, as well as additional invitation of highly qualified personnel from Kazakhstan, CIS, and far abroad. The university has a system for promoting the professional and personal development of teachers and employees, which includes moral and material incentives.

The Personnel policy of the university pursues efficient use and development of personnel in accordance with the needs of the university and the legislative requirements. According to the Personnel policy of the university, employees must have education and the necessary work experience that meet the established competence requirements, be able to make deliberate and responsible decisions that ensure the achievement of the tasks set.

At the same time, the university creates conditions for employees to improve the level of professional knowledge and skills, develop their professional and creative abilities, realize their potential, and have career prospects.

The scope of the advanced training covers the following areas: self-training, training in the field of quality, technical training on various aspects of the university activities, training and retraining of employees at advanced training courses and in educational institutions, training of senior management at workshops, round tables and conferences, participation in topical workshops.

Referring to the Regulations on the faculty and qualification characteristics for the academic teaching staff position, the membership of faculty includes a head of the department, a professor, an associate professor, a senior lecturer, and a lecturer.

The university faculty consists of 653 teachers, including 103 Doctors of Science, 236 Candidates of Science, 62 PhD and 154 Masters.

## 5.2 Assessment

The implementation of the Human Resources Management Policy can be well understood through the main provisions of the following documents: Turan University Development Strategy for 2016-2020, Turan University Quality Assurance Policy, Code of Business Ethics, Personnel Management Regulations and others. The monitoring of teaching staff activities, the procedures for evaluating their performance and the approaches to assessing the competence of teaching staff are sufficiently described in the Turan University Regulation on Certification of Teaching Staff and the Regulation on Evaluation of Teaching Staff Activities.

The University's human resources policy is adequately implemented in accordance with the main priorities of the University Strategy. Indicators on the qualitative and quantitative composition of the teaching staff confirm in principle the availability of human resources necessary for the implementation of study programmes and meeting the qualification requirements for admission to educational activities. Human resource management processes are adequately regulated by internal documents of the organisation.

New appointments are made on a competitive basis. Members of the competition committee are appointed by order of the Rector. In advance, the applicants' documents are checked for suitability. An interview is then held to determine the level of professional training required to perform the intended tasks. The Competition Commission evaluates the qualifications and pedagogical skills of the applicants on the basis of the submission of a project on the educational programme for filling vacancies in the teaching staff, studies the applicant's personal file, highlighting, among other things, entrepreneurial experience, project activity, willingness (ability), possibility to supervise student start-ups, which is in line with the strategic objectives of the innovative-entrepreneurial university. The suitability of the lecturer for the specifics of the degree programmes is determined by the qualification requirements of the subject area, basic training, practical experience and analysis of publication activity. From the perspective of the expert group, the procedure appears to be sensibly organised and carried out. Therefore, Turan University has an effective and transparent human resources policy, the main objective of which is to create conditions for the professional and personal development of the teaching staff and the employees.

The competence model of the University's teaching staff is effectively implemented through the planning and regular assessment of the individual work of the teaching staff, reflects the level of their pedagogical skills through the implementation of panoramic courses, readiness for professional development and self-development, the ability to build career prospects, competences in the field of pedagogical, methodological, research and other activities.

Professionals with experience in relevant sectors are sufficiently involved in improving the quality of teaching and ensuring a close relationship between production and the educational



process. It is common to organise guest lectures with representatives of the business community. In addition, teachers engaged in professional practice are composed of full-time university teachers and part-time teachers with experience in the relevant industry. The selection of teaching staff with professional practice is based on the qualification requirements, job descriptions and approved staffing levels, taking into account significant practical experience in the respective field. The proportion of practitioners in the total composition of the teaching staff is 60%. This is very welcome in the view of the expert group.

Moreover, the professional development of the teaching staff and the staff is organised and meaningfully used in various forms and methods of professional development: Courses, seminars, workshops, conferences, training, corporate schools, mentoring, distance learning, webinars, internships, etc.

The Turan University has a very good system for encouraging professional and personal development of faculty and staff, which includes moral and material incentives. Moral incentives include expressions of gratitude, awarding of degrees, submission of state and departmental awards, etc. Material incentives include a system of bonuses for teachers and staff for their personal contribution and work results achieved. Staff bonuses are based on academic year results, successful recruitment campaign, evaluation, accreditation, academic results and use of innovative technologies, birthdays and anniversaries, and official holidays.

The Turan University likewise has a very good system of financial support for initiative teachers and runs competitions, e.g. for the best teacher, the best scientist, the best advisor, etc. In addition, the university provides funds for the publication of textbooks, teaching materials and monographs by its teaching staff. The teaching staff of the Turan University can publish free of charge in the scientific journal Turan University Bulletin.

Social support for staff appropriately includes the provision of corporate discounts in paying for children's education at Turan Lyceum, Turan College and Turan University undergraduate and postgraduate programmes; for the education of staff themselves at Turan University when they obtain a second degree, a master's or a doctorate; and for participation in MBA business programmes, accommodation and recreation at the Tau-Turan resort.

All procedures related to recruitment, promotion, encouragement, termination, staff sensitization on rights and obligations are carried out by the personnel administration in accordance with the legislative acts of the Republic of Kazakhstan and internal normative documents, for example, such as the procedures of QMS Personnel Management, Organizational Documents, Archive, Records, Internal and external normative documentation, Service documentation and Professional Development of Teaching Staff. According to the Personnel Management process map, the results of these procedures are reflected in the personal files of teaching staff

and university employees. The conclusion of employment contracts is compulsory. The employment records of staff members are kept in accordance with the requirements for such documents and are kept separately in a safe. Records of recruitment, transfers, thanks and rewards are entered in a timely manner.

The rights and duties of the staff and the requirements for the competence of the university teaching staff are determined by job descriptions, which are drawn up on the basis of the Standard Qualifications for Teaching Positions and periodically updated in accordance with the requirements. Job descriptions are read during the job application (signature on the application form). The rights and obligations of the university teaching staff are defined in accordance with employment contracts. Responsibilities are divided according to qualifications, work experience, personal characteristics and work needs.

All personnel procedures are recorded in orders, which are communicated to all university staff in a timely manner.

The qualifications of teachers and their numbers correspond to the fields of study of Bachelor, Master and PhD graduates, meeting the licensing requirements and attesting to the university educational resources.

To improve the quality of teaching specialists with experience in the relevant branches are hired, guest lectures with business representatives are held. Selection of practicing teachers is based on qualifications, job descriptions and considerable practical experience in the relevant field.

The main indicators of teaching staff are degree and rank, practical seniority, and academic seniority. The Turan University has a rating of teaching staff, which has been operating since 2013. The rating procedure is transparent.

Conduction of the academic teaching staff selection and vacancy filling complies with legislation and work for in the frame of step-by-step process. All procedures find reflection in the approved regulations and rules. The competition for vacant teaching staff positions, as well as information about vacant positions, is announced through the media and information resources of the university.

The Turan University fulfils the requirement of the Ministry of Education and Science of the Republic of Kazakhstan on the average ratio of the number of students per teacher.

Advanced training in the forms of such activities as independent training of teaching staff, participation in planned advanced training events, taking advanced training courses, including training through massive open online courses, webinars, internships, research work and others are acceptable for the academic teaching staff exercise.

The qualifications and number of teachers correspond as well to the areas of training, licensing requirements imposed by the Ministry of Education and Science of the Republic of Kazakhstan. The Regulations on the teaching staff and qualification profile of positions at Turan University defines qualification profile for each position in clear and in detailed manner.

In accordance with the number and qualifications of the academic teaching staff assigned to study programmes, in average, the university has a high level of degrees and staffing.

Thus, the Accounting and Audit Bachelor programme accounts 55% of degree level and 93% of staffing rate, respectively 100% and 90% for the Master programme.

Based on the Accounting and Audit the individual plans of the academic teaching staff for advanced training, a general plan of activities for the department for advanced training of the academic teaching staff, including vocational training is developed.

In order to improve their skills and knowledge, teachers take advanced training courses organized outside and within university arranged by the Institute of Continuous Education, the Department for educational and methodological work, and departments on a regular basis. Costs for the teacher advanced training possible to pay in both at the expense of the university and at their own expense. To date, on average about 20 topical workshops and trainings were held, more than 100 teachers completed internships at foreign universities.

It is important to note that the university welcomes the training of its employees in Master and PhD programmes, thereby increasing the professional and scientific research potential of the staff.

During the interview, the teaching staff reported that in the context of move to remote learning format due to pandemic, the following courses were completed: working with the Canvas platform, ACS Turan, on working with remote access library resources, developing mass courses, English and Turkish language courses.

Thus, the teaching staff has an education corresponding to the profile of the discipline being taught and is systematically engaged in scientific and/or scientific methodological activities, as well as advanced training. The materials provided testify the staff provision with educational activity.

Continuous monitoring of the activities of the teaching staff, the assessment of their performance indicators stipulated in the Regulations on the Turan University teaching staff attestation and the Regulations on the rating assessment of the teaching staff activities deserve some credit.

The annual teacher rating system deserves attention as a motivating tool, which provides information about involvement of teachers in achievement of strategic objectives of the university. The rating is set according to such indicators as personal achievements, educational and methodological activities, innovative and research activities, participation in projects, academic mobility, etc. Additionally, the results of a questionnaire among employees and students deserve particular attention.

One of the most important strategic directions of the university is to support the research activities of teachers. According to the university evaluation, the rate of involvement of teaching staff in research work is 94%. The National Centre for State Scientific and Technical Expertise, in which the university is the parent company, has registered 42 topics for scientific research to perform. It should be noted that sufficient attention is paid to the issues of encouraging the research activities of teachers, this indicator should be a priority in the system for evaluating the activities of teachers.

In experts' opinion, the university has developed an effective incentive system for teachers and staff in general, including material and non-material incentive methods.

According to the report and interviews with the academic teaching staff, the university pays great attention to the students' practical skills growth. Therefore, specialists are involved, both in-house staff and part-time employees, suitable to experience in relevant industries and rank. The share of practicing specialists in the total membership of the teaching staff is 30%.

Presence of teachers who are owners of state awards, prizes, honorary titles, grants of the Ministry of Education and Science of the Republic of Kazakhstan, and Best Teacher awardees testify a high qualification of the academic teaching staff.

In accordance with the policy and within the framework of the Charter and Mission of the University, the Internal Labor Regulations, Regulations on Remuneration were developed and put into effect.

Analysis of the performance of teachers' activities is carried out monthly by the heads of departments in accordance with the approved plan. At the end of each semester and academic year, the teaching staff reports, as evidenced by minutes of faculty meetings, and conclusions of the heads of departments in individual plans of the teaching staff. In the teaching workload registers, teachers make their handwritten records of the date, time, subject, volume of hours, type of classes provided that are subsequently certified by the teacher themselves and the head of the department.

As part of the preparation of study programmes, practitioners from leading state organizations, international companies that are partners of the university are actively involved in the educational process (in the form of master classes, seminars, trainings, and presentations).

The processes of recruitment and recruitment requirements for different staff levels (e.g., professor, senior lecturer, teacher) are transparently described. The staff is assessed when hiring and during a trial period. Also, the staff is annually assessed following regulations developed based on the national requirements. In addition, teachers follow a development plan to expand their teaching methods continuously. The personnel development plan clearly lays out the process for acquiring new teaching methods and technologies. The plan indicates continuous personal and skill development. However, there is room to offer more didactic and methodology training and advanced English proficiency necessary to teach the study programme. Also, international teaching staff might bring additional perspectives to the study programmes. Further training opportunities should be implemented systematically with the help of a support plan according to each teaching person's needs and constraints taking into account the didactic-methodical competence, the foreign language acquisition and the digital teaching design of the study programmes.

Academic mobility for the teaching staff should also be promoted much more: More mobility programmes for academic staff should be offered to strengthen the international level of teachers and create international networking. Academic mobility for teaching staff promotes the exchange of teaching experiences between teaching staff, improves the quality of teaching by introducing interactive innovative methods, contributes to the implementation of joint projects and research, and to the enrichment of cultures.

In this context, the university should also strengthen academic exchanges by inviting international teaching staff from large educational organisations, especially leading foreign scholars.

Meanwhile, one of the directions of the university strategy is development of internationalization, in this regard, the expert group recommends increasing the number of teachers who are fluent in English, and thus, it is necessary to improve the teachers' language competence and intercultural communication skills. There is a low percentage of teaching staff who speak a foreign language, especially English. Therefore, all teachers should have sufficient knowledge of English. Therefore, when recruiting teachers, attention should be paid to good English language skills and care should be taken to ensure that teachers constantly improve their English language skills. This should also lead to an improvement in the quality and timeliness of teaching. 90% of contemporary literature in psychology courses, for example, is in English. This should also prevent students who prefer English-language teaching from dropping out.

The teaching staff of the economics programs should be encouraged to participate in (inter)national conferences and to submit collaborated research work to (leading) peer-reviewed journals. They should be encouraged to organize lecture series from managers, stakeholders and/or policy makers in the curriculum and to invite guest lectures as well from abroad. From the expert's point of view, more and collaborated research work embedded in national and

international networks lead not only to a higher reputation of the university, its faculties and study programs, but also to significant spillover effects on teaching both at the undergraduate and graduate level.

According to the discussion rounds, the total number of compulsory hours to be performed is differentiated according to status and task and enables teachers and academic staff to successfully fulfil tasks in research, teaching and university organization. According to the peer-review, the university should change (or amplify) its strategy towards a stronger research orientation supporting the teaching staff in economics programs by less compulsory hours and increasing funds. Hence, the development of a suitable allocation system for research-related teaching load reductions and financial support should be implemented and measured according to scientific publications records. Access to online publication resources (including international literature databases) and data sources should be improved, which ensures that research projects can be submitted to journals facing high competition.

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### 5.3 Conclusion

The criterion is **fulfilled**.

## 6 ESG Standard 1.6: Learning resources and student support

**Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.**

### 6.1 Implementation

The university has created a modern material and technical resources that meets the needs of the scientific and educational process and the implementation of innovative developments.

All the facilities are open for all study programmes, and the resources are in line with the requirements of the state education and health regulations. Study rooms and laboratories are

equipped with the necessary modern equipment, tools, computers, and licensed software. Collegiate bodies examine sufficiency and up-to-dateness. The university has specialised facilities and resources dedicated to specific study programmes, e.g., extensive filming and sound equipment for Journalism. In total, there are 4 academic buildings, 3 dormitories, 16 lecture halls, 120 workshop classrooms, 31 science and tech labs, 23 computer rooms, 90 multimedia offices, etc.

The Turan University has in its disposal modern material and technical resources, including land areas, educational buildings, sport venues, and a dormitory. Educational buildings include 3 sports halls, 3 medical centers, 3 canteens, and 2 recreation rooms and meet the licensing requirements of the Ministry of Education and Science of the Republic of Kazakhstan, sanitary and epidemiological standards.

The main building has an assembly hall for 450 seats, a library for 320 seats, 16 lecture halls for 2,277 seats, 120 classrooms for practical and seminar classes for 4,901 seats, 31 educational and scientific laboratories for 639 people, and 23 computer classes for 1,064 seats. There are multimedia, language and scientific and methodological rooms, 129 interactive rooms with the possibility of demonstrating multimedia materials using innovative teaching methods.

The university has modern equipment and software: a computer pool of 690 computers, 68 laptops, 30 monoblock units, 8 servers, 130 printers, etc.

Currently, automated information systems Platonus, Canvas, and ACS Turan are used as tools for collecting and analyzing information. Data integration by means of AIS allows obtaining information intended for the operational and strategic management of the university. The used systems of technical support of the educational process make it possible to automate all parts of the educational process, thus greatly simplifying the collection, analysis and storage of the necessary information on all processes that the student goes through during professional training. All areas of the academic process of the university have been organized in a system, including personal files of students, study records, individual curricula of Bachelor, Master, and PhD students, transcripts, database of teaching staff, publications, information on advanced training of teaching staff, etc. The information systems provide for conduction of educational process. Automated control system is implemented to accept applications from prospective students, form orders for admission/expulsion/transfer, manage the staff, ensure the educational process, and keep records of various business processes of the university. The system is also used to send applications to units, plan and supervise the teaching process, issue diplomas, monitor the availability of library materials, check with Platonus, and many other functions depending on the level of access and functional responsibilities of an employee.



An advisory institute at the university operates by providing students with assistance to guidance and adaptation to the educational process, monitoring the progress and attendance of students. Each advisor supervises approximately 50 students.

The Committee for Youth Affairs, the Student Council, student clubs and organizations operate to help students to grow personal potential.

The material and technical support of the educational process as a whole corresponds to the tasks and specifics of the study programmes, and also contributes to carrying out all types of laboratories, practical classes, research work of students, as provided for by the working curriculum.

At the university, students can use library resources of the electronic library, access to which is carried out remotely by login and password (<https://lib.turan-edu.kz/>). The library fund is stocked with educational, educational-methodical, scientific, reference literature, and periodicals.

In order to replenish the fund of basic literature, educational publications are purchased upon a written or electronic request of the department subject to the needs for each discipline.

International scientific databases - Scopus, Elsevier, Web of Science, IPRbooks - can be accessed from the premises of the university. During the 2020 pandemic, information about free access to IPRbooks resources was published on the website of the university library and in the news section of the university's website.

The university equipped with Turan electronic library that provides access to electronic resources. The library receives necessary periodicals for study programmes undergoing accreditation.

For example, according to the Jurisprudence and International Law study programmes, the library receives the following newspapers: Zan, Yuridicheskaya Gazeta, Kazakhstanskaya Pravda, Egemen Kazakhstan, etc. and the following magazines: Collection of acts of the President and the Government of the Republic of Kazakhstan, Bulletin of the Supreme Court of the Republic of Kazakhstan, Bulletin of Regulatory Legal Acts, Lawyer, World of Law, Criminal Law, Legal Education and Science, etc.

The university library has a rich universal fund, consisting of over 600,000 units of information carriers, including over 200,000 items on electronic media.

To improve the quality of service for students and teachers at the university, the ABISUT electronic library - Automated library and information system of Turan University - has been put in operation. IT and IBR departments of the university are in charge of ensuring its continuous

functioning and improvement. This system has become an innovative tool for a modern library of Turan University.

The university library maintains subscriptions to many electronic resources. To date, the university library has access to more than 25 electronic resources, among which the following resources appear as the most relevant for study programmes that are undergoing the accreditation process: the Republican Interuniversity Electronic Library (RIEL) – contains scientific works of university teachers in Kazakhstan; Springer – publisher of scientific content in various formats, which includes more than 3,000 journals, including open access journals and more than 180,000 scientific books; Polpred Media Review – media review, business articles and internet services; Rubricator – contains data from 53 industries / 600 sources / 235 countries and territories / main materials / articles and interviews of 13,000 top officials; Web of Science – polythematic abstract-bibliographic and scientometric (bibliometric) database; Elsevier - Scientific Content Publishing House; Scopus - The world's largest database of abstracts and citations; ScienceDirect - ScienceDirect's multidisciplinary platform provides comprehensive coverage of literature from all fields of science, providing access to over 13 million publications from 2,500 scientific journals and over 33,000 Elsevier books, as well as a huge number of journals published by prestigious scientific communities; National Library of the Republic of Kazakhstan - the Book Fund of the National Library of the Republic of Kazakhstan has over 6.6 million items; Oxford Handbook - Oxford University Press Handbooks; Library of Dissertations of the RSL - the electronic library of dissertations of the RSL contains more than 900,000 full texts of dissertations and abstracts. These electronic resources allow teaching staff and students to keep abreast of the latest scientific, social and political news, use this data in their research activities.

The university library provides all the necessary educational, methodological, scientific and other literature to students of study programmes undergoing accreditation.

The resources of the library are available to all undergraduates, Master and PhD students, teachers and staff of Turan University.

The university has introduced an anti-plagiarism system for the examination of written works of students, qualifying works: graduation papers, Master theses and doctoral dissertations, as well as research results.

The university has information technology classrooms equipped with audio-video and multimedia equipment. The educational building has a medical centre equipped with modern medical equipment, inventory, medicines, disinfectants, and sterilization agents.

Study programmes undergoing accreditation are provided with presentation materials, lecture notes, essential and additional literature, students are given practical tasks, etc. In order to

facilitate access to information on modules taught within the framework of these study programmes, the department has learning and teaching support kit for all modules. Teaching materials have their own structure for obtaining organized information on the modules, and include: working curriculum of the module, syllabus, schedule for completing and submitting assignments for the module, lecture content (theses of lectures, illustrative and handouts, list of recommended reading), plan of seminar (practical) classes, guidelines for studying the module, materials for student's independent work (sets of homework texts, self-control materials on each topic, assignments for performing current types of work, essays and other homework assignments indicating labor intensity and literature), etc. Identical information is stored in the library on electronic media, and this information can also be obtained either directly from the teacher or on the university website.

Students of the study programmes undergoing accreditation are fully provided with material, technical and information resources.

All listed classrooms are equipped with the necessary and sufficient equipment, which is similar to the one used by law enforcement agencies (complies with safety requirements during operation).

The specialized room 516 for International Legal Disciplines is equipped with stands on the following topics: Public International Law, Private International Law, International Law in the International Normative System, United Nations, United Nations Structure, Defined Terms, and United Nations Specialized Agencies. The specialized room titled Courtroom is equipped with stands on the following topics: Structure of the main legal proceedings, Participants in the criminal process, Tasks and principles of the criminal process, What is Justice, Sources of Evidence, Participation in Criminal Proceedings, Structure of Main Trial, Content of Justice, Duties and Rules of Criminal Procedure.

The specialized room 617 for Forensic Expert Studies is equipped with an exhibition stand for items used in forensic examinations and stands for Ballistics, Traceology, Technical examination of documents, etc. Due to the impossibility of actual conduct of forensic research at the university premises, the teacher conducting the classes uses the following virtual laboratory works: Investigation of Corpse, Trace Studies, Ballistic Studies, Inspection of Crime Site, Polygraph, Dactyloscopic Examination, etc.

Students have access to the university computer classes connected to the Internet. To satisfy the needs of users in computer technology resources, the university updates its computes, acquires new databases, and replenishes the library fund with electronic publications on permanent basis.

The university library collects electronic versions of scientific papers, textbooks and teaching aids of scientists and university teachers, whether transmitted electronically or by scanning the necessary educational literature, which is in high demand, to provide information support to teaching staff, doctoral students, master's students and undergraduate students at the university.

For students of distance learning, online lectures and webinars are held by teachers of the departments. A teacher can save successful courses and classes and give access to them to new students. Class records are resources that are accumulated and updated each semester, and students have access to them at any time. Thus, an archive of lecture material is being accumulated.

The formation of autonomy and independence of students is also achieved by using in the educational process such teaching methods and technologies as business games, case technologies, trainings, and solving situational problems. The formation of independence has a positive effect on the ability of students to apply the acquired knowledge in the process of solving problems of an applied nature.

The use of ICT means (project method, information approach method, game technologies) in the educational process develops information and communicative competencies; motivates to cognitive activity, forms such personal qualities as creativity and independence, and creates conditions for growth, success, self-knowledge of an individual. The use of ICT in the classroom creates a necessary condition for the formation of key competencies in students.

In general, the resources of the scientific library and information and communication technologies used at the university create the necessary conditions for preparation to academic studies, independent study, and research work of students and teaching staff. Thus, an environment is created that promotes the formation of professional competence with regard to individual needs and capabilities of students.

The university annually conducts questionnaires on the degree of satisfaction of participants of educational process with social and living conditions and the degree of satisfaction of participants of educational process socio-cultural conditions. The results of the questionnaire are presented to the rector and recommendations for improvement are made. The recommendations are transmitted to the appropriate units for improvement and implementation. The university has created a tolerant educational environment that provides students with disabilities with the opportunity to receive an education and to participate in the social, artistic, and sports life of the university. For students with locomotive disorders, an elevator is available, special headphones are available for students with hearing impairment, a sanitary and household room is open, and a parking area is provided. There is an updated version of the site for the visually

impaired and a section for Inclusive Education. In the academic year 2020-2021, the university has 19 students with special educational needs.

Students are provided with the following social support and incentives: free medical services at the university health centre, free psychological assistance, free legal assistance at the university student law clinic, free assistance from academic consultants (educations), visa support for academic mobility programmes, free access to the Internet, free use of the university library and reading rooms, free use of laboratories for scientific research within the framework of the diploma/Master project or other studies approved by the department, free classes in university hobby groups and clubs, free attendance at sports sections and use of sports halls, provision of scholarships in accordance with the legislation of the Republic of Kazakhstan on education, provision of accommodation in dormitories, granting of preferential vouchers to the Tau-Turan Ltd, receipt of the rector's grant, competitive support for students to take part in intellectual and artistic competitions, tuition fee discounts for students of athletes with sporting grades who participate in the university's sports teams are also granted to students activists who have contributed to the image of the university in accordance with the Rules for awarding a rector's grant and application of the system of discounts at the university, awarding a rector's scholarship to winners of the Best student of the year competition.

The Youth Committee (CYA), student clubs and organizations operate at the university to create the conditions for the development of the personal potential of students. The university has a socio-psychological service for the study of the socio-psychological atmosphere at the university, which regularly monitors the atmosphere among students and identifies and prevents problems that arise in the life of students.

On a permanent basis, the university aims to create comfortable conditions for study and work on the campus of the university. A great deal of attention is paid to improving the infrastructure of the university by analysing the infrastructure satisfaction of students, teachers, staff, and other interested persons.

## **6.2 Assessment**

Turan University is called upon to ensure the availability of sufficient, accessible, and appropriate goals for the educational resources and support services for students in the framework of educational programmes.

The panel of experts was impressed by the resources which are provided by Turan University to support the learning and teaching activities. The university has defined and implemented key indicators and they are regularly used. The institution uses processes to provide material resources that are well established and in place. Turan University has a library which provides material for Turan University students. Turan University provides textbooks, and the provision

is regularly updated. Mechanisms operate to assure that there is an appropriate amount of literature available.

Internal QA processes assure that resources are fit for purpose and feedback mechanisms check if the needs of a diverse student population are covered. Central student advisory service is available. The experts perceived a strong and trustful relationship between students and teaching staff. There are sufficient resources available to provide individual assistance, advice, and support for all students. The student liaison committee meets at least once a semester.

Training opportunities are also available for administrative staff. The experts learned that members of the teaching staff are readily available on any issue regarding the degree programmes and that they offer academic advice. Students are well informed about the services available to them.

The training facilities are properly equipped for the purpose of the training course, in particular, rooms are equipped with interactive whiteboards, projectors and computers for the successful implementation of interactive teaching methods.

Turan University develops cooperation with various organizations and state bodies for the organization of internships for students. Feedback from these organizations allows the group of experts to conclude the effectiveness of cooperation and the subsequent employment of students on the basis of the work placements.

The resource endowment of the study programmes can be rated as very good. The modern and technically excellent equipment is suitable for providing students with a sound education. In the view of the review panel, the overall resource endowment is very well suited for the implementation of the study programme. Buildings, rooms and technical equipment can be described as exemplary. The library offers students extensive support in finding information and using the available technology. The Turan University is also well prepared for digital teaching.

The scope and qualifications of the non-scientific administrative staff can be described as very good. Sufficient continuing education opportunities are available. The needs of a heterogeneous student body are also adequately addressed. Internal quality assurance considers physical resources in its evaluation culture and solicits feedback from students on a regular basis. The evaluation group assesses all material, financial and human resources as fully sufficient to achieve the qualification goals of the study programmes.

The learning and teaching methods are good overall and combine modern equipment and conventional methods well.

In the experts' opinion, learning resources and student support are well funded. All the different aspects of this topic are taken into account. The panel of experts sees no need to suggest improvements.

From the analysis of submitted materials, we can make a conclusion that the Turan University has sufficient resources to carry out educational activities and provide everything necessary for an effective learning process. The created material and technical resources meet all the requirements of the educational process and delivering strategy of the university.

A noteworthy detail is that for the current student's body, the university sits alongside a modern developed infrastructure sufficient to create favorable learning environment.

The university possesses up-to-date equipment and software and widens the PC pool allocating 45 million tenge for purchasing computer equipment on yearly basis.

In our opinion, the university learning management system (LMS) is a complex structure consisting of several systems.

There is an informational system ACS Turan, which is a web system and is the center of the university control. Additionally, ACS Turan is designed to provide an effective system for the educational management process. Thus, the management of the university educational process is fully automated.

Turan educational portal is one of the parts of this platform designed for students enabling registration to disciplines, creation of an individual curriculum, participation in questionnaires, application to the Student Service Center, etc.

Usage of the Canvas system allows managing the learning system, collaborative work of teaching staff and student body, providing feedback, and measuring the progress of students.

The Plagiat.pl programme checks written works for the level of plagiarism.

There is an extensive library fund at the university, including an electronic library with access to electronic resources, including databases of scientific journals with a high citation index.

The main part of the library fund lists 94% study materials and educational-methodological literature, at the same time, the share of scientific literature is 6%. According to the statistics on the library fund, there are 39,203 copies of the literature in the Kazakh language, which is 28% of the total library fund and corresponds to the student body studying in Kazakh. At the same time, the total volume of literature in English is 12,351 copies, or 8.8% of the total library stock. It is worth mentioning that increase of stock of English-language sources enables to widen resources for research purposes.



The university management strives to support gifted students, as well as students from socially vulnerable segments of the population, and students with special educational needs. The system of internal grants, benefits and discounts for education effectively functioning in the university. Gifted students are eligible to apply for presidential and personal scholarships. Students have opportunity to get various benefits for high achievements in educational, scientific, creative, sports, or social activities.

The university affords specialized applications with voice guidance and the ability to connect a Braille keyboard to support people with visual impairments. The students with disabilities of the musculoskeletal system, the ramps, elevators, barrier-free entry into the classroom are provided for in the buildings.

In the course of interviewing, students expressed the opinion that the university has great opportunities for self-realization, development of software user skills, diversification of student life, and also expressed a general opinion about satisfaction with the resources and support provided, which is obvious from the results of the survey.

The Committee for Youth Affairs functions assisting students to create conditions for the self-realization of young people in various areas of social activity protects the interests and rights of students, promotes talented youth and develops social volunteer initiatives.

The Student Council, being the highest body of student self-governance, represents the interests of the students at the university, coordinates the activities of student organizations, attracts students to participate in various events and organize students' leisure. The Student Council consists of 13 members.

Thus, the university has built a mechanism for involving students in the public life of the university, the city and the republic as a whole, as well as realizing the potential of students.

To assist in the employment of graduates and search for a base of practice, the Career and Leadership Center operates. Data on job placement varies from 56 to 90% for Bachelor's graduates, and from 56 to 100% for Master's programs graduates in the context of educational programs.

The university on a regular basis keeps working towards improvement of the conditions for learning and working, improvement of the university infrastructure draws a lot of attention. For this purpose, monitoring of satisfaction with the infrastructure, financial support, social conditions of students, teachers, employees and other stakeholders is provided for. The results of the survey confirm the degree of satisfaction on the part of all participants in the educational process.

The basic and necessary resources for a successful implementation for all study programmes are given. Further training for the teaching staff is possible to a certain extent, support for stays abroad and internships of the students is partly available.

Students with disabilities have access to tuition discounts, and every year conditions for barrier-free access to university education are improved. Specific measures for students with disabilities are currently not implemented.

An important factor in ensuring the quality of education and guaranteeing the sustainable development of the department of study programmes undergoing accreditation is the constant improvement of material, technical, information resources and student support systems. The faculty has created all the conditions for teaching Bachelor, Master, and PhD students, for conducting scientific research, publishing results of research and development of teaching staff, other personnel and students.

To conduct online lectures and online conferences, technical equipment and Adobe® Connect™ 9 software are used. The software allows to conduct and attend study courses, meetings, presentations, trainings for groups from one to several dozen users at the same time.

The Turan University offers several funding programmes that are presented on the websites.

For the future, the Turan University could pay permanently attention to an increase of contemporary English literature database and scientific literature sources, e.g. journals.

Overall, the “International Relations” (B.A./M.A.) study programme could be considered more prominently within Turan University. For example, the already existing Bulletin of Turan University could be opened more for contributions from the professional field of International Relations or formats could be defined in which interesting aspects of International Relations are also presented to a broader public.

Concerning the “Finance”(B.A./M.A./PhD.) study programmes”, the possibility of trainings for the Certified Financial Analyst (CFA) is highlighted.

In the “International Law” (B.A.) study programme the mock court room used for practicing rhetoric in court sessions is appreciated. For this Bachelor programme and the “Jurisprudence”(B.A./M.A./PhD.) study programmes it is to encourage the updating of the content of pedagogical and methodological literature on the university's education portal, including an overview of the range of pedagogical, methodological and scientific literature in the individual modules. It would also be worth considering entering into agreements with foreign and national training centres to run certified courses in online learning in English.

Turan University has sufficient and stable financial, technical and material resources in order to successfully implement all Psychology study programmes. The university has a good library

fund which is continuously expanded. But the proportion of psychological literature in English in the main book library fund should be substantially increased. Moreover, in order to optimise “Psychology” (B.A./M.A./PhD.) study programmes, the Turan University could consider substantially increasing the amount of foreign language literature, especially in English. The university should provide students with access to modern electronic databases in psychology as well as legal access to standard tools for experimental work.

### 6.3 Conclusion

The criterion is **fulfilled**.

## 7 ESG Standard 1.7: Information management

**Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.**

### 7.1 Implementation

Turan University carries out continuous system work on the functioning of the system of information collection, analysis, and management. The main information flows are: automated management system of ACS Turan on IWA platform. The system provides the processes: Formation of the Contingent, Planning and organization of the learning process, Learning process, Personnel management, Strike plagiarism in which final qualification works and dissertations are obligatorily tested for uniqueness, placement of scientific articles of TS and scientists, etc.

At the higher education institution, the Canvas automated information system is used as an information management tool. This service allowed teaching staff to post their e-courses, organize registration, doing everything through a single platform. This system is a training course with massive interactive participation with the application of e-learning technologies and open access via the Internet. Login to the system is carried out with personalised login details and passwords. It can be accessed by students and staff, who have to sign the consent form for the collection and processing of personal data prior to joining the university, and their information is processed according to strict stipulations with defined access authorisation restrictions.

With the provision of educational versions of the software, students receive a tool, and the subject of the study for independent work leads in turn to the possibility for the learners to prepare homework and laboratory work in a way convenient for them.

Data integration provides information for the operational and strategic management of the institution. Students who go on to university, and teachers fill in the relevant document at the

time of employment: Consent to the collection, processing of personal data. The documents of consent to the processing of personal data are stored in the personal file of each.

Data integration originating from different sources provides information for the operational and strategic management of the institution. Systematic collection and analysis of statistical data on a number of key indicators is updated in accordance with the relevant provisions.

The operational management of information exchange between units is carried out through the corporate mail system. All information is announced or duplicated in the relevant sections on the official website of the university in a timely manner.

The information collection, analysis and management system of Turan University is based on the use of information and communication technologies and software. The official website of the university is used for information management (<https://turan-edu.kz/>), management of educational and methodological information is carried out within the framework of the AIS Platonus (<http://platonus.turan-edu.kz/>), and, in parallel, at the discretion of the University, another AIS Tamos (<http://tamos.turan-edu.kz/>) is undergoing beta-testing and introduction. AIS Tamos can also work as an automated workstation in order to improve the collection, processing, storage and efficient use of the entire flow of documents and databases at the university.

The university website contains the rector's blog ([https://turan-edu.kz/rector's blog](https://turan-edu.kz/rector's%20blog)), which is monitored from time to time. The university management provides feedback to students, their parents, employees and teaching staff of the university, employers, and members of the public.

The management of study programmes undergoing accreditation systematically monitors the progress and achievements of students, in particular, the results of the examination sessions are discussed at faculty meetings.

In order to maintain and develop the achieved level of education quality, the quality management system (QMS) under the ISO 9000 standard has been introduced and currently demonstrates a successful track record. Internal audits under the QMS are conducted in accordance with the approved schedule of the university.

The regulatory documents of the university are freely available. Information on the management, planning and implementation of the study programmes is fully accessible.

There is a process of involving students, employees and teaching staff, employers in the processes of collecting and analysing information, as well as making decisions based on them. The properties and characteristics of the collected and processed information are determined by the mission of the university and are aimed at finding the most effective and efficient methods and ways to improve the quality of educational and related services provided, as well as

to improve the level of social conditions of employees and students. The university has persons responsible for the reliability of the information, and timely informing the structural divisions of the university and teaching staff.

At all departments of the university, office work is carried out in accordance with the approved file registers, the safety and archiving of documents are ensured. Efforts are taken to switch paper flow to electronic document management. Structural departments, rooms for electronic resources of the university are connected to the Internet. The university provides teachers and students with free access to the Internet and Wi-Fi within the campus.

Reports from the heads of structural divisions, questionnaires, audits, and surveys are used to assess the organizational structure of the university and the implementation of corrective actions. The assessment is carried out in all areas of educational, methodological, informational and scientific activities, and logistics of the educational process.

The university performs collection and analysis of statistical data on the student body and graduates, information on the level of employers' satisfaction with the quality of study programmes.

The management ensures communication and exchange of information at the university by distributing organizational and administrative documentation, informing about the decisions of the Academic Council, administration and other types of documentation, including the results of appeals on personal and official issues, conducting business correspondence (reports and memos, explanatory notes, statements), demonstration of visual information materials, publication of scientific and methodological publications and articles in the central and local press, placement of information on information stands and the website of the University. Students, employees and interested persons can personally contact the heads of departments, vice-rectors, and the rector at the allotted time. Suggestions and recommendations can be expressed during meetings of collegiate bodies, which include students and teachers.

Turan University ensures the confidentiality and integrity of information stored in databases of information systems. Login to the system is carried out by login and password. Each user of the system has its own (according to the roles and rights of access) interfaces to access information. Individual user: sees and can work only with his accounting section and only with the information to which he has access. The university's Information Security Policy provides for a set of measures to protect information resources, as well as software and hardware, from accidental or intentional changes, disclosures, or destructions.

Existing systems are documented in the educational process for the implementation of educational programs: The operational management of information exchange between units is carried out through the corporate mail system. Each student also has a corporate post office,

through which they interact with the university. There is information support for scientific research, open access to databases <http://www.webofknowledge.com/>, <https://www.scopus.com/>, <https://elibrary.ru/>.

Management decisions are taken on the basis of the analysis of information on various areas of activity, in particular on the results of training activities related to the satisfaction of the consumer (employer, etc.) and the personal development of the student, the evaluation of which is carried out on the basis of documented QMS procedures, results of internal audit, socio-metric survey, etc.

The university has introduced information management processes, including data collection and analysis, to ensure the quality of study programme implementation, to assess performance, to determine the degree of mission implementation, goals and objectives, and opportunities for continuous improvement of the service.

All information is announced or duplicated in time on the official website of the university in the relevant sections. For example, in the Students section, students can familiarize themselves with the academic calendar, schedule of classes and exams, schedules of examination sessions, delivery of the State Electoral Commission and the defence of diploma theses, catalogs of elective courses, information about teaching and university staff. A directory of telephone numbers of the joint venture and university staff is published annually.

Academic Affairs Department staff assigns individual semester rankings to students (GPA). On the basis of the results of the year, the annual total rating of the learner (annual GPA) is obtained, according to the presented data of the department that makes the analysis of the academic achievements.

The achievements of the students are also reported on the university website in the form of news information. Information about graduates in the Kazakh language is posted on the university website in the About us block (<https://turan.edu.kz/en/vypuskniki/>), where the general list of graduates for all study programmes for the last 3 years is given. Also, there is a Turan-Zerde directory for lighting mutual cooperation of university graduates.

## **7.2 Assessment**

Turan University has a well-functioning information management system. The current and complete data structure is used very well for the internal quality management system. The evaluation of data is accompanied by quality assurance measures and planning of follow-up activities. Turan University's information management system is comprehensive and several departments are responsible for statistics and data management at university level.

The system for collecting, analysing and managing information at the University is based on the use of information and communication technologies and software. The University's education portal is used for information management, where documents containing the University's quality and academic policies are published. Access to information on the management, planning and implementation of study programmes is provided through the University's education portal. A procedure has been established to involve students, staff and teaching staff in the collection and analysis of information and in the decisions based on it.

A survey of teaching staff and employees is conducted annually and includes a study of the level of satisfaction of teaching staff and employees with the working conditions, prospects for professional development and administrative management of the University.

A survey of student satisfaction with the quality and conditions of study programmes is conducted annually to investigate student opinion on the quality of the University's educational and administrative services.

Students may receive a certificate confirming their status at the University. If necessary, students can apply for accommodation in the student residence, register for elective modules, apply for participation in academic mobility and make other applications to the administration of the study programmes through the Student Service Centre on the University's website (<https://turan-edu.kz-services-students-I teach/>).

For degree programmes undergoing accreditation, there is sufficient information to attract applicants.

Turan University has the necessary procedures for collecting and analysing information about the programmes at all levels (Bachelor, Master and PhD), which include: key performance indicators, information about the student body, the level of academic achievement, student performance and examinations. Students are provided with educational resources and student support services. For most of the above criteria, the university has specific activities and uses the information received.

The expert group notes that Turan University regularly collects and analyses information on study programmes, students, graduates and its other activities as part of the quality management system and makes it available to the internal system for quality assurance.

Both students and teachers of Turan University are involved in the processes through a procedure and existing structures at the university. In addition, graduates and employers are also involved in the process.

Therefore, the university is advised to ensure that objective information on the employment of graduates enables appropriate decisions to be made that can contribute to quality assurance



in education. This is because sustained, transparent and systematic work is needed to support the career choice and employment of graduates.

As part of the university's quality management, data on students is collected and their assessment is carried out. Also based on the university's self-evaluation report and the discussions during the online evaluation, the expert group was able to confirm that the institution is implementing the necessary measures to evaluate the quality of teaching.

The workload of students, consisting of attending lectures, seminars and carrying out independent work, is strictly regulated. Mechanisms for review and development of higher education programmes at the university are in place.

Information management involves the use of various methods to provide information to learners, employers, stakeholders and faculty of educational programmes.

Confidentiality of information is ensured. The management of information security in the educational process at all levels of education is in line with the mission of the university.

### 7.3 Conclusion

The criterion is **fulfilled**.

## 8 ESG Standard 1.8: Public information

**Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.**

### 8.1 Implementation

Turan University sees itself as an innovative-entrepreneurial institution and places particular importance on its public perception and information about its activities as these translate into a competitive stance in comparison to other educational institutions of the country. Following the principles of openness and accessibility to the public, it publishes complete and reliable information for interested parties online.

Regular reviews of publications in the press as well as news stories are prepared for various channels of TV, radio, newspapers, and social networks. In addition, the university hosts various marketing, career guidance, and other events, scientific seminars, and conferences, at which the general public has the opportunity to get acquainted with the university, its policy, and its strategy.

The university has various ways to disseminate information, including the official website ([www.turan-edu.kz/](http://www.turan-edu.kz/)), social networks, periodicals, reference books, media, information banners, and brochures, to keep the public and interested parties aware of its developments.

The university publishes information about its activities and the implementation of the study programmes on the official website (<https://turan-edu.kz/>), which operates in 2 languages, Kazakh and Russian. The site contains the mission, goals and objectives of the university, information of scientific and educational nature, including structure, history and achievements of the university, information about undergraduate and postgraduate studies, and international programmes.

Every week, news about events at the university is posted on the main page of the site (<https://turan-edu.kz/news/>).

AIS Platonus works on the official website of the university (<http://platonus.turan-edu.kz/>).

The university website contains e-mail addresses and phone numbers of the administration, departments, offices and services of the university. A trust box has been installed so that anyone can leave their complaints or suggestions.

Information about the specifics of study programmes undergoing accreditation is reflected on the university website in the section for applicants. It includes information describing the study programmes, e.g., goals, content, development plan, competencies, learning outcomes, etc.

Information about the educational process and teaching is also reflected on the university website in the Chairs section.

The university conducts reputational and career guidance work among potential applicants about the areas of training at the university, informs the public about its activities, including those on study programmes undergoing accreditation.

Turan University openly publishes complete and reliable information about the activities of the university. The creation of a positive image for increasing competitiveness in the market of educational services is the goal of the activities of the IT and information-library resources department Marketing and reception campaign department of Turan University. Every year the university rector gives a public report in the Kazakh and Russian languages for the current academic year.

The departments implementing the issue according to the data of the university develop, plan and implement activities to inform the public about the activities of the university. They monitor the media (periodicals, television, and radio) and analyze the dynamics of public opinion on key issues of the university activities, and promptly inform the management of the university of the results. They work with journalists to ensure the fullest and most objective media coverage of the activities of the university and its structural subdivisions. Articles, interviews, photos and videos, speeches of the university staff, as well as press releases about the events are prepared and published in the media.

The website of Turan University contains information on the direction of training according to the data of the study programmes and the admittance rules. Information on study programmes and expected learning outcomes, qualifications awarded, teaching methods are available on the university website in three languages.

The main tasks of the IT and information and library resources department are the publication of educational, methodological, and scientific literature in the Kazakh and Russian languages, and provide the educational process with the necessary products.

Regular reviews of publications in the press, as well as news stories, are prepared on various channels of TV, radio, newspapers, social networks Facebook, Instagram, etc. (Almaty Akshuma, Evening Almaty, TV Qazaqstan, Khabar, on radio channels, etc.). The university organizes various marketing, career guidance, and other events.

The general public has an opportunity to familiarize themselves with the university activities, policies, and strategies (Facebook, Instagram, YouTube, etc.). Turan Channel was created on YouTube and it is actively operating. Teachers and students of higher education systematically inform the general public about the activity of the university by means of publication on the website of the university, in the STUDiYa student magazine and in the above-mentioned media.

The editorial staff of the STUDiYa student magazine publishes monthly articles and interviews with students who have undergone an educational programme abroad or domestically.

University internet resources have been created at various levels of hierarchy, from personal and department pages to university-wide information repositories, and are available to students and teachers both on the university intranet and on the international global Internet. In order to represent the interests of the university on a global network and to create a positive and coherent image of the university in the global community, a corporate website has been created that provides the target audience of the site with information on various aspects of the university activities. In addition to providing users with access to the university information resources, the university corporate website serves to develop scientific and educational links with universities and potential partners, develop the academic mobility of students and teachers.

The university education portal has been set up to enable various levels of users to access information for educational purposes in a timely and efficient manner which serves as a link between all participants in the educational process and is a tool for collecting and making available up-to-date knowledge in real-time. The portal organizes personal pages of users and provides services according to the category of users. The system is running 24/7, users can

work and have access their virtual space at any time and from any place provided the means of communication are available, as well as work locally within the university corporate network.

Electronic components of learning and teaching support kits, disciplines of the study programmes (EAMCD) are located in the unified information and education environment of the university. The entire information and technology environment is eventually reduced into the information and education portal of the university and distance education.

## **8.2 Assessment**

Turan University offers detailed information on study and teaching as well as on the university's main research areas. Organisational documents and relevant regulations are made available on the website. Contact persons and contact points for study programmes and student life are clearly and transparently named.

Overall, the information provided to the public about the degree programmes is satisfactory. There are many opportunities for prospective students to find out about the university, the faculty and student life.

Information on study programmes is publicly available (admission criteria, learning outcomes, qualifications awarded, graduate employment information, etc.). Information on study programmes that meet the university's mission is secured. High school graduates, undergraduates, graduates and other interested groups can obtain information about the activities and offers of the University of Turan through its homepage. In addition, contact persons are named for further information and questions.

Turan University provides information about its activities, such as its degree programmes and the selection criteria for admission, the intended learning outcomes of the degree programmes, the teaching, learning and examination methods used, student success rates and the qualifications of the teaching staff.

In addition, Turan University provides information on its homepage about its academic achievements, such as publications, external and internal conferences and events, as well as non-academic ones, such as cultural and social projects and activities.

The study-related documents and information appear to be accessible to both students and prospective students. The website is available in three languages (Kazakh, Russian and English), which is positive. All the information is up-to-date and useful for stakeholders and the public.

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Information on study programmes is publicly available (admission criteria, learning outcomes, qualifications awarded, information on employment of graduates, etc.). Information on study programmes that are in line with the university's mission is secured.

The university conducts its activities based on the principles of transparency, openness, inclusion and awareness-raising of all stakeholders in educational activities: Students, teaching staff and employers. One of the most important ways of providing information is through the use of information technology and media. In addition to the information on the university's website, information about the specifics of the degree programmes undergoing accreditation is communicated to the public and applicants through events such as the Open Day.

Innovative proposals from interested parties are submitted to the university management through oral and written statements, official communications to the Rector's blog via the university website or personal communication during office hours. The proposals received are reviewed in faculty meetings to decide whether the proposals can be implemented. In the event of a positive decision on the implementation of innovative proposals, the topic is submitted for collegial discussion at the level of the departmental council.

At the same time, the expert group notes that the information regarding the subject areas could be presented even more optimally. The expert group therefore suggests that this be described in more detail. For example, the profiles of the teachers could be listed and more information about the activities of the departments could be described. The contents of the homepage should also be available in the same level of detail in all three languages.

### 8.3 Conclusion

The criterion is **fulfilled**.

## 9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

**Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.**

### 9.1 Implementation

All study programmes are subject to constant monitoring and periodical evaluation aimed at identifying the progress and results of training. The quality of the development of working curricula is ensured by examination at the chair, faculty, and university levels. Curricula are reviewed annually to take all of the relevant feedback from internal/external stakeholders and changes into account. Employment of graduates and student satisfaction are tracked. Dublin Descriptors and the European Qualification Framework are taken into consideration.

Surveys of students, graduates, and employers (questionnaires, interviews, sociological research, etc.) are a major source of information for continuous development. Those results are statistically processed, discussed at the meetings of the rector's office, and taken into account in the further planning of educational activities. The procedures for external quality assessment of individual programmes are carried out in accordance with the requirements of the national legislation. The results of external evaluation and recognition of the quality of the programmes (reports, expert opinions, etc.) are posted on the university website.

The indirect way of evaluation and recognition of the quality of the study programmes results from various procedures and forms of assessment of the quality of training of graduates and students, e.g., professional certification, external examinations, professional and scientific competitions, conferences, etc.

The direct and indirect evidence is taken into account when the study programmes are being evaluated by relevant departments and suggestions are made on different levels. The procedure is regulated by the document titled Management of the modular educational programmes. Measures are being developed to improve the processes, which are reflected in the documentation of the quality assurance system. The following support services identify and meet the needs of various groups of students: the Department of Academic Affairs, advisors, the Centre of the Bologna Process and Distance Learning, and the Department of Master and PhD studies. The analysis of the procedures for monitoring and periodic evaluation is carried out on the basis of an analysis of curricula, a catalogue of educational modules, individual plans of students, internal regulatory documents regulating the implementation of study programmes, their monitoring and evaluation, minutes of collegiate bodies and meetings of departments.

## 9.2 Assessment

During the study of regulatory documents in the Academic Policy section on the university website (<https://turanaedu.kz/policy-university/>), self-assessment report, results of the survey of teachers and students, and the results of the online interview, it was confirmed that monitoring and periodic evaluation of study programmes undergoing accreditation are carried out at the university.

The schedule of activities for monitoring the quality of education has been approved, according to which the university monitors and periodically evaluates the study programmes in order to achieve the goals and meet the needs of students and society. To determine the level of satisfaction of internal needs, the university organizes and conducts a survey of students, teachers, and university staff every academic period. The questionnaires used for the survey include the following: Teacher through the eyes of a student, Quality of the educational process, Satisfaction with the organization of work practice, and Clean session.

Questioning is carried out in order to establish the level of satisfaction with the educational needs of students, their attitude to the educational process, socio-cultural environment, etc.

According to the results of a survey of employers, 25% of respondents evaluate the quality of studies at the university as good and 75% as very good.

The results of the survey are statistically processed, discussed at administration meetings, and taken into account in the further planning of educational activities. According to the monitoring statistics, the management of the study programmes, from time to time, analyses and draws up the reports on results of sessions, which are submitted for consideration by the Academic Council of the university and application of necessary measures in order to achieve the desired results.

The existing quality management seems to function according to a hierarchical principle. However, the aim is to have a functioning control loop between the participants in order to improve the quality of research and teaching (Circle of Quality). This quality circle functions according to the principle bottom up - top down.

Turan University regularly reviews the Strategy and Policy in the field of quality and monitors their implementation. To ensure quality assurance, the university complies with the requirements of the normative regulations of the Ministry of Education and Science of the Republic of Kazakhstan, implements international requirements and procedures for improving the quality of education, analyses the effectiveness of planning and reporting, conducts sociological monitoring of the implementation of the mission and strategy, attracts stakeholders, such as social partners, employers, teaching staff, as well as observes the principle of openness of university management for proposals.



Overall, it should be noted that responsibilities are clearly and comprehensibly regulated, not least because the core processes of quality assurance are documented in the university regulations.

Feedback between students and instructors is a prerequisite for improving teaching and should be introduced. The evaluation results of the anonymous course evaluations should be presented to the students after the surveys and discussed with them in order to derive concrete measures for the improvement of teaching.

On the other hand, the university should take measures to obtain more meaningful data on graduate retention. In the discussions, it became clear that there is indeed close contact with graduates and that they are already being surveyed very soon after graduation.

The course evaluations, therefore, serve the continuous development and improvement of quality and studyability. The student workload is not usually continuously surveyed in the course evaluation at the end of the semester; corresponding questions are included in the questionnaires. An evaluation of the workload by a module should take place at regular intervals.

Students are made aware of the student workload and examination requirements by the lecturers at the beginning of the course. In the course of study, the measure of how many hours one ECTS point corresponds to student workload is anchored in the examination regulations. Unfortunately, however, it is apparent that feedback on course evaluations from instructors to students often does not occur. In terms of a take-home process, the university should be clear, the results should be more presented to the students. The feedback of the teaching evaluations to the students should be implemented even more sustainably.

With regard to the quality of teaching, it should be noted that measures to ensure it begins with the recruitment of teaching staff. Turan University has issued appointment regulations in which the various steps in the selection of future lecturers are laid down, which include not only interviews but also a trial lecture in front of colleagues and students. After the recruitment process, the lecturers are given the opportunity to observe the lectures of their colleagues and to give peer-to-peer feedback. Furthermore, the university offers the teachers various opportunities for further training, both on technical and didactic topics.

It can be stated that there is a combination of internal and external quality management in order to offer the own study programmes in general accordance with the ESG.

The minutes of the faculty meetings and collegial bodies confirm the involvement of students and employers in the development of the study programmes.

However, the review panel suggests that changes to study programmes should always be published up to date on the university's website.

Study programmes are regularly evaluated to ensure quality and to verify compliance with high quality standards. Ongoing monitoring of all study programmes is carried out in accordance with the Quality Assurance Policy. The periodic review of the programme has been conducted and if necessary changes are necessary, they will be conducted. This process is exemplary. The study programmes have different procedures for internal quality assurance, e.g. in the form of the use of surveys of students on individual courses.

### 9.3 Conclusion

The criterion is **fulfilled**.

## 10 ESG Standard 1.10: Cyclical external quality assurance

**Institutions should undergo external quality assurance in line with the ESG on a cyclical basis**

### 10.1 Implementation

The main procedures for external evaluation and recognition of the quality of study programmes at Turan University include QMS certification, results in education and science competitions, national and international study programme ratings as well as international accreditation.

As part of the Development Strategy of 2016-2020, Turan University has undergone a transition to ISO 9001:2015 in 2016-2017. The results of QMS and compliance with ISO 9001:2015 were confirmed by the certificate of conformity issued by the Russian Register Certification Association and the certificate of the unified international model IQNet in October 2020.

The university participates in rankings of study programmes of Kazakhstani universities conducted by Atameken National Chamber of Entrepreneurs with the support of the Ministry of Education and Sciences. Many study programmes, e.g., Journalism and Tourism (Bachelor and Master) are seen among the best ones offered by Kazakhstani universities. In 2021, Turan University was also listed 6th in the General Ranking Top-20 higher education institutions in Kazakhstan by Independent Accreditation and Rating Agency and 351-400th in the QS Emerging Europe and Central Asia ranking. International accreditation plays a significant role in the further development and internationalisation strategy.

In 2020, Turan University gained Altyn Sapa – 2020, a prestigious republican quality award, in the nomination of the Best Service Providing Enterprise. The results of the annual national

rankings until 2021 predetermine the position of Turan University in the national education market.

According to the results of the General Ranking of the best humanitarian and economic universities in 2017-2018 conducted by IQAA, the University took 4th place. In the nomination Leader in the Qualitative Composition of Students – 2018, the University took 1st place.)

In 2020, the University occupied leading positions in the following areas of study: Psychology, Finance, Economics, Management, Marketing, and Restaurant and Hotel Business.

In 2021, 15 study programmes of the university took prizes in the National Ranking of Relevance for Universities of the Republic of Kazakhstan conducted by the IAAR. Seven study programmes in five areas, including Psychology (PhD), Finance, Economics, Banking and Insurance (Bachelor and Master), Audiovisual and media production (Bachelor), Camera art (Master), Marketing and advertising (Bachelor and Master) were awarded 1st place. The University occupies 6th place in the General ranking of the TOP-20 universities of the Republic of Kazakhstan - 2021 conducted by the IAAR.

External quality assurance of the study programmes is mainly carried out through the final state certification of students, institutional and programme accreditations as well as participation at the national and international university and study programme ratings. The results of the accreditation and ratings are available to all interested parties, published in the media, and posted on websites.

The university passed institutional and programme accreditations with national and international accreditation agencies.

## **10.2 Assessment**

Regarding the legal framework of quality assurance, the programs are carried out in compliance with rules and policies. A regular assessment of graduate studies and educational results from the employers' point of view, as well as demanded educational results from the point of view of study programme graduates, is conducted for the study programme undergoing accreditation. For this purpose, the dean's offices of departments implementing the study programmes conduct surveys of employers and graduates (questionnaires, interviews, sociological research, etc.). The procedures for external assessment of the quality of individual study programmes are carried out in accordance with the requirements of the laws of the Republic of Kazakhstan in the field of education.

Turan University has a combination of internal and external quality management in order to offer its own degree programmes in accordance with the ESG. The university has passed an institutional accreditation. The results of the accreditations flow into the structuring of the Turan

University business processes. Of particular importance is cooperation with external stakeholders such as partner universities, graduates, industry, and employers in order to gain impulses for continuous internal quality development.

The quality management ensures very well a permanent current and transparent presentation of the general quality assurance measures and instruments. The university fulfils all obligatory aspects of external quality assurance: the various organisational bodies and levels are adequately in place and were explained in detail in the discussions with the university. Internal as well as external quality assurance of the university's measures take into account all legal requirements and benefit from each other in order to advance the quality development of the study programmes. The external quality assurance covers all necessary organizational levels such as financial operations and educational services. The internal and external quality assurance mechanisms for continuous development of the program are well-developed, and the cyclical functionality of quality assessment of this program is effective. The quality of the surveys and the processing of the results can be rated very well. For all study programmes, no specific problems regarding cyclical external quality assurance were reported.

Generally, the follow-up activities of the university's external quality assurance when preparing for the next procedure is well-considered. The results of external evaluation and recognition of the quality of the study programmes (reports, expert opinions, etc.) are posted on the university website ([www.http://turan-edu.kz](http://www.turan-edu.kz)).

The coherence between external and internal quality assurances is well-structured.

### **10.3 Conclusion**

The criterion is **fulfilled**.

#### IV Recommendation to the Accreditation Commission of ACQUIN

##### 1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The study programmes „Accounting and Audit (Bachelor/Master)“, „Economics“ (Bachelor/Master/PhD), „Finance“ (Bachelor/Master/PhD), „International Law“ (Bachelor), „International Relations“ (Bachelor/Master), „Jurisprudence“ (Bachelor/Master/PhD), „Management“ (Bachelor/Master/PhD), „Marketing“ (Bachelor/Master), „Psychology“ (Bachelor/Master/PhD) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG).

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

The expert group concludes that the **Salzburg Recommendations** 1 (Research as the basis and the difference), 2 (Critical mass and critical diversity), 3 (Recruitment, admission and status), 4 (Supervision), 5 (Outcomes), 6 (Career development), 7 (Credits), 8 (Quality and accountability), 9 (Internationalisation), 10 (Funding) 11 (Autonomy), 12 (Legal framework) and 13 (Intersectoral collaboration) are fulfilled.

The assessment criteria are as follows:

**Standard 1.1 Policy for quality assurance:** Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

**Standard 1.2 Design and approval of programmes:** Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.

**Standard 1.3 Student-centred learning, teaching and assessment:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

**Standard 1.4 Student admission, progression, recognition and certification:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

**Standard 1.5 Teaching staff:** Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

**Standard 1.6 Learning resources and student support:** The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

**Standard 1.7 Information management:** Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

**Standard 1.8 Public information:** Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

**Standard 1.9 On-going monitoring and periodic review of programmes:** Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous

improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

**Standard 1.10 Cyclical external quality assurance:** Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.



## 2 Accreditation Recommendation

The peer-review experts recommend an unconditional accreditation with general and study-specific recommendations.

### General recommendations

1. The university should improve internal collaborations between the departments and the study programmes.
2. The university should attract more international teaching staff.
3. The university should offer more didactic and methodological training for teaching staff.
4. The Teaching staff should be more proficient in English in order to be able to conduct more English-language courses with contemporary literature.
5. The evaluation results of the courses should be fed back to the students.
6. A evaluation of the workload by module should take place at regular intervals.
7. The Studium Generale could make more reference to the respect subject study programmes.
8. The entrepreneurial part of the curricula could be more course study-related.
9. The university should increase the proportion of the English language modules and English contemporary language literature
10. A gender and diversity concept should be developed who points out equal opportunities.
11. Students should encouraged to increase their ability to critically reflect the course contents.
12. The university could establish an idea management system or company suggestion system. In this system, employees as well as students can give suggestions for the improvement of structures, processes and organization. With this structured approach, the stakeholders are called upon to engage in a participatory (involving) optimization system with the goal of utilizing the idea potential of all employees and students in an organization.
13. There should be access to worldwide databases.
14. An improvement of the information collection, analysis and management system based on modern information and communication technologies and software, in particular improvement of the functioning of AIS Platonus 5.1 by updating the version or selecting another effective AIS, should be implemented.

**Study-specific recommendations****Finance (Bachelor/Master/PhD)**

1. Care should be taken to ensure that each module has a similar module size according to the workload of the students, so as to guarantee good studyability.

**Management (Bachelor/Master/PhD)**

2. Support formats should be provided for doctoral students to publish in international peer-reviewed English-language journals.

**Economics (Bachelor)**

1. More subject-specific courses in economics (compulsory and/or elective) should be offered.
2. More consecutive courses (e.g. Marco Economics: Introduction, Intermediate, Advanced) should be offered in the first two years of the study programme.
3. The portfolio of the compulsory courses should be equally available for both sections of the entrepreneurial module.
4. The inclusion of a lecture series by managers, stakeholders and/or policy makers should be integrated into the curriculum.

**Economics (Master, 2-year scientific and pedagogical programme and Master, 1-year profile programme)**

1. The inclusion of a lecture series by managers, stakeholders and/or policy makers should be integrated into the curriculum.

**Economics (Master, 2-year scientific and pedagogical programme)**

1. More advanced level consecutive courses in economics and more econometric and data-related courses should be offered.
2. The portfolio of electives should be expanded to include at least two specialisations in economics and/or econometrics.
3. Master students should compulsorily present presentations of their (preliminary) research to PhD students.
4. Students should be encouraged to participate in (inter)national research conferences.

**Economics (PhD)**

1. PhD students should compulsorily present their presentations of (preliminary) research to Master students.

**Accounting and Audit (Bachelor)**

1. Access to the use of digital technologies should be expanded in the curriculum.
2. Current research literature should be recommended to students.

**Accounting and Audit (Master)**

1. Digital technologies should be integrated into the curriculum in the long term and the software base for conducting quantitative research methods should be expanded in the process;
2. Consideration should be given to offering a certification course that is closer to professional practice.

**Marketing (Bachelor/Master)**

1. The variance of examination forms should be increased.

**Psychology (Bachelor/Master/PhD)**

1. There should be promotion of membership in international psychological associations such as the British Psychological Society and the American Psychological Association.

**Psychology (Bachelor)**

1. It is recommended to exclude the notion 'Medicopsychology' in official study documents and use only 'Medical psychology' as a notion of more psychological nature while 'Medicopsychology' is more typical for medical literature.
2. It is recommended to develop Organizational psychology as a specialization along with existing specializations for Bachelor students, so that graduates would be able to be employed in HR positions in private and state companies being more equipped.

**Psychology (Master)**

1. It is recommended to further support inclusion of newest research outcomes into the teaching objectives.

**Jurisprudence (Bachelor/Master/PhD)**

1. There should be an expansion of the list of internship places and the conclusion of contracts for professional internships and other internships of students, taking into account the specifics of the study programmes.
2. The development of criteria for the assessment of students' competences in the context of professional internships should be advanced.
3. Cooperation with foreign educational organisations in the development and implementation of joint educational programmes should be intensified.

4. There should be harmonisation of the content of study programmes with similar educational institutions of leading foreign educational organisations.
5. It is recommended to give employers a better opportunity to participate in the development, content revision and review of study programmes accredited on the university's website.
6. Teaching materials form, including updating the lists of references in the educational and methodological documentation should be improved.
7. With regard to the further development of the study programmes, the introduction of dual training is recommended.
8. The development of double-degree education should be considered.

**International Relations (Bachelor/Master)**

1. A PhD programme for International Relations in continuation of the Bachelor and Master courses is recommended.

## **V Decisions of the Accreditation Commission of ACQUIN**

Based on the evaluation report of the peer group and the statement of the university the Accreditation Commission of ACQUIN decided on 31 March 2022 :

### **General recommendations for all study programmes:**

- The university should improve internal collaborations between the departments and the study programmes.
- The university should attract more international teaching staff.
- The university should offer more didactic and methodological training for teaching staff.
- The Teaching staff should be more proficient in English in order to be able to conduct more English-language courses with contemporary literature.
- The evaluation results of the courses should be fed back to the students.
- A evaluation of the workload by module should take place at regular intervals.
- The Studium Generale could make more reference to the respect subject study programmes.
- The entrepreneurial part of the curricula could be more course study-related.
- The university should increase the proportion of the English language modules and English contemporary language literature
- A gender and diversity concept should be developed who points out equal opportunities.
- Students should encouraged to increase their ability to critically reflect the course contents.
- The university could establish an idea management system or company suggestion system. In this system, employees as well as students can give suggestions for the improvement of structures, processes and organization. With this structured approach, the stakeholders are called upon to engage in a participatory (involving) optimization system with the goal of utilizing the idea potential of all employees and students in an organization.
- There should be access to worldwide databases.
- An improvement of the information collection, analysis and management system based on modern information and communication technologies and software, in particular improvement of the functioning of AIS Platonus 5.1 by updating the version or selecting another effective AIS, should be implemented.

### **6B04105 Accounting and Audit (Bachelor)**

**The study programme „6B04105 Accounting and Audit” (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- Access to the use of digital technologies should be expanded in the curriculum.
- Current research literature should be recommended to students.

**7M04103, 7M04108 Accounting and Audit (Master)**

**The study programme „7M04103, 7M04108 Accounting and Audit” (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- Digital technologies should be integrated into the curriculum in the long term and the software base for conducting quantitative research methods should be expanded in the process;
- Consideration should be given to offering a certification course that is closer to professional practice.

**6B04103 Economics (Bachelor)**

**The study programme „6B04103 Economics” (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- More subject-specific courses in economics (compulsory and/or elective) should be offered.
- More consecutive courses (e.g. Marco Economics: Introduction, Intermediate, Advanced) should be offered in the first two years of the study programme.
- The portfolio of the compulsory courses should be equally available for both sections of the entrepreneurial module.
- The inclusion of a lecture series by managers, stakeholders and/or policy makers should be integrated into the curriculum.

**7M04110, 7M04101 Economics (Master)**

**The study programme „7M04110, 7M04101 Economics” (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

Economics (Master, 2-year scientific and pedagogical programme and Master, 1-year profile programme)

- The inclusion of a lecture series by managers, stakeholders and/or policy makers should be integrated into the curriculum.

Economics (Master, 2-year scientific and pedagogical programme)

- More advanced level consecutive courses in economics and more econometric and data-related courses should be offered.
- The portfolio of electives should be expanded to include at least two specialisations in economics and/or econometrics.
- Master students should compulsorily present presentations of their (preliminary) research to PhD students.

**8D04101 Economics (PhD)**

**The study programme „ 8D04101 Economics” (PhD) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- PhD students should compulsorily present their presentations of (preliminary) research to Master students.

**6B04106 Finance (Bachelor)**

**The study programme „6B04106 Finance" (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- Care should be taken to ensure that each module has a similar module size according to the workload of the students, so as to guarantee good studyability.

**7M04104, 7M04111 Finance (Master)**

**The study programme „7M04104, 7M04111 Finance" (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- Care should be taken to ensure that each module has a similar module size according to the workload of the students, so as to guarantee good studyability.

**8D04103 Finance (PhD)**

**The study programme „8D04103 Finance" (PhD) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- Care should be taken to ensure that each module has a similar module size according to the workload of the students, so as to guarantee good studyability.

**6B04202 International Law (Bachelor)**

**The study programme „6B04202 International Law" (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

**6B03101 International Relations (Bachelor)**

**The study programme "6B03101 International Relations" (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- A PhD programme for International Relations in continuation of the Bachelor and Master courses is recommended.



**7M03101, 7M03105 International Relations (Master)**

**The study programme „7M03101, 7M03105 International Relations" (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- A PhD programme for International Relations in continuation of the Bachelor and Master courses is recommended.

**6B04201 Jurisprudence (Bachelor)**

**The study programme „6B04201 Jurisprudence" (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- There should be an expansion of the list of internship places and the conclusion of contracts for professional internships and other internships of students, taking into account the specifics of the study programmes.
- The development of criteria for the assessment of students' competences in the context of professional internships should be advanced.
- Cooperation with foreign educational organisations in the development and implementation of joint educational programmes should be intensified.
- There should be harmonisation of the content of study programmes with similar educational institutions of leading foreign educational organisations.
- It is recommended to give employers a better opportunity to participate in the development, content revision and review of study programmes accredited on the university's website.
- Teaching materials form, including updating the lists of references in the educational and methodological documentation should be improved.
- With regard to the further development of the study programmes, the introduction of dual training is recommended.
- The development of double-degree education should be considered.

**7M04201, 7M04202 Jurisprudence (Master)**

**The study programme „7M04201, 7M04202 Jurisprudence" (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- There should be an expansion of the list of internship places and the conclusion of contracts for professional internships and other internships of students, taking into account the specifics of the study programmes.
- The development of criteria for the assessment of students' competences in the context of professional internships should be advanced.
- Cooperation with foreign educational organisations in the development and implementation of joint educational programmes should be intensified.
- There should be harmonisation of the content of study programmes with similar educational institutions of leading foreign educational organisations.

- It is recommended to give employers a better opportunity to participate in the development, content revision and review of study programmes accredited on the university's website.
- Teaching materials form, including updating the lists of references in the educational and methodological documentation should be improved.
- With regard to the further development of the study programmes, the introduction of dual training is recommended.
- The development of double-degree education should be considered.

#### **8D04201 Jurisprudence (PhD)**

**The study programme „8D04201 Jurisprudence" (PhD) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- There should be an expansion of the list of internship places and the conclusion of contracts for professional internships and other internships of students, taking into account the specifics of the study programmes.
- The development of criteria for the assessment of students' competences in the context of professional internships should be advanced.
- Cooperation with foreign educational organisations in the development and implementation of joint educational programmes should be intensified.
- There should be harmonisation of the content of study programmes with similar educational institutions of leading foreign educational organisations.
- It is recommended to give employers a better opportunity to participate in the development, content revision and review of study programmes accredited on the university's website.
- Teaching materials form, including updating the lists of references in the educational and methodological documentation should be improved.
- With regard to the further development of the study programmes, the introduction of dual training is recommended.
- The development of double-degree education should be considered.

#### **6B04101 Management (Bachelor)**

**The study programme „6B04101 Management" (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- Support formats should be provided for doctoral students to publish in international peer-reviewed English-language journals.

**7M04102, 7M04109 Management (Master)**

**The study programme „7M04102, 7M04109 Management" (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- Support formats should be provided for doctoral students to publish in international peer-reviewed English-language journals.

**8D04102 Management (PhD)**

**The study programme „8D04102 Management" (PhD) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- Support formats should be provided for doctoral students to publish in international peer-reviewed English-language journals.

**6B04107 Marketing (Bachelor)**

**The study programme „6B04107 Marketing" (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- The variance of examination forms should be increased.

**7M04105, 7M04112 Marketing (Master)**

**The study programme „7M04105, 7M04112 Marketing" (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- The variance of examination forms should be increased.

**6B03103 Psychology (Bachelor)**

**The study programme „6B03103 Psychology" (Bachelor) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- There should be promotion of membership in international psychological associations such as the British Psychological Society and the American Psychological Association.
- It is recommended to exclude the notion 'Medicopsychology' in official study documents and use only 'Medical psychology' as a notion of more psychological nature while 'Medicopsychology' is more typical for medical literature.
- It is recommended to develop Organizational psychology as a specialization along with existing specializations for Bachelor students, so that graduates would be able to be employed in HR positions in private and state companies being more equipped.

**7M03102, 7M03104 Psychology (Master)**

**The study programme „7M03102, 7M03104 Psychology" (Master) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- There should be promotion of membership in international psychological associations such as the British Psychological Society and the American Psychological Association.
- It is recommended to further support inclusion of newest research outcomes into the teaching objectives.

**8D03101 Psychology (PhD)**

**The study programme „8D03101 Psychology" (PhD) is accredited without any conditions. The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- There should be promotion of membership in international psychological associations such as the British Psychological Society and the American Psychological Association.